

## Reception Curriculum Summary Overview – 2020-2021

Theme Overview					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasons	Festivals/Celebrations	Space	Dinosaurs/Endangered Animals	Animals	Healthy Living

\*Subject to change alongside children's interests.

**Focus for Term**      **Ongoing Learning Focus**      *Curriculum Links*

Autumn 1 – 7 Weeks	
<p><b>PSED</b>                      *Self-Regulation                      *Managing Self                      *Building Relationships</p>	<ul style="list-style-type: none"> <li>*Settling into school routines</li> <li>*Making new friends and finding out about our new class – building respectful relationships with each other and staff.</li> <li>*Learning and understanding school and class rules and expectations.</li> <li>*Germs and handwashing – the importance of this, especially for starting school with Covid19.</li> </ul> <p><b>Hello Yellow Day</b>                      Friday 9<sup>th</sup> October                      Social, Moral, Spiritual – Developing a knowledge of how we can look after our own minds and keep healthy.</p>
<p><b>Communication and Language</b>                      *Listening, Attention and Understanding                      *Speaking</p>	<ul style="list-style-type: none"> <li><i>*Understand how to listen carefully and why listening is important.</i></li> <li><i>*Engage in story times.</i></li> <li><i>*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.</i></li> <li>*Understanding how to listen to each other and why this is important during learning times and child-initiated times.</li> <li>*Learning new vocab linked to our theme, books and phonics.</li> <li>*Begin to use new vocabulary through the day.</li> <li>*Engaging in story times and nursery rhyme time.</li> <li>*To begin to retell stories with repetitive refrains – The Little Red Hen Talk4Writing</li> </ul>
<p><b>Physical Development</b>                      *Gross Motor Skills                      *Fine Motor Skills</p>	<ul style="list-style-type: none"> <li>*Real PE – Co-ordination – Floor Movement patterns</li> <li>Objectives - Work with head up and back straight. Bend knees and use arms to help balance, work on the balls on your feet.</li> </ul>

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	<p>Theme - The birthday surprise.</p> <p>Static Balance – one leg standing Objectives - Head up and still, tummy tight, back straight. Use one leg and arms to help balance. Theme – Pirate Planks</p> <p>*Developing their fine motor skills using equipment such as scissors, tweezers, paintbrushes, knives and forks. *Introduction of Squiggle Whilst You Wiggle in support of this. *Further developing the skills they need to manage the school day successfully, e.g. lining up, mealtimes and hygiene.</p>
<p><b>Literacy</b> *Comprehension *Word Reading *Writing</p>	<p><b>*Phase 1/2 Phonics</b></p> <p><i>*Say a sound for each letter in the alphabet</i> <i>*Read individual letters by saying the sounds for them.</i> <i>*Write recognisable letters, most of which are correctly formed.</i></p> <p>*First Full-time week – Introduce Phase 2 Phonics *Name Recognition and Writing *Drawing and mark making</p> <p><i>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> <i>*Anticipate (where appropriate) key events in stories.</i> <i>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</i></p> <p>*Reading of daily class story – make links to phonics and White Rose Maths -Duck in the Truck – Jez Alborough - Dear Zoo – Rod Campbell -Monkey Puzzle -Julia Donaldson *The Little Red Hen</p>
<p><b>Maths</b> *Number *Numerical Patterns</p>	<p>*Introduction to daily Maths Meetings</p> <p><b>White Rose Maths –</b> *Getting to know me – 3 weeks – Opportunities for settling in, introducing and exploring provision in and out and getting to know the children. Understanding key times of the day, where do things belong and positional language. *Just Like Me! – 4 weeks – Match, sort, comparing amounts, compare size, mass and capacity, make simple patterns.</p>

