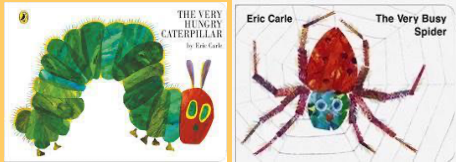




	Reception	
	First Half	Second Half
Theme	Minibeasts and life cycles	Dream Big and Transition
Core Books	<p>Mad about minibeasts by Giles Andreae The woolly bear caterpillar by Julia Donaldson The Very Hungry Caterpillar by Eric Carle Diary of a spider by Doreen Cronin The very busy spider by Eric Carle A bears' guide to beekeeping by Pip Cornell Omar and the bees by Diary of a worm by Doreen Cronin A way with wild things by Larissa Theule and Sara Palacios</p> 	<p>Super Duper You by Sophy Henn Look Up! by Nathan Bryon and Dapo Adeola Jabari Jumps by Gaia Cornwall Odd dog by Rob Biddulph Ready Steady Mo by Mo Farah</p> 
Making room	Clay and Junk modelling minibeasts	An Ambition shop
Communication and Language	<p>Listening attention and understanding Sustain attention, concentrate and sit attentively Listen to and talk about core stories and rhymes to build familiarity and understanding, using the vocabulary learnt from them. Understand how to listen carefully and why listening is important 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, including science fact books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Listening attention and understanding Sustain attention, concentrate and sit quietly during appropriate activity Listen to and talk about core stories and rhymes to build familiarity and understanding, using the vocabulary learnt from them. Understand how to listen carefully and why listening is important Talk about the core books and your ambitions and fears that arise from the ideas expressed in them. Retell stories with some exact repetition and some in their own words Listen critically to rhymes and songs, paying attention to how they sound Listen and respond to ideas expressed by peers and adults in conversation or discussion Engage in non-fiction books about your own interests</p>



Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions



Speaking

Learn, use and apply new vocabulary throughout the day
 Ask questions to find out more and to check for understanding
 Articulate their ideas and thoughts in well-formed sentences
 Connect one idea or action to another using a range of connectives
 Begin to use more complex sentences to link thoughts (e.g. and, because)
 Describe events in increasing detail about character, setting, problem and solution.
 Engage in story times by responding to what has been read
 Retell stories in sequence in their own words
 Develop their own narratives and explanations by connecting ideas or event



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

Speaking

Learn, use and apply new vocabulary learnt from the core books throughout the day
 Ask more questions to find out more and to check understanding
 Articulate your 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 Tales Tool Kit storytelling by responding to ideas from peers as well as your own
 Retell these stories in small groups and in front of whole class
 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





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.
Use material like clay to squeeze, mould, twist and shape to build up finger, arm, elbow and shoulder strength

Gross motor skills

Develop confidence and increasing accuracy when engaging in activities that involve a ball (throwing, catching, bounce-passing, kicking, straight-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, balance and grace in dance activities
Show understanding of the need for safety when tackling new challenges, and considers and manages some risks



Oral health and well-being

Observe the effects of exercise on their bodies
Talk about ways to keep healthy and safe, including health of their teeth and gums
Participate in an oral health workshop with parents



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 when standing or sitting
Develop skills in playing cooperatively in outdoor team games in preparation for and participating in Sports' 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
Talk about their good oral health practices with peers and adults
Starts to understand good mental health practices





