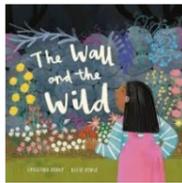
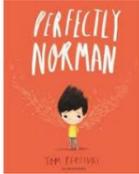


Reception- Summer 1 Curriculum

Theme	Author/Book	Celebrations	Outdoor Learning	Outdoor visit	Adventurous Pursuits
Where do mini beasts live?	Author – Eric Carle   	Eid	Forest School Continuous Provision Allotment	Mini beast visit to school?	

PSED	Communication & Language	Physical Development	English	Math's	Knowledge & Understanding of the world	Expressive Art and Design
Are they happy, independent and confident at school? Do they show good behaviour and follow the routine and rules of the classroom? Do they manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices? Do they talk confidently about my emotions and how they are feeling? Are they kind to others and show some empathy? Do they make independent choices? PSHE – Jigsaw Relationships Know what a family is. Know that different people in a family have different responsibilities (jobs). Know some of the characteristics of healthy and safe friendships. Know that friends sometimes fall out. Know some ways to mend a friendship. Know that unkind words can never be taken back and they can hurt. Know how to use Jigsaw's Calm Me to help when feeling angry. Know some reasons why others get angry.	Speaking Do they make comments and actions when being read to? Do they discuss their ideas in whole class and in a small groups? Do they take part in small group or in class by sharing their ideas using words that they have been taught? Do they offer a reason for why things might happen? Do they use the words that they have learnt from stories, non-fiction, rhymes and poems that they have heard? Listening Do they listen with great care and respond by asking questions? Understanding Do they have a developing understanding of non-fiction text?	Do they know what they need to do to be healthy? Do they use a comfortable tripod pencil grip when drawing and writing? Do they have a consistent handwriting style? Do they talk about their own choices of resources for a specific task/activity? Do they use a range of apparatus safely? Do they negotiate space safely, so that they do not bump into others? Do they play games involving a ball?	Writing Follow the RWI Programme. Do they form the lower case letters correctly? Do they write words using their phonic knowledge? Are they beginning to write simple phrases and sentences that other people can read? Are they beginning to know that they need a full stop at the end of their sentence? Reading Are they beginning to say the letter sound for each of the letters of the alphabet? Do they know a least 10 diagraphs. Are they able to read words that match my phonics knowledge? Are they beginning to read aloud simple sentences? Are they beginning to read commons exception words? Are they beginning to show understanding of the stories that have been read to me? I can use my own words to show understanding Are they beginning to use recently taught words to show understanding?	Follow White Rose Math's To 20 and beyond Building numbers beyond 10 Counting Patterns beyond 10 Spatial reasoning Match, Rotate, Manipulate First Then Now Adding more Taking away Spatial Reasoning Compose/decompose Are they confident subitising numbers to 5? Do they manipulate number to 10? Do they represent numbers in different ways? Do they recall number bonds to 5? Are they beginning to recall number bonds to 10? Do they recall some double facts? Do they demonstrate their knowledge of composing and decomposing numbers?	Working Scientifically Why do you think the caterpillar got fat? Do they use all their senses in hands on explorations? Do they talk about what they see, touch, smell, hear or taste? Do they record their experiences using pictures, words and captions? Do they name and talk about animals/insects? Do they talk about the life cycle of an animal/plant? Do they care for growing plants? Do they talk about the outdoors and their local area? Do they talk about the things they observe in the natural world and that in books and stories? Do they enjoy going to forest school and the allotment and show an awareness of the different processes that happen? Do they talk about their experiences of Forest school and the allotment? History Do they discuss significant people throughout history as appropriate? (author – Eric Carle) Geography Do they name the features in their immediate environment? RE Where do we belong?	Music Kapow Big Band Key skills Do they select classroom objects to use as instruments? Do they select sounds that make them feel a certain way or remind them of something? Do they face the audience when performing? Do they spontaneously express feelings around performing? Do they perform actively as part of a group? Do they demonstrate being a good audience member, by looking, listening and maintaining attention? Do they use instruments expressively to make music? Do they use instruments to begin to follow a beat, with guidance? Do they find a comfortable static position when playing instruments or singing? Do they explore and imitate sounds from their environment and in response to events in stories? Do they listen appropriately to someone leading a short musical phrase, song or rhyme? Do they identify and imitate sounds from a variety of music? Do they sing short, rhythmic rhymes and songs?



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										<p>Do they retell religious stories making connections with personal experiences? Do they share and record occasions when things have happened in their lives that made them feel special? Do they recall simply what happens at a traditional Christian infant baptism and dedication? Do they recall simply what happens when a baby is welcomed into a religion other than Christianity?</p> <p>Do they join in with discussions about their family's beliefs and heritage? Can they talk about some of the features of the Eid celebrations and are happy to join others to celebrate?</p>	<p>Do they explore different ways of making sound with everyday objects and instruments? Key Knowledge Do they know that an orchestra is a big group of people playing a variety of instruments together? Do they know that music often has more than one instrument being played at a time? Do they understand that performing means playing a finished piece of music for an audience? Story telling/Role Play/Being imaginative Are they able to respond to others in character? Painting / Printing Do they paint real life objects looking closely at detail? Do they help to mix colours for a purpose? Drawing Do they talk about their own work and the work of others? Modelling Do they keep adding to their model and can choose appropriate ways of joining materials together? (glue, glue sticks, tape) Do they say how they might improve my artwork?</p>		
<p>Vocabulary Share Turn take Emotion Angry, upset, happy, sad, excited, frightened Sorry Friends Kind Independent</p>		<p>Vocabulary Speaking Speak Join in Sentence Retell Recount Ask questions Predict Explain</p> <p>Listening instruction Who What Why Conversation Respond</p>	<p>Understanding On In Under In front Behind Next to In between He / Him She / Her They / Them</p>	<p>Vocabulary Forwards, backwards,</p>	<p>sideways, up and down</p>	<p>Vocabulary Writing Letter shapes Formation Word Initial Sound End Sound Middle Sound Caption Sentence New Line Capital Letter/ lower case Letters Finger space Full stop Red words Digraph Tri-graph Segment Ble</p>	<p>Reading Left to right Print Phonics Character Setting Fiction Beginning Middle End Problem Sequence Character description Phonics Phoneme Grapheme Green Words Decode Word building Caption Sentence</p>	<p>Vocabulary Represent Teen numbers 10 frame Addition Added on</p>	<p>Subtraction Taken away Equals Match Rotate</p>	<p>Vocabulary Weather Seasons</p> <p>History Day Week Month Today Yesterday Tomorrow</p> <p>Geography Rochdale School Roads Shops Park Town Buildings Houses</p>	<p>Celebrations/ev ents Sequence Order Old New/Recent</p> <p>Egg Caterpillar Cocoon Butterfly Red Admiral</p> <p>RE Eid Family Differences Celebrate Festival Birthdays Tradition</p>	<p>Vocabulary Name a variety of materials</p>	<p>Name a variety of instruments Fast/slow Loud/quiet beat</p>



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										Field Pond path	Decorate Prayer Religion/beliefs Muslim Islam Mosque Quran Ramadan Fasting Prayer mat Kufi hat Hijab		
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