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<p><b>Understanding the World</b>                  *Past and Present                  *People, Culture and Communities                  *The Natural World</p>	<p><i>*Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society.</i>  <i>*Name and describe people who are familiar to them.</i>  <i>*Know some similarities and differences between in the past and now.</i>  <i>*Explore the natural world around them., making observations and drawing pictures of animals and plants.</i>                  *Important changes and Seasons                  * What is the weather today?                  *Describing and naming the seasons. What changes can we see happening?                  *Choosing appropriate clothing for the season of Autumn.  <b>Discovery RE –</b>                  Special People What makes people special? Christianity &amp; Judaism  <b>RSE 2020 Curriculum</b> - Families - My household (if lockdown still occurring) who lives with me? My family, who is in my family but doesn't live with me? What do we like to do as a family?</p>
<p><b>Expressive Arts and Design</b>                  *Creating with Materials                  *Being Imaginative and Expressive</p>	<p><i>*Develop storylines in their pretend play.</i>  <i>*Explore, use, and refine a variety of artistic effects to express their ideas and feelings</i>  <i>*Explore and engage in music making and dance, performing solo or in groups.</i></p> <p>*Self-portraits – baseline to see how many features children can represent independently. Model drawing, daily Squiggle Whilst we Wiggle before Autumn 2 assessment.                  *Colours – choosing appropriate colours for our drawings/representations.                  *Role Play area – home corner for familiar role play.                  *Nursery Rhymes and action songs.</p>
<p><b>Wow Moments/Learning Opportunities</b></p>	<p>*Link to Harvest Festival/Autumn and Talk4Writing of The Little Red Hen. Visit from real hens to promote discussions, new vocab and an excitement about the story.</p>

Autumn 2 – 7 Weeks	
<p><b>PSED</b>                  *Self-Regulation                  *Managing Self                  *Building Relationships</p>	<p>*Continue to build constructive and respectful relationships.                  *Express their feelings and consider the feelings of others.                  *Learning how to regulate behaviour accordingly.                  *Working and playing cooperatively, taking turns with others.                  *Continuing to give focussed attention to what the teacher and others say.</p>
<p><b>Communication and Language</b></p>	<p><i>*Ask questions to find out more and to check they understand what has been said to them.</i>  <i>*Develop social phrases</i></p>

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<p>*Listening, Attention and Understanding *Speaking</p>	<p><i>*Engage in story times.</i> <i>*Make comments about what they have heard and ask questions to clarify their understanding.</i> <i>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></p> <p>*Continuation of engaging with story times and learning new vocabulary.</p>
<p><b>Physical Development</b> *Gross Motor Skills *Fine Motor Skills</p>	<p>*Real PE – Static balance – seated Head up and still. Back straight. Weight through your bottom. Bend knees for stability, use arms to balance.</p> <p>Theme – Monkey business</p> <p>Static Balance – small base Feet shoulder width apart. Bend Knees Back straight, head up.</p> <p>Theme – Thembi walks the tightrope</p> <p>*Continue to develop fine motor skills involved for pencil control, using scissors etc. *Continue with Squiggle Whilst You Wiggle or change to Dough Disco according to needs of the children.</p>
<p><b>Literacy</b> *Comprehension *Word Reading *Writing</p>	<p><i>*Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i> <i>*Say a sound for each letter in the alphabet</i> <i>*Read words consistent with their phonic knowledge by sound-blending.</i> <i>*Write recognisable letters, most of which are correctly formed.</i></p> <p>*<b>Phonics</b> Phase 2 completed/consolidation and first 3 weeks of Phase 3 teaching. *Learning to write initial sounds and simple CVC words. *Labelling and short captions. *Reading common exception words – linked to Letters and Sounds Programme. *Reading simple phrases and sentences made up of words with known letters.</p> <p><i>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> <i>*Anticipate (where appropriate) key events in stories.</i></p>

