

Personal, Social and Emotional Development

PSHE Jigsaw focus 'Relationships', Value: Honesty

- Children play cooperatively, 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 (MR).

- I know how to make friends.
- I can help others when they feel upset/hurt.
- I understand that honesty is telling the truth.

Literacy

- Recap the digraph sounds introduced during spring term and consolidate learning taken place at home. Focus on applying them to reading and writing using blending and segmenting skills.
- teaching of phase 4 blends.
- new tricky words introduced with a focus on recognising them without sounding out.
- recall tricky words for writing.
- share fiction stories to coincide with our topic - i.e. Peg Leg pirate.
- Use non-fiction texts to find out information and answer questions about living things.
- Encouraged to write words and sentences including understanding when to use finger spaces and full stops.

Communication and Language

- To maintain attention, concentration and sit quietly during appropriate group activity.
- To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Reception Curriculum Overview Summer 1 - Pirates

Expressive Arts and Design

- Selects appropriate resources and adapts work where necessary. **DT**
- Change and modify their ideas as they make. Use hands to knead and mix, e.g. to make bread. **DT**
- Use wax crayons, oil pastels and felt pens. Select and glue different materials onto a picture or pattern.

Mathematics

- To 20 and beyond - Building numbers beyond 10, counting patterns beyond 10, spatial reasoning.
- First, then, now - Adding more, taking away, spatial reasoning.

Physical Development

- Work alongside a friend. Know how to take turns. **PE**
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. **Literacy**
- Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. **Literacy (fine motor pre-**

Understanding the World

- Looks at unfamiliar objects and talks about what they might be/how they work. **History**
- Knows that some stories are set in the past, e.g. fairy tales. **History**
- Talks about places they have visited e.g. seaside, forest, beach. Names the places they have been on holiday. **Geography**
- Observes daily weather and records on a daily weather chart. **Geography/Science**
- Recognises features on photographs of a familiar place (show and tell, class mascot's weekend diary). **Geography/History**
- Names places they have visited, e.g. park, farm, shops, swimming pool. **Geography**