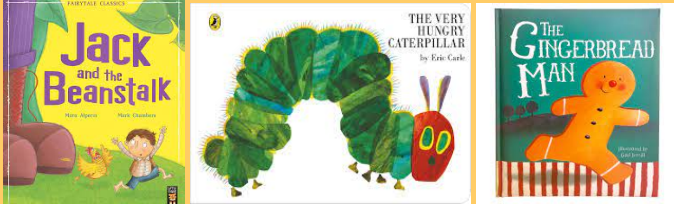





Reception		
	First Half	Second Half
Theme	Minibeasts/growing	
Core Books	The Very Hungry Caterpillar Jack and the Beanstalk The Gingerbread man	Non-fiction books about toys/historical toys (2) The Smartest Giant in Town (2) The Gruffalo (2)
Role Play	Jack and the Beanstalk	Clothes shop
Communication and Language	<p><u>Listening attention and understanding</u></p> <p>Maintain attention, concentrate and sit quietly during appropriate activity Understand how to listen carefully and why listening is important Listen to and talk about stories to build familiarity and understanding Retell stories with some exact repetition and some in their own words Listen carefully to rhymes + songs, paying attention to how they sound Listen and respond to ideas expressed by others in conversation or discussion Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions Listen attentively in a range of situations</p> 	<p><u>Listening attention and understanding</u></p> <p>Maintain attention, concentrate and sit quietly during appropriate activity Understand how to listen carefully and why listening is important Listen to and talk about stories to build familiarity and understanding Retell stories with some exact repetition and some in their own words Listen carefully to rhymes and songs, paying attention to how they sound Listen and respond to ideas expressed by others in conversation or discussion Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Listen attentively in a range of situations</p> 



South Haringay: Reception

Speaking

Begin to use more complex sentences to link thoughts (e.g. using and, because)

Learn and use new vocabulary throughout the day

Ask questions to find out more and to check understanding

Articulate their ideas and thoughts in well-formed sentences

Connect one idea or action to another using a range of connectives.

Describe events in increasing detail

Engage in story times by responding to what has been read

Retell stories with some exact repetition and some in their own words

Develop their own narratives and explanations by connecting ideas or event



Summer Curriculum Map

Speaking

Ask questions to find out more and to check understanding

Articulate their ideas and thoughts in well-formed sentences

Connect one idea or action to another using a range of connectives.

Describe events in increasing detail

Engage in story times by responding to what has been read

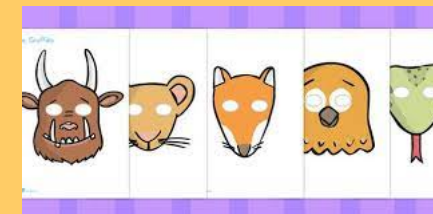
Retell stories with some exact repetition and some in their own words

Develop their own narratives and explanations by connecting ideas or event

Express themselves effectively, showing awareness of listeners' needs

Use talk to help work out problems and organise thinking and activities explain

how things work and why they might happen





South Haringgay: Reception

Summer Curriculum Map

Physical Development

Fine motor skills

Continue to improve pencil control so that letters are becoming more consistent in size and orientation
 Use a range of small tools, including scissors, paint brushes and cutlery
 Use pencils and pens freely to draw and show increasing accuracy and care when drawing.

Gross motor skills

Show understanding of the need for safety when tackling new challenges, and considers and manages some risks
 Develop confidence and increasing accuracy when engaging in activities that involve a ball (throwing, catching, kicking, passing, batting and aiming)
 Travel with confidence and skill around, under, over and through balancing and climbing equipment
 Progress towards a more fluent style of moving, with developing control and grace in dance activities



Oral health and well-being

Observe the effects of exercise on their bodies
 Talk about ways to keep healthy and safe



Fine motor skills

Continue to improve pencil control so that letters are becoming more consistent in size and orientation and that there is greater fluency of the writing process
 Use a range of small tools, including scissors, paint brushes and cutlery
 Use pencils and pens freely to draw and show accuracy and care when drawing.