<p>Personal, Social and Emotional Development</p>	<p><u>Managing self</u></p> <p>Describe oneself in positive terms and talk about their efforts Shows confidence in choosing resources and perseverance in carrying out a chosen activity Explain the reasons for rules, knowing right from wrong and tries to behave accordingly Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - shows grit and good struggling</p> <div data-bbox="492 611 698 767"></div> <div data-bbox="775 611 981 767"></div> <p><u>Self -Regulation</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly More able to manage feelings and tolerate situations in which their wishes cannot be met Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p><u>Building Relationships</u></p> <p>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</p>	<p><u>Managing self</u></p> <p>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</p> <p><u>Self -Regulation</u></p> <p>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 Is aware of behavioural expectations and ideas of justice and fairness Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - adapting to the transition to year 1. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p><u>Building Relationships</u></p> <p>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</p> <div data-bbox="1720 1225 1944 1393"></div>
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Literacy	<p>Word reading</p> <p>Blend the sounds in green CVC words, begin to blend CCVC words Blend green words in head consistently ("Fred in your head") Read "special friends" digraphs and sounds for them – set 2 RWI continued Read simple phrases and sentences aloud from RWI Red Book ditties Re-read books to build confidence and develop fluency</p>  <p>Comprehension</p> <p>Read and understand simple sentences in stories Confidently re-enacts and reinvents stories they have heard in their play and in those of their peers</p>  <p>Writing</p> <p>Spell words by identifying the sounds ("Fred fingers") and then writing the sounds with the letters – including words with RWI set 2 special friends (vowel digraphs/trigraph)</p> <p>Form lower case letters correctly and begin to form upper-case letters in the correct formation</p> <p>Continue to develop spelling of some common exception RED words, for example, the, they, was, he, I, she, we</p> <p>Write captions and simple sentences with greater independence, leaving "finger" spaces between words</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Enjoy the writing processes of messages, cards, postcards and stories</p>	<p>Word reading</p> <p>Blend the sounds in green CVC words, begin to blend CCVC words Blend green words in head consistently ("Fred in your head") Read "special friends" digraphs and sounds for them – set 2 RWI continued and Set 3 Use phonic skills to read complex words e.g. farmyard, laptop Blend with sounds from RWI set 3 (if and when ready and competent with set 2) Blend alien words as well as real words with ease Start to recognise first 45 HF words by sight</p>  <p>Comprehension</p> <p>Demonstrate understanding when talking with others about what they have read and discuss the sequence of actions Recall and discuss stories or information that has been read to them, or they have read themselves Discuss their favourite parts of the story or non-fiction book Confidently re-enact and reinvent stories they have heard in their play Read information texts in books and electronically</p>  <p>Writing</p> <p>Form lower case letters correctly and recognise their associated upper-case letters – forming those in the correct way</p> <p>Develop spelling of some common exception words such as the, they, was, he, I, she, we, was, said</p> <p>Spell CCVC words and longer confidently e.g. slip, growth,</p> <p>Write captions and simple sentences with greater independence, with "finger" spaces between words</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Use set 2 RWI sounds confidently in their writing e.g. 'oo', 'ay', 'ee</p> <p>Spell phonically regular words of more than one syllable</p> <p>Spell many irregular, high frequency words correctly</p>








	Character	Setting	Problem	Solution	<p>Use key features of narrative in their own writing</p> <p>Re-read what they have written to check that it makes sense</p> <p>Enjoy the power and fun of writing, sending messages on paper and also electronically using Busy Things, JIT5, Jamboard</p>
Mathematics	<p><u>Number</u></p> <p>Subitise confidently- both perceptually and conceptually</p> <p>Use 5 and 10-frames confidently so they can subitise with numbers and use them to make and understand larger groups of numbers</p> <p>Say the number that is 1 more than numbers 1 to 15</p> <p>Say the number that is 1 fewer/ less than numbers 1 to 15</p> <p>Recognise number symbols up to 20 and many 2-digit numbers</p> <p>Record simple number sentences with numbers up to 20</p> <p>Compose numbers to 10 and use this skill to support number bond re-call</p> <p>Recall and show number bonds to 10</p> <p>Confidently use the vocabulary involved in adding and subtracting and use terms such as 'halving', 'sharing' and 'doubling' when working out mathematical problems</p> <p>Estimate how many objects they can see and checks by counting them</p> <p>Record mathematical confidently using marks that they can interpret and explain including outside eg.hopscotch</p>				<p><u>Number</u></p> <p>Subitise confidently- both perceptually and conceptually</p> <p>Use 5 and 10-frames confidently so they can subitise with numbers and use them to make and understand larger groups of numbers</p> <p>Say the number that is 1 more than numbers 1 to 20</p> <p>Say the number that is 1 fewer/ less than numbers 1 to 20</p> <p>Link these facts to simple addition and subtraction</p> <p>Have a deep understanding of number to 10, including the composition of each number inside 10.</p> <p>Recall number bonds to 10, using composition facts of all numbers up to 10.</p> <p>Confidently use the vocabulary involved in adding and subtracting and use terms such as 'halving', 'sharing' and 'doubling' when working out mathematical problems</p> <p>Estimate how many objects they can see and checks by counting them</p> <p>Record mathematical confidently using marks that they can interpret and explain</p> <p>Solve problems, including doubling, halving and sharing</p>
	<p><u>Number patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>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.</p> <p>Understand odd and even numbers</p> <p>Start to unitise and count in 2s, 10s</p>				
	<p><u>Number patterns</u></p> <p>Use double facts, odds and evens knowledge to solve problems</p>				<p><u>Shape, space and measures</u></p>



