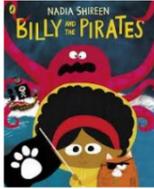
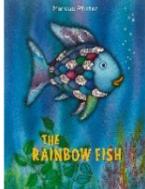
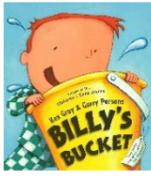


Reception- Summer 2 Curriculum

Theme	Author/Book	English – talk through stories	Outdoor Learning	Outdoor visit	Adventurous Pursuits
Would you like to be a pirate?	Author – Eric Carle	  	Forest School Allotment		

PSED	Communication & Language	Physical Development	English	Math's	Knowledge & Understanding of the world	Expressive Art and Design
<p>Are they happy to work and play with different children and adults?</p> <p>Do they talk about why someone has made a poor choice of behaviour and what the consequences are?</p> <p>Do they talk about how someone could have made a better choice?</p> <p>Are they developing a 'can do' attitude?</p> <p>Do they set themselves a target and know what they need to do to achieve it?</p> <p>Do they talk about the effect their behaviour has on others?</p> <p>Do they talk about and begin to explain why we have rules in our classroom?</p> <p>Do they talk about what a good friend looks like?</p> <p>Do they know and demonstrate friendly behaviour?</p> <p>Are they confident to try new activities and show independence, resilience and perseverance in the face of challenge?</p>	<p><b>Speaking</b></p> <p>Do they talk about what they have heard and ask questions when they are not sure?</p> <p>Do they talk about things that are important to me with my teachers and friends?</p> <p>Do they talk about their ideas and feelings using full sentences?</p> <p>Do they use past, present and future sentences?</p> <p><b>Listening</b></p> <p>Do they listen with great care and respond by asking questions?</p> <p><b>Understanding</b></p> <p>Do they have an understanding of non-fiction text.</p>	<p>Do they try various foods?</p> <p>Do they use fine motor skills to use a range of tools, such as scissors and pencils?</p> <p>Do they have a consistent handwriting style?</p> <p>Do they talk about their own choices of resources for a specific task/activity?</p> <p>Are they beginning to ride a 2 wheeled bike?</p> <p>Do they negotiate space safely, so that they do not bump into others?</p> <p>Do they demonstrate strength, balance and coordination when they play games?</p>	<p><b>Writing</b></p> <p>Follow the RWI Programme</p> <p>Do they form all of the lower-case letters correctly?</p> <p>Do they write words using their phonic knowledge?</p> <p>Are they beginning to write simple phrases and sentences that other people can read?</p> <p>Do they remember to use a full stop at the end of their sentence?</p> <p><b>Reading</b></p> <p>Do they say the letter sound for each of the letters of the alphabet?</p> <p>Do they know a least 10 diagraphs?</p> <p>Do they read words that match their phonic knowledge?</p> <p>Do they read aloud simple sentences?</p> <p>Do they read common exception words?</p> <p>Do they understand the stories that have been read?</p> <p>Do they use their own words to show understanding?</p> <p>Are they using recently taught words to show understanding?</p>	<p>Follow White Rose Math's</p> <p>Find my pattern</p> <p>Doubling, sharing, grouping</p> <p>Odd and Even</p> <p>Spatial Reasoning</p> <p>Visualise and Build</p> <p>On the move</p> <p>Deepening understanding</p> <p>Patterns and Relationships</p> <p>Spatial reasoning</p> <p>Mapping</p> <p>Do they share objects between groups fairly and talk about how they know?</p> <p>Do they count beyond 20 and understanding each pattern past the 10 mark?</p> <p>Do they talk about quantities using the vocabulary greater than, more, less than, fewer, same as an equal?</p> <p>Do they explore and recognise various number patterns including odd, even, double, and halving?</p>	<p><b>Working Scientifically</b></p> <p>Do they use their senses in hands on explorations?</p> <p>Do they talk about what they see, touch, smell, hear or taste?</p> <p>Do they record their experiences using pictures, words and captions?</p> <p>Do they care for growing plants and talk or draw about what they need to grow?</p> <p>Do they talk about understanding the world and the changes they see?</p> <p>Do they talk/record about how water changes when frozen?</p> <p>Do they talk/record about what happens to the ice when it warms up?</p> <p>Do they talk with confidence about what I see in books?</p> <p><b>Geography</b></p> <p>Do they talk about home and where they live?</p> <p>Do they talk about life in different countries in the world?</p> <p>Do they talk about different countries and settings and understand that they are different but can have similarities?</p> <p>Do they know where England is on a map of the United Kingdom?</p> <p><b>History</b></p> <p>Do they discuss significant people throughout history as appropriate? (Author – Eric Carle / Artist - Wassily Kandinsky)</p>	<p><b>Music</b></p> <p>Are they happy to perform with others to an audience?</p> <p><b>Story telling/Role Play/Being imaginative</b></p> <p>Do they keep a story alive by responding to different characters?</p> <p><b>Painting / Printing</b></p> <p>Do they paint a variety of pictures using a range of different media?</p> <p>Do they talk about how to mix colours?</p> <p>Do they know about the artist Kandinsky?</p> <p>Are they beginning to talk about what they can see and like about the work of another artist?</p> <p><b>Drawing</b></p> <p>Do they draw accurate representations of people and objects?</p> <p><b>Modelling</b></p> <p>Do they talk about my choices of materials and how they have chosen to join them together?</p> <p>Do they talk about their artwork and explain some of the choices they have made?</p>