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	<p><i>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p>Books linked to Maths –</p> <ul style="list-style-type: none"> <li>*1 2 3 at the Zoo – Eric Carle</li> <li>*One Bear at Bedtime – Mick Inkpen</li> <li>*The 3 Little Pigs/Bears/Billy Goats Gruff</li> <li>*Witches Four – Marc Brown</li> <li>*The Enormous Turnip</li> <li>*The Gingerbread Man</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>*Number</li> <li>*Numerical Patterns</li> </ul>	<p>*Continuing with daily Maths Meetings</p> <p><b>White Rose Maths –</b></p> <ul style="list-style-type: none"> <li>*It’s Me 1,2,3 – 3 weeks – Representing, comparing, composition of 1,2,3. Circles and Triangles, Spatial Awareness</li> <li>* Light and Dark – 3 weeks – Number 4, Number 5, One more, one less, shapes with 4 sides, night and day</li> <li>*1 week consolidation and Christmas Advent problems.</li> </ul>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>*Past and Present</li> <li>*People, Culture and Communities</li> <li>*The Natural World</li> </ul>	<p><i>*Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <p><i>*Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>*Explore the natural world around them., making observations and drawing pictures of animals and plants.</i></p> <p>*Bonfire Night - 5<sup>th</sup> Nov Moral, cultural – learn about the origins of and begin to understand the British festival of Bonfire Night – who was Guy Fawkes?</p> <p>*Armistice Day - Wed 11<sup>th</sup> Nov</p> <p>*Diwali (Hindu festival of light)- Sat 14<sup>th</sup> Nov Spiritual, social, cultural – develop understanding and respect for others faiths</p> <p>*Anti-Bullying week - 11<sup>th</sup> – 15<sup>th</sup> Nov Moral, social – raise awareness of bullying and how to we need to play together and kindly</p> <p><b>Discovery RE – Christmas - What is Christmas? Christianity</b></p>

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<p><b>Expressive Arts and Design</b> *Creating with Materials *Being Imaginative and Expressive</p>	<p><i>*Sing in a group or on their own, increasingly matching the pitch and following the melody.</i> <i>*Return to and build on their previous learning, refining ideas and developing their ability to represent them</i></p> <p>*Christmas sings and carols * Towards end of term - What do I look like painting? Show painting they did in Sept what can they change or add, maybe look in a mirror - reflecting on own learning *Christmas cards</p>
<p><b>Wow Moments/Learning Opportunities</b></p>	<p>*Pantomime Opportunities – Covid19? *Nativity opportunities – Covid19?</p>

Spring 1 – 5 Weeks and 4 days	
<p><b>PSED</b> *Self-Regulation *Managing Self *Building Relationships</p>	<p>*Show resilience and perseverance in the face of challenge. *Identify and moderate their own feelings socially and emotionally. *Be confident to try new activities *Manage own basic hygiene and personal needs.</p>
<p><b>Communication and Language</b> *Listening, Attention and Understanding *Speaking</p>	<p><i>*Articulate their ideas and thoughts in well-formed sentences.</i> <i>*Connect one idea or action to another using a range of connectives.</i> <i>*Engage in non-fiction books.</i> <i>*Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i> <i>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> <i>*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.</i></p> <p>*Teaching of new vocabulary around new theme of Space *Engage in non-fiction books and learn the vocabulary involved as well as developing new knowledge and vocabulary from the books. *Articulate their thoughts and ideas in well-formed sentences.</p>

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	<p>*Connecting one idea or action to another.</p> <p>*Participate in small group/class/one-to-one discussions, offering their own ideas.</p>
<p><b>Physical Development</b>  <b>*Gross Motor Skills</b>  <b>*Fine Motor Skills</b></p>	<p>*Real PE – Dynamic Balance  Head up and back straight.  Swing arms to help move and balance.  Move forwards and backwards along a fixed line with minimal wobble.  Theme – Tilly the train’s big day.</p> <p>Dynamic Balance to agility  Jumping – Be able to stand with feet shoulder width apart.  Bend knees on take off and landing.  Keep head up.  Swing arms to help generate height.  Theme – Journey to the blue planet.</p> <p>*Continue with Dough Disco to build hand and finger muscles for writing.  *Teaching children how to use a range of tools safely in order to continue to develop fine motor skills.</p>
<p><b>Literacy</b>  *Comprehension  *Word Reading  *Writing</p>	<p><i>*Read some letter groups that each represent one sound and say sounds for them.</i>  <i>*Read a few common exception words matched to the school’s phonic programme.</i>  <i>*Say a sound for each letter in the alphabet and at least 10 digraphs.</i>  <i>*Read words consistent with their phonic knowledge by sound-blending.</i>  <i>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common *exception words.</i>  <i>*Write recognisable letters, most of which are correctly formed.</i>  <i>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p> <p>*Continuation and completion of Phase 3 Phonics  *Writing of short narrative Sentences – (noun and verb in place)  *Diary Writing and Sequencing – can we sequence the story of Whatever Next! Can we write a diary entry as the Bear?  *Concentration on forming all lower-case letters correctly and some capital letters.</p> <p><i>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p>

