

Reception Summer Term – Curriculum Overview 2019

These are the age related expectations for teaching and learning and when they will be formally assessed throughout the Reception year. All aspects of the curriculum are available for the children to explore and develop their understanding throughout the year in our continuous provision. For example, the concept of “time” will be formally assessed in the summer term, but the children will have opportunities to explore the concept of “time” throughout the year with clocks, stop watches and timers being available to them. We will also provide continuous references to “time” related knowledge or skills during their day.

SUBJECT	1 st Half Term	2 nd Half Term
Topic	Jungle Animals / Dinosaurs	The Natural World
Communication and Language	<p><u>Speaking</u></p> <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<p><u>Speaking</u></p> <p>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p><u>Listening</u></p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding</u></p> <p>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p>
Physical Development	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p><u>Health and Self Care</u></p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. <p><u>Health and Self Care</u></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
Personal, Social, Emotional Development	<p><u>Self Confidence and Self Awareness</u></p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p><u>Manages Feelings and Behaviours</u></p> <ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting. 	<p><u>Self Confidence and Self Awareness</u></p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p>

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	<p><u>Making Relationships</u></p> <ul style="list-style-type: none">• Initiates conversations, attends to and takes account of what others say.	<p><u>Managing Feelings and Behaviours</u></p> <p>Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><u>Making Relationships</u></p> <p>Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>
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Literacy	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Begins to read words and simple sentences. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers • The children will be encouraged to read a wide variety of books, both during quiet reading time and their child initiated learning. They will read regularly with an adult and participate in a guided group read each week. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. 	<p><u>Reading</u></p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><u>Writing</u></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Mathematics	<p><u>Numbers</u></p> <ul style="list-style-type: none"> • Begins to identify own mathematical problems based on own interests and fascinations. <p><u>Shapes, Space and Measure</u></p> <ul style="list-style-type: none"> • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Measures short periods of time in simple ways. 	<p><u>Numbers</u></p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><u>Shapes, Space and Measure</u></p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Understanding the World	<p><u>People and Communities</u></p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p><u>The World</u></p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p><u>Technology</u></p>	<p><u>People and Communities</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among</p>

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	<ul style="list-style-type: none"> • Completes a simple program on a computer. • Interacts with age-appropriate computer software 	<p>families, communities and traditions.</p> <p><u>The World</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><u>Technology</u> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p>Expressive Art and Design</p>	<p><u>Exploring and Using Media and Materials</u></p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p><u>Being Imaginative</u></p> <ul style="list-style-type: none"> • Creates simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative • Chooses particular colours to use for a purpose. 	<p><u>Exploring and Using Media and Materials</u> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Being Imaginative</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>