

Year Reception Curriculum Map – Summer 2 2022

	SUMMER 2 TERM
TOPIC	<i>General: In the Moment Planning</i> <i>When I Grow Up: Aspirations for Everyone</i>
KEY TEXTS	What If by Samantha Berger Look Up by Nathan Bryon What Will You Be by Yamile Saied Mendez
Literacy Development Convention on the Rights of the Child (CRC) Articles 28, 29, 31	In this final term, we will use the text, What If by Samantha Berger. As we go on the journey with the main character we will delve into our own creative and artistic talents. This will start with having a no pencil or pen day and finding ways to be expressive in other ways. We will discuss big questions such as, what other ways can we tell a story? What is imagination? We will discuss some of the key vocabulary (kingdom, imagination, creativity, sculpt, chisel, carve, sketch, invent, ignite, rejoice, chant and fate). Our own creations we will be used to stimulate descriptive writing and creating wild and imaginative stories. In-the-moment planning will continue alongside the exploration of our key text. Children will talk and write for a purpose taking inspiration from their current interests and experiences. Children's enjoyment of good stories will ignite 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 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. 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.
Mathematics Development CRC Articles 28, 29, 31	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>. 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 children a solid understanding of numbers to 10 knowing what each number to 10 can be composed of. 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 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 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	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 children using the toilet, dressing themselves and understanding the importance of healthy food choices.

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Communication and Language Development CRC Articles 12, 13, 30	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 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 children showing good control and co-ordination in large and small movements. 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 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 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 children will write and form letters.
Understanding the World CRC Articles 16, 18, 23, 30, 31	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. 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 children can recognise some of the differences and similarities between life in this country and in other countries. Local walks can get children to understand some of the places that are special to our school community and allow them to draw simple maps. Festivals such as Eid will be focused upon and discussions on 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	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. 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, 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, 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 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 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 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.