

## Communication and Language

### Listening and attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

### Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

*Small group circle time, home corner and additional role play, puppet theatre, small group games / activities.*

## Expressive Arts and Design

### Exploring and Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture, form and function

Share their creations, explaining the process they have used

Make use of props and materials when role playing characters in narratives and stories

### Being imaginative and expressive

Invent, adapt, and recount narratives and stories with peers and their teacher

Sing a range of well-known nursery rhymes and songs

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move i

*What is collage? Can the class create a class collage? Making rainbow salad*



## Personal, Social and Emotional Development

### 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

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

### Managing Self

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

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

### Building Relationships

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



Examples of support strategies in place - Small group circle time, key person system, 6 strands, ELSA, Children's Champions, forest school, sensory space, meet and greet.

## Reception Curriculum Overview Summer 2



## Literacy

### Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Anticipate – where appropriate – key events in stories

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

### Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs

Read words consistent with their phonic knowledge by sound blending

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

### Writing

Write recognisable letters, most of which are correctly formed

Spell words by identifying sounds in them and representing the sounds with a letter or letters

Write simple phrases and sentences that can be read by others

## Religious Education

### **Remembering – Janmashtami Hindu**

Step 1 – Communicate their own response to remembering. Who do we like to remember?

Step 2 – Apply – Remembering to different situations

Step 3 – Inquire – into the concept of remembering

Step 4 – Contextualise – Remembering within the story and celebrations of Krishna's birthday

Step 5 – Evaluate – The importance of remembering Krishna for Hindus

## Physical Development

### Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others

Demonstrate strength, balance and coordination when playing

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

### Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

Use a range of small tools, including scissors, paint brushes and cutlery

Begin to show accuracy and care when drawing

*PE – Ball Skills 2 – Striking and Fielding*



## Mathematics

### Number

Have a deep understanding of number to 10, including the composition of each number

Subitise (Recognise quantities without counting) up to 5

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Daily - counting songs and rhymes, number of the week, number games, model counting hot dinners and packed lunches and how many children are in.

### Numerical patterns

Verbally count beyond 20, recognising the pattern of the counting system

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

Examples of provision - obstacle courses, order each other by height, measuring and comparing feet



## Understanding the World

### People, Culture and Communities

Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Explain some similarities and differences between life in their country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps

### Past and Present

Talk about the lives of the people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Understand the past through settings, characters and events encountered in book read in class and storytelling

### The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Examples of provision – leaf collections, butterflies, bug hotels, magnifying glasses

