



Reception Summer Curriculum Overview

Key Learning

Communication and Language



Listening, Attention and Understanding and Speaking

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.



Make comments about what they have heard and ask questions to clarify their understanding.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Connect one idea or action to another using a range of connectives.

Describe events in some detail.

Learn and use new vocabulary in different contexts.

Summer 1 - warm, reflect, positive, earth, wonder

Summer 2 - world, delicious, believe, luxury, shelter

Literacy



Our stimulus in **writing** will be 'Titch', non-fiction fact cards about transport, instructions for 'How to grow a sunflower' and the story 'Supertato'.

The children will be retelling stories and poems using Talk for Writing actions.



Learning to spell simple words using their phonic knowledge e.g. rain, cheek, night, goat.

Learning to spell words containing more than one syllable e.g. cobweb, carpark, bucket.

Spell tricky and helpful words, writing these with joined formation. E.g. all, have, her, they, you.

Write short sentences with words using phonic knowledge. Demarcating the sentence with a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Phonics

Decode words including Level 2 and 3 sounds with increased confidence and speed.

Read the Level 2 and 3 tricky and helpful words with increased confidence and speed.

Continue to sing nursery rhymes, read rhyming stories and identify rhyming words.

Our text in **Talk for Reading** will be 'Six Dinner Sid' by Inga Moore and 'Handa's Surprise' by Eileen Browne.

The children will be identifying the title, author and front and back cover. They will be predicting what might happen next, using descriptive language and developing an understanding of character and settings.

Each half term we will be reading Super Six titles.



Mathematics



In **maths**, we will be learning to:

- Chant to 100.
- Chant forwards and backward 0-20.
- Counting beyond 10 and seeing patterns. E.g. 10 and 3 more is 13, 10 and 4 more is 14.
- Addition using the vocabulary of first, then, now. E.g. First there were 3 apples, then I got 2 more. Now I have 5 apples.
- Solving problems. E.g. I had 8 sweets and now I have 10 sweets? How many more do I have now?
- Looking at 2D shapes and their properties, rotating shapes, making shapes out of other shapes and making shape pictures.
- Looking at 3D shapes and spotting 2D shapes on the faces.
- Exploring sharing and grouping. E.g. I have 8 cakes and I am going to share them equally between my 2 friends. How many will they each have?
- Copying, continuing and creating repeated patterns.

Key Learning

Personal, Social and Emotional Development



Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Building Relationships

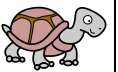
Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.



Understanding the world



Summer 1 Enquiry Question - How did people from the past get around?

Summer 2 Enquiry Questions - What is the difference between life here and life there?



Past and Present

Reading and learning about the lives and work of Amelia Earhart and Neil Armstrong.

People, Cultures and Communities

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Learn about celebrations, including who celebrates them, where they are celebrated and why they are important to different people e.g. Eid.





The Natural World



Explore the natural world around them.


Describe what they see, hear and feel whilst outside.

Recognise some environments that are different from the one in which they live.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

<p>Physical Development</p> 	<p>Gross Motor Progress towards a more fluent style of moving, with developing control and grace. Develop overall body strength, co-ordination, balance and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Fine Motor Begin to show accuracy and care when drawing. Continue to hold a pencil using a tripod grip. Continue to form letters using cursive letter formation with lead in lines. Continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently. For example, scissors, knives, forks and spoons.</p>
<p>Expressive Art and Design</p> 	<p>Creating with Materials: Share their creations, explaining the process they have used. Continue to explore, use and refine a variety of artistic effects to express their ideas and feelings. Including printing, scrunching, ripping, folding paper to create sculpture and using stencils.</p> <p>Being Imaginative and Expressive: Role Play 'home' including celebrations, communication methods, birthday, shop, café. Develop storylines in their pretend play. Sing nursery rhymes including, Down in the Jungle, 10 Green Bottles, Dingle-Dangle Scarecrow. Use instruments to accompany songs and rhymes. Move to a steady beat.</p> 
<p>Computing</p> 	<p>Use age-appropriate iPad apps to support the wider curriculum. Learn to use a mouse to click, drag and drop.</p>

Landing	Real World Outcome
<p>How did people from the past get around? To land this topic the children will visit Bournemouth Aviation Museum. They will create a non-fiction book about old and new transport which they will give to the Aviation Museum so future visitors can enjoy our learning.</p> 	<p>What is the difference between life here and life there? The children will be making travel guides that include facts and information about the countries they have been learning about. These leaflets will be displayed at Winton Library.</p> 

Home Learning	Summer Key Dates
<p>Summer 1 Can you create your favourite mode of transport? You could build a car out of Lego, paint a boat, use bricks to build an aeroplane or use playdough to create a helicopter. You could even create future transport! Upload a picture on Tapestry or bring your creation into school to share with everyone. Due in Friday 15th May.</p> 	<p>5th May - Pear class assembly 12th May - Apple class assembly 9th June - Plum class assembly</p> <p>Class assemblies are in the small hall, entrance via the middle gate at 2.45pm.</p>
<p>Summer 2 Can you make a poster all about a country you are interested in. It could include animals, food, currency, weather, landmarks, clothes, celebrations, school life. Due in: Friday 10th July.</p>	

Drivers Key:

Enquiry: We frame learning around questions. We promote curiosity and higher-order thinking.



Aspiration: We encourage pupils to aim high and believe in their abilities. We introduce role models to broaden horizons and inspire ambition.



Community: We foster a sense of identity and belonging. We build strong links with local geography, history, and people.



Characteristics of Effective Learning Key:

I have my own ideas and thoughts. I plan what I am going to learn. I am independent like a cat.



I am listening and staying focused. I concentrate like an eagle.



I am keen to try new things, and I am brave like a lion.



I am proud of my learning. I am proud like a peacock.



I keep trying, I don't give up. I persevere like a tortoise