	<p><u>Shape, space and measures</u></p> <p>Confidently use language of weight, capacity, height and length (including comparative language)</p> <p>Begin to use everyday language related to money</p> <p>Begin to experience measuring time with timers and calendars</p> <p>Explore symmetry and make symmetrical patterns</p> <p>Use and understand the unit of repeat in ABB and BAA patterns</p>	<p>Use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</p>
Understanding the World	<p><u>Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society; we including a park ranger when we Visit a park and nature reserve, learning in situ</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>The Natural World</u></p> <p>Listening to a broad selection of core books, non-fiction, rhymes and poems fosters deeper understanding of our culturally, socially, and ecologically diverse natural world.</p> <p>Understand and explain the key features of the life cycle of an animal/insect (watch caterpillars to butterflies/ and moths)</p> <p>Experience the growth from duck eggs to hatching duckings</p> <p>Continue to understand the effect of changing seasons on the natural world around them</p> <p>Talk about what plants need to survive and make predictions about plants growing in different situations</p> <p></p> <p></p> <p></p> <p><u>People culture and communities</u></p> <p>Talk about members of their immediate family and community</p>	<p><u>Past and Present</u></p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p></p> <p><u>People culture and communities</u></p> <p>Talk about members of their immediate family and community</p> <p>Draw, use and understand local area maps</p> <p><u>The Natural World</u></p> <p>Describe what they see, hear and feel whilst outside</p> <p>Continue to understand the effect of changing seasons on the natural world around them</p>



	<p>Draw maps of the school's location and local area</p> <p><u>Technology</u></p> <p>Use the internet with adult supervision to find and retrieve information of interest to them, learning about the world around them</p>	<p><u>Technology</u></p> <p>Create content such as a video recording, stories, and/or draw a picture on a screen</p> <p>Use the internet to find out information</p> 
<p>Expressive Arts and Design</p>	<p><u>Creating with materials</u></p> <p>Experiment to create different textures including clay and its different ways it can be worked.</p> <p>Explore what happens when they mix colours including art with symmetry</p> <p>Construct with a purpose in mind, using a variety of resources including junk modelling</p> <p>Select appropriate resources and adapts work where necessary</p>    <p><u>Being imaginative and expressive</u></p> <p>Use available resources to create props to support role-play</p> <p>Continue to develop storylines in their pretend play</p> <p>Create simple representations of events, people and objects, paying attention to detail</p> <p>Play alongside other children who are engaged in the same theme, working together to develop and realise creations</p> <p>Sing songs, make music/dance, + experiment with ways of changing them</p> <p>Move in time to pulse and learn new rhythm patterns of Ta, Te, Tiritiri</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Represent their own ideas, thoughts and feelings through art, music, dance, role play and stories</p>	<p><u>Creating with materials</u></p> <p>Experiment to create different textures</p> <p>Explore what happens when they mix colours</p> <p>Construct with a purpose in mind, using a variety of resources</p> <p>Select appropriate resources and adapts work where necessary</p> <p><u>Being imaginative and expressive</u></p> <p>Use available resources to create props to support role-play</p> <p>Continue to develop storylines in their pretend play</p> <p>Create simple representations of events, people and objects, paying attention to detail</p> <p>Choose particular colours to use for a purpose</p> <p>Play alongside other children who are engaged in the same theme</p> <p>Work together to develop and realise creations</p> <p>Move in time to pulse and respond to changes e.g. jump when the music They safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and functions</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses becomes louder</p> <p>Play cooperatively as part of a group to develop and act out a narrative</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Sing songs from this term and previous terms, and experiment with ways of changing and adapting them.</p> 

South Haringay: Reception



Summer Curriculum Map

	  	
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