Gross motor skills

Develop overall body-strength, balance, coordination and agility
 Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball (throwing, catching, kicking, passing, batting and aiming)
 Combine different movements with ease and fluency
 Use core muscle strength to achieve a good posture
 Develop skills in playing cooperatively in outdoor team games (in preparation for Sport's Day)

Oral health and well-being

Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health



South Haringay: Reception

Summer Curriculum Map

Personal, Social and Emotional Development

Managing self

Describe self in positive terms and talk about abilities
Shows confidence in choosing resources and perseverance in carrying out a chosen activity
Explain the reasons for rules, know right from wrong and try to behave accordingly
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
Explain the reasons for rules, know right from wrong and try to behave accordingly



Self -Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Building Relationships

Be proactive in seeking adult support and be able to articulate their wants and needs
Initiate conversations, attend to and take account of what others say
Work and play cooperatively and take turns with others
Form positive attachments to adults and friendships with peers
Show sensitivity to their own and to others' needs

Managing self

Recognises that they belong to different communities and social groups and communicates freely about own home and community
Increasingly follow rules and understand why they are important
Identify and moderate their own feelings socially and emotionally
Describe self in positive terms and talk about abilities
Shows confidence in choosing resources and perseverance in carrying out a chosen activity
Explain the reasons for rules, know right from wrong and try to behave accordingly
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
Explain the reasons for rules, know right from wrong and try to behave accordingly

Self -Regulation

Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants
Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people
More able to manage feelings and tolerate situations in which their wishes cannot be met
Is aware of behavioural expectations and sensitive to ideas of justice and fairness
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Building Relationships

Take account of one another's ideas about how to organise an activity
Work and play cooperatively and take turns with others
Form positive attachments to adults and friendships with peers
Show sensitivity to their own and to others' needs



South Haringgay: Reception

Summer Curriculum Map

Literacy

Word reading

Orally blend 4 CCVC words
Blend the sounds in CVC words
Blend sounds in head consistently (Fred in your head)
Use phonic skills to read words with more than one syllable e.g. daylight, farmyard
Read some letter groups that each represent one sound and say sounds for them – set 2 RWI continued
Recognise first 45 HF words by sight
Read simple phrases and sentences aloud
Re-read books to build confidence and develop fluency



Comprehension

Read and understand simple sentences in stories
Confidently re-enacts and reinvents stories they have heard in their play

Writing

Spell words by identifying the sounds (Fred fingers) and then writing the sounds with the letters – including words with set 2 RWI sounds (vowel digraphs/trigraph)
Spell CCVC words confidently e.g. slip
Form lower case letters correctly and begin to form upper-case letters in the correct way
Continue to develop spelling of some common exception words such as the, they, was, he
Write captions and simple sentences with greater independence, leaving spaces between words
Write simple sentences which can be read by themselves and others
Spell polysyllabic words that are phonetically plausible
Use set 2 RWI sounds confidently in their writing e.g. 'oo', 'ay', 'ee'
Re-read what they have written to check that it makes sense.

Word reading

Orally blend 4 CCVC words
Blend the sounds in CVC words
Blend sounds in head consistently (Fred in your head)
Use phonic skills to read words with more than one syllable e.g. farmyard
Read some letter groups that each represent one sound and say sounds for them – set 2 RWI continued
Blend with sounds from set 3 RWI (when ready and competent with set 2)
Recognise first 45 HF words by sight
Recognise words from the first 100 sight vocabulary list

Comprehension

Demonstrate understanding when talking with others about what they have read
Recall and discuss stories or information that has been read to them, or they have read themselves
Confidently re-enacts and reinvents stories they have heard in their play
Read information texts



Writing

Form lower case letters correctly and recognise their associated upper-case letters – forming those in the correct way
Develop spelling of some common exception words such as the, they, was, he
Write captions and simple sentences with greater independence, leaving spaces between words
Write simple sentences which can be read by themselves and others
Use set 2 RWI sounds confidently in their writing e.g. 'oo', 'ay', 'ee'
Spell phonically regular words of more than one syllable
Spell many irregular, high frequency words correctly
Use key features of narrative in their own writing
Re-read what they have written to check that it makes sense



South Haringay: Reception

Summer Curriculum Map

Mathematics

Number

Recognise number symbols up to 20 and recognise many 2-digit numbers
Subitise confidently with groups up to 10 objects and beyond
Use 5 and 10 frames confidently so they can subitise with bigger numbers and use them to count larger groups of numbers
Say the number that is 1 more than numbers 1 to 20 and 1 less than numbers 1 to 20 – and know whether the answer will be bigger or smaller.
Link to addition and subtraction
Record simple number sentences with numbers up to 20
Recall number bonds to 10
Partition numbers up to 10 and use this skill to support number bond recall
Confidently use the vocabulary involved in adding and subtracting and use terms such as 'halving', 'sharing' and 'doubling' when working out mathematical problems
Estimate how many objects they can see and check by counting them
Record mathematical operations confidently using marks that they can interpret and explain

