

Reception Curriculum Map – Summer 2022

	SUMMER TERM
TOPIC	<i>General: In-the-Moment Planning</i> <i>Out of the Egg & The Places We'll Go</i>
KEY TEXTS	Out of the Egg by Tina Matthews The Little Red Hen The Ugly Duckling The Enormous Turnip Jack and the Beanstalk The Seedling that Didn't Want to Grow by Britta Teckuntrup Egg Drop by Mini Grey Egg to Chicken by Camilla de la Bedoyere The Odd Egg by Emily Gravett The Places we'll Go by Dr Seuss
Literacy Development Convention on the Rights of the Child (CRC) Articles 28, 29, 31	The love of books will continue to be fostered through the reading of books in story sessions and in the children's indoor and outdoor play. We will be exploring the different themes from the story, <i>Out of the Egg, The Enormous Turnip and other related traditional tales</i>. The books, <i>The Places we'll Go</i> will ignite the children's imaginations to talk and write about places they have been or wish to go which will link with their learning in Understanding the World. The children will continue to have a library and reading book to take home. The library book is a book to be shared with by the adult; these books could be ideally used as part of a bedtime story routine. The children's reading books will continue to be matched to the children's phonics ability and should be read by the child though there can be opportunities for the adult to model reading or take turns with the child to read. The children at this stage are now applying their phonics with increased confidence as they read simple decodable words and some common irregular words; they demonstrate an understanding when talking with others about what they have read. Important words in the books we read are always discussed so the children know what these words mean; there is also an expectation that when discussing pictures the children are using the correct vocabulary e.g., not calling a van a car. The adults are always ready to provide the children with the correct vocabulary if the children are unsure. Through in-the-moment planning, the children will talk and write for a purpose taking inspiration from their current interests and experiences. The children's enjoyment of good stories will ignite the children's imaginations to talk and form opinions about the characters they read about, describe those characters, think about the places they have been or wish to go and why. The themes explored will have the children going into role as a character, acting out key parts, creating and writing rhymes and exploring poetry, writing lists, recipes, letters, signs and their own imaginative short stories. The children will use their phonic knowledge to spell words by identifying sounds in them and writing those sounds; they will also write some irregular common words; they write simple sentences which can be read by themselves and others.

Reception Curriculum Map – Summer 2022

Mathematics Development CRC Articles 28, 29, 31	The children will learn to develop increased accuracy in their 1:1 counting, learning to verbally count beyond 20 and understand place value. They will recognise quantities to at least 5 without having to count; read numbers to 20 and match quantities to number e.g, placing 12 cubes with the number 12; they will be able to compare numbers by saying statements such as <i>5 is less than 12</i> or <i>9 is more than 4</i>. The children are learning the relationship between numbers to help them identify and say what is 1 more or 1 less e.g., <i>1 more than 10 is 11</i> or <i>1 less than 7 is 6</i>. One of the main aims of Maths development in Reception is to give the children a solid understanding of numbers to 10. The children will develop recalling number bonds to 5 including subtraction facts 3 and 2 make 5, 2 and 3 make 5, 5 take away 2 is 3 and 5 take away 3 is 2. The classroom and outdoor environment will enable the children to confidently decide upon and use a range of tools to solve mathematical problems (including Numicon, Cubes, Counters and Dienes blocks) The teaching of numerical pattern will also include the children developing spatial reasoning skills using the language <i>above, below, next to, in front, behind</i>; name and describe the faces on 3D shapes and create repeated number and shape patterns.
Personal, Social and Emotional Development CRC Articles 2, 6, 7, 12, 13	The children will continue to be encouraged to express their feelings and reasons for those feelings using our Self-Regulation board. They will regulate their behaviour using their own preferred strategies to help them to feel calmer and more positive. In their everyday play they will be mindful of the feelings of others and work cooperatively. They will explain the reasons for rules and behave accordingly in line with the 5Cs and the Class Charter as part of the <i>Convention on the Rights of the Child</i>. They will continue to form positive relationships with the adults and peers around them. A continued emphasis on managing our own hygiene will continue with the children using the toilet, dressing themselves and understanding the importance of healthy food choices.
Communication and Language Development CRC Articles 12, 13, 30	The children will learn how to listen carefully and why listening is important through games, story time, group work and in their general play. The use of stem sentences, general sentence starters, vocabulary cards and teacher modelling will develop the children's ability to express themselves confidently and effectively, speaking in full sentences and to use language to engage in talking about the books we read. This includes talking about the meaning of key words, recalling key events or information, and having the confidence to form their own opinions to make comments and ask questions to help their own understanding. They will be able to describe their own personal experiences in some detail and learn to maintain a back-and-forth conversation by using longer extended sentences with the teacher and their friends.
Physical Development CRC Articles 24, 27	Weekly P.E. sessions will continue with the children showing good control and co-ordination in large and small movements. The children will refine a range of skills including batting and ball skills and play a range of team games to apply the range of skills acquired since the Autumn term. Gross and fine motor activities will permit the children to learn how to handle equipment and tools effectively, especially in using a tripod grip to hold their pencil and develop a handwriting style which is fast, and letters are formed correctly. Gross motor skills will include the children learning to climb, paint walls with large paint brushes, catching large balls, using a bat to hit a ball, throwing an object into a target such as a hoop. Fine motor skills will be refined by continuous exposure and use of forks and knives, pencils, pens, paintbrushes, scissors, hole punchers, threading, doing up buttons and zips and sewing. These activities help with using the tripod grip when writing which will help the ease at which the children will write and form letters.

Reception Curriculum Map – Summer 2022

Understanding the World CRC Articles 16, 18, 23, 30, 31	The children will get a lovely surprise at the beginning of the Summer term which will prompt excitement to make observations about animals. The opportunities to do some planting in our outdoor area will also allow them to make observations about plants. The children returning with their half-term project will give rise for opportunities to look at similarities and differences between the past and now and allow for a more in depth focus on places we have travelled to so the children can recognise some of the differences and similarities between life in this country and in other countries. Local walks will enable the children to understand some of the places that are special to our school community and allow them to draw simple maps. Festivals such as . There will be a focus on Eid and discussions around the story behind Eid and how it is different and similar to other festivals, we have looked at over the academic year.
Expressive Arts & Design CRC Articles 29, 31	The children will have opportunities to invent or develop stories in their pretend play using props they make or are provided with. They will sing a range of songs dances and choose to perform solo or in a group. Through singing they will learn about pitch and learn to play instruments with increasing control; they will learn to recite a poem as a whole class. The children will be exposed to a range of artists and artwork from painters, sculptors, musicians to dancers. They will be expected to express their feelings and opinions about the different forms of artistic work they are shown with reasons for their opinions. In design, the children will construct with a purpose in mind, thinking about and discussing what they would like to make. They will learn how to experiment with colour, design, texture, form, and function. Additionally, the children will have the opportunity to share their creations and explain the processes they have used.
Safeguarding CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38	As the children will have an opportunity to use the computers in bi-weekly Computing sessions, it will be very important to reinforce the importance of the role of ‘safe adults’ both at school and home and the duty of the adult to protect them in their daily lives as they utilise the internet on various technological gadgets. Our Computing sessions will enable the children to power on and off, select the instructed software and access the task. The story, <i>Smartie the Penguin</i>, will be recapped so the children recall what they need to do when they are faced with problems when using the internet and this also applies to worries and concerns they may have in general. They will be made aware that their ‘safe adults’ will not promise to keep secrets but will always be ready to listen to them when they talk.