



Curriculum Overview for Reception Summer 2019

Who are the Characters in my book? / Where will we go today and how will we get there?

<p>Areas of Learning</p>	<p>Communication and Language <u>Listening and Attention</u> Listen, retell and tell own stories Group discussions Songs and rhymes Circle times <u>Understanding</u> Follow and discuss Complete tasks independently <u>Speaking</u>, Marvellous Me boxes home, Chatterbox, Helicopter Stories Asking questions-problem solving Retelling past events Role-play indoors and outdoors using imagination Small world area-imagination links</p>	<p>Personal, Social and Emotional <u>Making Relationships</u> Group games; sharing, taking turns. Working alongside/together on a task. Responding to what others say. Working in a small group independently <u>Self Confidence & Self Awareness</u> Talking about self in positive terms Marvellous Me Boxes, Helicopter Stories-listening to others- why am I proud of this? <u>Managing Feeling and Behaviour</u> Cosmic yoga, Calma class activities daily/weekly. Being able to work on own in a small group</p>	<p>Physical Development <u>Moving and Handling</u> Fine motor skills; cutting through curved lines, threading, Using tools safely. Pencil control- formation of letters, handwriting I can read myself. PE - Negotiating speed, distance and balance. Copying and creating patterns of movement on own and in pairs/small groups. Disco dough <u>Health and Self care</u> Hand hygiene, tooth brushing Dressing and undressing for PE & Outdoor suits independently.</p>
<p>Literacy <u>Reading</u> Phonics –Phase 2/3 (some 4/5) gpc. Hearing and saying sounds they can hear in words. Blending and segmenting. Decoding silently then re reading whole sentences for understanding. Taking about what has been read- making predictions and inference. Guided read- talking about characters, events and settings, suggesting alternative endings Tricky words Phase 2,3,4,5 <u>Writing</u>- Mark making in all areas indoors/out Copy marks-pre-cursive handwriting activities Letter formation activities- Guided writing Writing our names-inside and outdoors. Writing simple words, captions, labels, simple sentences- some to develop simple stories Guided Read/Write</p>	<p>Mathematics <u>Number</u> Models and images-practical addition and subtraction, interpret, explain, justify counting on and back (number lines) Ordering numbers. Number bonds to ten, doubling, halving and sharing. Capacity and time-o'clock & half past Number recognition for some. Matching numeral and quantity Counting songs and rhymes <u>Shape, space and measure</u> Use Positional language activities 2D & 3DShapes and properties- how 2d shapes make 3d shapes- talking about properties 3DShapes in the environment Repeating patterns- copying and making</p>	<p>Understanding of the World <u>The World</u> Farm visit- diff occupations. Changes- chicks, farm animals. First hand exp of hatching ducklings. Sims and diffs. Life cycles- inc frog . Animals around the world- compare to farm animals. Transport- different types Compare localities- UK/Jungle <u>People and Communities</u> How we are the same and different. Where we live, where our families come from around the world- <u>Technology</u> Using Laptops explicitly to log on using a password and use and complete activities on Purple Mash at school and at home. E-safety. In readiness for Y1</p>	<p>Expressive Arts and Design <u>Exploring and Using Media and Materials</u> Songs, poems and dances- using imagination. Colour mixing-animal patterns, textures and reasons why animals need different skins etc. Junk modelling- joining and fixing techniques Design and make-explaining how you made it- make a moving toy- transport link Summer 2 Being Imaginative Creating 2 and 3d models and images Retelling stories with puppets/props Working together to create stories/dances</p>
<p>Characteristics of Effective Learning</p>	<p>Playing and Exploring – Engagement Finding out and exploring Playing with what they know Being willing to ‘have a go’ Following rules and boundaries</p>	<p>Active Learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p>	<p>Creating and thinking critically Having their own ideas Making links Choosing ways to do things</p>