



# Curriculum Overview

## Reception

### Summer Term 2024



## **Our Theme for Summer.**

**Topics covered within these themes will include:**

- **Up in Space**
- **Our Local Environment**
- **Plants, Growth and Gardening**
- **Minibeasts (Lifecycles)**
- **Summer**
- **Ourselves (Growing and Moving on)**

(These may be adapted or changed due to children's interests or local/national events).

## Literacy

### **Comprehension**

Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary and they can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **Reading**

Children can say a sound for each letter in the alphabet and at least 10 digraphs, read words consistent with their phonic knowledge by sound-blending and read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **Writing**

Children can write recognisable letters, most of which are correctly formed, spell words by identifying sounds in them and representing the sounds with a letter or letters. Children can write simple phrases and sentences that can be read by others.

## Communication and Language

### **Listening**

Children 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. They make comments about what they have heard and ask questions to clarify their understanding. Children hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

### **Speaking**

Children participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems. Children 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.

## Mathematics

### **Number**

Children have a deep understanding of numbers to 10, including the composition of each number. They can subitise up to 5 and automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### **Numerical Patterns**

Children can verbally count beyond 20, recognising the pattern of the counting system. They can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children will explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## **Understanding The World**

### **Past and Present**

Children talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children understand the past through settings, characters and events encountered in books read in class and storytelling;

### **People Culture and Communities**

Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. They know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class and they can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### **The Natural World**

Children explore the natural world around them, making observations and drawing pictures of animals and plants. They 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. Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **Physical Education**

### **Gross Motor Skills**

Children negotiate space and obstacles safely, with consideration for themselves and others. They demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Fine Motor Skills**

Children can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. They can use a range of small tools, including scissors, paint brushes and cutlery and begin to show accuracy and care when drawing.

## **Expressive Arts and Design**

### **Creating with Materials**

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function and they share their creations, explaining the process they have used. Children make use of props and materials when role playing characters in narratives and stories.

### **Being Imaginative and Expressive**

Children Invent, adapt and recount narratives and stories with peers and their teacher and sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Modern Foreign Languages	Music
<p><b>Spanish</b>  Songs and games  Stories (The Very Hungry Caterpillar &amp; Brown Bear)  Colours &amp; Numbers  Days of the Week &amp; Months + When is your birthday?  Pets  Recap family members (Auntie, Uncle &amp; Cousins)  <a href="https://www.spanish-games.net/spanishgames">https://www.spanish-games.net/spanishgames</a></p>	<p>Simple rhythmic notation  Simple ideas of pitch  Increasing song repertoire  Preparation for performances</p>
PSHCEE	Computing
<p>Rules, rights and responsibilities  Importance of manners/respect  Groups I belong to  Needs of other living things  Mental health awareness week  Environment  Sun safety  Internet and its uses  People who help us  When I grow up  Let's celebrate/transition  Money  Jobs people do  Strengths and interests</p>	<p>Programming Bee-Bots – moving floor bots by creating short sequences and begin to understand debugging.</p> <p>Story explorers – Animals and nature-themed computing activities including digital art and photography, data handling and programming.</p>

Please note that occasional changes may occur





## **General Information**

**Regular overviews will be sent out to include information about what the children are learning as well as home-learning opportunities to further support this at home - please remember to keep up-to-date with EYLog .**

**All uniform and kit must be labelled clearly**

**Reading books should be read at home and returned to be changed on Monday, Wednesday and Friday each week**

**Please encourage access to Mathematics and Oxford Reading**

**'Learning Rings' should be practised as often as possible, additional flashcards will be added when children are entirely confident with the previous cards**

**Children will be encouraged to take a book from our class library on a regular basis**

**PE is on a Monday morning. Children should come to school dressed in PE kit and shoes. They stay in their PE kit throughout the day.**

**Pumps and pump bags remain in school**

**If your child is awarded a certificate for an activity outside of school please bring it to school to be presented in Friday's Achievement Assembly in class**

**A note of explanation must accompany all sick absences on return to school**

**We encourage the children to bring a labelled bottle of water into school**





## **Clubs**

### **Mondays**

**Ballet – 3.05pm 3.35pm with Louise Rutter**

### **Tuesday**

**Mini Tennis – 3.05pm to 3.35pm with Activity4 All**

### **Wednesdays**

**Construction – 3.05pm to 3.35pm with Mrs Parkins & Mrs Roberts**

**Jo Jingles – 3.05pm to 3.40pm with Jo Jingles**

### **Thursdays**

**Football – 3.05pm to 3.35pm with Activity4All**

