

# Reception Curriculum Overview

## Summer 1 - Once upon a time

### Personal, Social and Emotional Development

The children will:

- learn about our school value, appreciation, and think about what they are grateful for
- think about their relationships with friends and family members as part of our Jigsaw PSHE topic
- work cooperatively with adults and other children to complete activities.

### Physical Development

The children will:

- develop their gross motor skills and work within a team to play outdoor games and complete races
- continue to develop their fine motor skills by practising cursive letter formation and writing numerals
- be expected to dress and undress independently, which includes managing shoes, buttons and zips.

### Expressive Arts and Design

The children will:

- use materials to solve problems, such as finding ways to transport The Gingerbread Man across a river or making a sun hat for a teddy bear
- find ways to overcome challenges, for instance by exploring different joining materials (glue, tape, string)
- listen to music and use their voices and instruments to improvise as part of our 'Big Bear Funk' focus in music
- cooperate with others to act out different stories.

### Communication and Language

The children will:

- listen to a variety of stories and rhymes
- follow a story without pictures
- use language to take on a role, for instance repeating the phrase 'run, run as fast as you can, you can't catch me, I'm the Gingerbread Man'
- use a wider range of time connectives to retell stories, such as first, next, then, after that, finally
- use language to introduce a storyline into their play, such as 'once upon a time'
- use language to share experiences and ask questions, for instance when talking about what they have learned each day.

### Understanding the World

The children will:

- observe the change in seasons and weather, and make suggestions about when it is appropriate to start wearing sunglasses, sun hats, etc.
- observe how aspects of nature are changing, e.g. plants growing, leaves and blossom on trees, bees buzzing
- talk about the places they have visited and features of different environments, e.g. whether they were hot/cold, had different animals and plants
- discuss special people as part of our RE focus, including people from home, at school and religious figures
- use technology for particular purposes, e.g. taking a photograph of their activity.

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### Literacy

The children will:

- read and write words containing digraphs
- learn the final Phase 3 trigraph sounds: igh, ure, ear and air
- begin to learn Phase 4 blends, such as st at the beginning of star and nd at the end of hand
- continue to learn new tricky words, with a focus on reading them without sounding letters out
- recall tricky word spellings for writing
- continue to learn and practise the names of the letters within the alphabet
- write sentences independently
- use simple punctuation when writing sentences, including capital letters, finger spaces and full stops
- be encouraged to write for different purposes, such as lists and recipes
- explore traditional tales, with a focus on retelling the stories
- associate actions with story telling language, such as once upon a time, then, next, suddenly, to support them in retelling familiar tales
- listen to a range of fairy tales and traditional stories for enjoyment.

### Mathematics

The children will:

- find the total of two groups, using language such as add, addition, plus, equals, altogether
- use objects to find a new total when taking away, using language such as take away, subtract, subtraction, equals
- use their learning about adding and taking away to solve problems, e.g. if I had 5 eggs and dropped 2, how many eggs do I have left?
- record number sentences, e.g.  $7+3=10$
- be introduced to the concepts of doubling, halving and sharing when working with different amounts
- recap facts about flat 2D shapes (circle, oval, triangle, square, rectangle), and talk about how many sides and corners they have, as well as whether the sides are straight or curved
- learn about solid 3D shapes (sphere, cone, pyramid, cube, cuboid), and talk about how many edges and faces they have, as well as whether the faces are flat or round
- explore time, discussing different lengths of time, as well as what we can use to measure time
- order familiar routines, using time connectives to describe them such as, first, next, then, after that, finally.