Number patterns

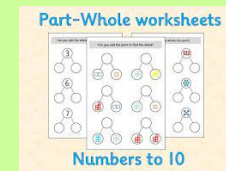
Count in 2s, 5s and 10s
Understand odd and even numbers
verbally count beyond 20, recognizing the pattern of the counting system

Shape, space and measures

Describe their relative position such as 'behind' or 'next to'
Begin to use everyday language related to money
Measure short periods of time in simple ways
Confidently use language of weight, capacity, height and length (including comparative language)
Recognise o'clock when talking about time
Begin to experience measuring time with timers and calendars
Explore symmetry and make symmetrical patterns
Compare capacities, using appropriate language

Number

Recognise most 2-digit numbers
Subitise confidently with groups up to 10 objects and beyond
Use 5 and 10 frames confidently so they can subitise with bigger numbers and use them to count larger groups of numbers
Say the number that is 1 more than numbers 1 to 20 and 1 less than numbers 1 to 20 – and know whether the answer will be bigger or smaller. Link to addition and subtraction
Record simple number sentences with numbers up to 20
Recall number bonds to 10
Partition numbers up to 10 and use this skill to support number bond recall
Confidently use the vocabulary involved in adding and subtracting and use terms such as 'halving', 'sharing' and 'doubling' when working out mathematical problems
Estimate how many objects they can see and check by counting them
Record mathematical operations confidently using marks that they can interpret and explain
Solve problems, including doubling, halving and sharing
Have a deep understanding of number to 10, including the composition of each number



Number patterns

Use double facts, odds and evens knowledge to solve problems

Shape, space and measures

Use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints



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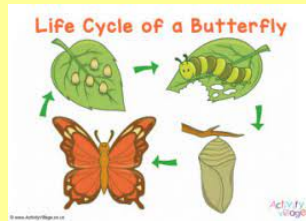
Summer Curriculum Map

Understanding the World

Past and Present (next half term)

The Natural World

Understand and explain the key features of the life cycle of an animal/insect (watch caterpillars to butterflies)
 Continue to understand the effect of changing seasons on the natural world around them
 Talk about what plants need to survive and make predictions about plants growing in different situations



Technology

Use the internet with adult supervision to find and retrieve information of interest to them



Past and Present

Comment on images of familiar situations in the past
 Compare and contrast characters from stories, including figures from the past
 Understand the past through settings, characters and events encountered in books read in class and storytelling



People culture and communities

Talk about members of their immediate family and community

The Natural World

Describe what they see, hear and feel whilst outside
 Continue to understand the effect of changing seasons on the natural world around them

Technology

Create content such as a video recording, stories, and/or draw a picture on a screen

Use the internet to find out information





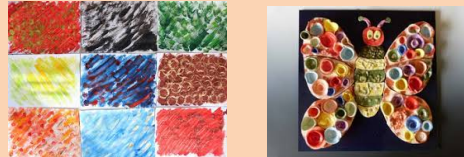
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Summer Curriculum Map

Expressive Arts and Design

Creating with materials

Experiment to create different textures
 Explore what happens when they mix colours
 Construct with a purpose in mind, using a variety of resources
 Select appropriate resources and adapts work where necessary



Being imaginative and expressive

Use available resources to create props to support role-play
 Continue to develop storylines in their pretend play
 Create simple representations of events, people and objects, paying attention to detail
 Choose particular colours to use for a purpose
 Play alongside other children who are engaged in the same theme
 Work together to develop and realise creations
 Move in time to pulse and respond to changes e.g. jump when the music becomes louder
 Explore and engage in music making and dance, performing solo or in groups
 Play cooperatively as part of a group to develop and act out a narrative
 Return to and build on their previous learning, refining ideas and developing their ability to represent them
 Sing songs, make music/dance, + experiment with ways of changing them
 Represent their own ideas, thoughts and feelings through art, music, dance, role play and stories



Creating with materials

Experiment to create different textures
 Explore what happens when they mix colours
 Construct with a purpose in mind, using a variety of resources
 Select appropriate resources and adapts work where necessary

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 Play cooperatively as part of a group to develop and act out a narrative
 Return to and build on their previous learning, refining ideas and developing their ability to represent them
 Sing songs, make music and dance, and experiment with ways of changing them
 Represent their own ideas, thoughts and feelings through art, music, dance, role play and stories
 They safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and functions
 Watch and talk about dance and performance art, expressing their feelings and responses



South Haringay: Reception



Summer Curriculum Map