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	<p><i>*Anticipate (where appropriate) key events in stories.</i></p> <p><i>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p><i>*Story – Whatever Next!</i></p> <p><i>*Selection of Non-fiction books about Space</i></p>
<p><b>Maths</b></p> <p>*Number</p> <p>*Numerical Patterns</p>	<p>*Continuing with daily Maths Meetings</p> <p><b>White Rose Maths –</b></p> <p>*Alive in 5! – 3 weeks – Introducing zero, comparing numbers to 5, composition of 4 and 5. Comparing Mass and Capacity.</p> <p>*2 Weeks and 4 days – Growing 6, 7 and 8. Making Pairs, Combining 2 groups. Length and Height, Time.</p>
<p><b>Understanding the World</b></p> <p>*Past and Present</p> <p>*People, Culture and Communities</p> <p>*The Natural World</p>	<p><i>*Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</i></p> <p><i>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p>*Exploring winter and the seasonal changes such as frost, hibernation across the world, linking to similarities and differences to Autumn. Use of the cameras to record these differences.</p> <p>*Space – making links with our Seasons. Following children’s lead as to their interests for either learning about the Moon or planets. Learning about the past and the historical moments in Space Exploration such as the Moon Landing.</p> <p>*States – investigating liquids and solids through ice play. Can we observe and discuss melting and freezing.</p> <p><b>Safer Internet Day</b> Tues 9<sup>th</sup> Feb Social, moral – reinforce Internet Safety (discuss with children how to stay safe while on the internet)</p> <p><b>Chinese New Year</b> (Year of the Ox) Fri 12<sup>th</sup> Feb Cultural, spiritual, social – develop an understanding of the Festival and traditions of Chinese New Year</p>



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<p><b>Expressive Arts and Design</b> *Creating with Materials *Being Imaginative and Expressive</p>	<p><i>*Listen attentively, move to and talk about music, expressing their feelings and responses.</i></p> <p>*Chinese New Year – crafts and Chinese new year dragon dancing. *Colours – looking at Primary and Secondary colours for mark making with different mediums.</p>
<p><b>Wow Moments/Learning Opportunities</b></p>	<p><b>Visit from an Astronaut!</b></p>

Spring 2 – 5 Weeks	
<p><b>PSED</b> *Self-Regulation *Managing Self *Building Relationships</p>	<p><i>*Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</i></p> <p><i>*Set and work towards simple goals</i></p> <p><i>*Confident to try new activities,</i></p> <p><i>*Explain the reasons for rules</i></p> <p><i>*Manage own basic hygiene and personal needs</i></p>
<p><b>Communication and Language</b> *Listening, Attention and Understanding *Speaking</p>	<p><i>*Describe events in some detail.</i></p> <p><i>*Use talk to help work out problems and organise thinking/activities.</i></p> <p><i>*Offer explanations for why things might happen, using new vocabulary from stories, non-fiction books, rhymes and poems. – Link to this term’s Wow moment – How and why are the footprints here?</i></p> <p>*Continue to learn new vocab involved with this topic: - endangered, extinct, risk.</p> <p><b>World Book Day</b> Thurs 4<sup>th</sup> March Cultural, social, spiritual – encourage enjoyment in reading.</p>
<p><b>Physical Development</b> *Gross Motor Skills *Fine Motor Skills</p>	<p>*Real PE – Co-ordination – ball skills Keep tummy tight and weight through bottom. Use fingers to move the ball. Focus on moving the ball smoothly rather than speed. Theme – clowning around.</p>

