

Communication and Language

- Listen attentively and respond with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.

Understanding the World

- Understand the past through settings, characters and events encountered in books read in class and storytelling – farming in the past
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps – Pirates / seaside
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter – Summer, floating and sinking, shadows

Personal Social and emotional Development

- Be able to find a compromise when there is conflict and be aware of each other's feelings
- Be able to talk about what they are good at and why they like those activities.
- Be aware of and talk about feelings linked to change – transition to Y1

Reception Curriculum Map – Look what I found at the Seaside?

Summer Term 2

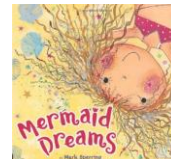
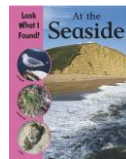
Literacy

We will:- use our phonics knowledge to read more complex words containing the sounds taught. We will write sentences that can be read by ourselves and others whereby words are spelled increasingly more accurately.

Phase 3

- recognise and say the corresponding sounds for digraphs and trigraphs; ch, sh, th, ng, ai, ee, igh, oa, oo/OO.
- Read and write common exception words; he, she, me, be, are, all, they, her, we, you, my, was.

Books and Stories we may explore



Physical Development

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Maths

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Expressive Arts and Design

- use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function
- Make use of props and materials when role playing characters in narratives and stories.
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others