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										<p><b>RE</b>  <b>What is special about our world?</b>  <b>Do they talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world?</b>  <b>Do they retell stories, talking about what they say about the world, God, human beings?</b>  <b>Do they think about the wonders of the natural world, expressing ideas and feelings?</b>  <b>Do they express ideas about how to look after animals and plants?</b>  <b>Do they talk about people do to mess up the world and what they do to look after it?</b></p>			
<p><b>Vocabulary</b>  Share  Turn take  Emotion  Angry, upset, happy, sad, excited, frightened  Sorry  Friends  Kind  Independent</p>		<p><b>Vocabulary Speaking</b>  Speak  Join in  Sentence  Retell  Recount  Ask questions  Predict  Explain  <b>Listening</b>    Instruction  Who  What  Why  Conversation  Respond</p>	<p><b>Understanding</b>  On  In  Under  In front  Behind  Next to  In between  He / Him  She /Her  They / Them</p>	<p><b>Vocabulary</b>  Healthy  Fruit  Vegetable  Name fruits and vegetables  Talk about healthy choices</p>		<p><b>Vocabulary Writing</b>  Letter shapes  Formation  Word  Initial Sound  End Sound  Middle Sound  Caption  Sentence  New Line  Capital  Letter/lower  Case Letters  Finger space  Full stop  Question Mark</p>	<p><b>Reading</b>  Left to right  Print  Phonics  Character  Setting  Fiction  Beginning  Middle  End  Problem  Sequence  Character description  Phonics  Phoneme  Grapheme  Green Words  Red words  Digraph  Tri-graph  Segment  Blend  Decode  Word building  Caption  Sentence  Fluency</p>	<p><b>Vocabulary</b>  Array  Share  Group  Equal  Odd  Even  Add on  Greater than  Less than</p>		<p><b>Vocabulary</b>  Science    Autumn  Winter  Spring  Summer  compare  World  Country  Warm  Cold  Ice  Melts/melting  Frozen    <b>Geography</b>  Home  Area  Rochdale  Address  Roads  Park  Country  England  Meaningful countries (children's origin or on EV)  Maps  Globe  Map</p>	<p><b>History</b>  Past  Ago  Family tree  New/old  Today  Days of the week  Yesterday  Tomorrow  Week  Next week  Year  Next year</p>	<p><b>Vocabulary</b>  <b>Art/Creative/DT</b>  Name colours  Name some emotions – Happy, sad, excited, scared    Bright  Swirl  Draw  Detail  Straight  Curved  Long  Short  Wavy  Thick  Thin  Scribble  Zig-zag    Plan  Art  Artist  Design  Kandinsky  Colourful    Model  Tool  Fix, join  Technique  Form  Function  Sellotape</p>	<p><b>Music/Drama</b>  Songs  Music  Dance  Movement  Fast/slow  Loud/quiet  Stop/Start  Tap  Bang  Shake  Rhythm  Beat  Songs    Role play  Role  Pretend  Imagination  Character  Character voice  Perform</p>