	<p>Counter balance in pairs.                  Keep tummy's tight.                  Keep backs straight and head up.                  Hold on to partners forearms.                  Keep arms straight when leaning back.                  Theme – Wendy's water ski challenge.</p> <p><i>*Develop the foundations of a handwriting style which is fast, accurate and efficient.</i>                  Continue to support children with a variety of fine motor skills. Use of Dough Disco to continue in the mornings.</p>
<p><b>Literacy</b>                  *Comprehension                  *Word Reading                  *Writing</p>	<p><i>*Write simple phrases and sentences that can be read by others.</i>  <i>*Form lower-case and capital letters correctly.</i>  <i>*Spell words by identifying the sounds and then writing the sound with letter/s.</i>  <i>*Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p>*Teaching of Phase 4 phonics                  *Short narrative sentences – encourage use of punctuation (capital letter and full stop)                  *Letter writing – with recognisable letters and words spelt phonetically, ensuring they can be read by others.</p> <p><i>*Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</i>  <i>*Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i>  <i>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i>  <i>*Anticipate (where appropriate) key events in stories.</i>  <i>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p>*Selection of fiction and non-fiction books about dinosaurs and endangered animals.</p>

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<p><b>Maths</b> *Number *Numerical Patterns</p>	<p>*Continuing with daily Maths Meetings <b>White Rose Maths</b> – *1 week- recapping and completing Growing 6, 7 and 8 from Spring 1. *3 weeks – Building 9 and 10. Comparing numbers to 10. Bonds to 10. 3D shapes and Pattern(2) *1 week – consolidation and further digging deeper.</p>
<p><b>Understanding the World</b> *Past and Present *People, Culture and Communities *The Natural World</p>	<p><i>*Recognise some environments that are different to the one in which they live.</i> <i>*Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</i> <i>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p> <p>*Seasons – what is the weather today. Talk about Spring and the seasonal changes that happen. New growth – links to Easter.</p> <p>*History of dinosaurs *Coding using the Beebots for Technology <b>Mothering Sunday</b> Sun 14<sup>th</sup> March Cultural, spiritual, moral – celebrate key event, reflect on and appreciate our mothers/other significant adults in our family. Make mother’s day cards <b>Science week</b> <b>Easter</b> Sun 4<sup>th</sup> April Spiritual, cultural, social, moral – develop understanding of a key Christian festival <b>Downs Syndrome Awareness Day</b> Sun 21<sup>st</sup> March Spiritual, cultural, social, moral – odd socks <b>Discovery RE</b> – Easter Salvation What is Easter? Christianity</p>
<p><b>Expressive Arts and Design</b> *Creating with Materials *Being Imaginative and Expressive</p>	<p><i>*Create collaboratively sharing ideas, resources, and skills.</i></p> <p>*Observational drawing of footprints and eggs *Making Mother’s Day cards/Easter cards and crafts.</p>

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<p><b>Wow Moments/Learning Opportunities</b></p>	<p>Entry to Dinosaur/Endangered Animals – footprints left across the classroom. Egg left in nest. Visit out of school (Covid Restrictions?)</p>
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<p>Summer 1 – 7 Weeks</p>	
<p><b>PSED</b> *Self-Regulation *Managing Self *Building Relationships</p>	<p><i>*Think about the perspectives of others.</i> <i>*Manage their own needs.</i> <i>*Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</i> <i>*Set and work towards simple goals.</i> <i>*Confident to try new activities.</i> <i>*Explain the reasons for rules</i> <i>*Manage own basic hygiene and personal needs</i></p>
<p><b>Communication and Language</b> *Listening, Attention and Understanding *Speaking</p>	<p><i>*Listen to and talk about stories to build familiarity and understanding.</i> <i>*Engage in non-fiction books.</i> <i>*Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i> <i>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i> <i>*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.</i></p>
<p><b>Physical Development</b> *Gross Motor Skills *Fine Motor Skills</p>	<p>*Real PE – <b>Co-ordination</b> with equipment. Use backswing and follow through. Keep eyes focussed on ball. Adopt good ready position. E.G wide base, weight on balls of feet. Theme – John and Jasmine learn to juggle.</p> <p><b>Agility</b> – reaction and response. Push of hard with feet. Keep head steady and watch the ball. Drive arms to help move quickly.</p>

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	Theme – Ringo to the rescue
<p><b>Literacy</b> *Comprehension *Word Reading *Writing</p>	<p><i>*Write simple phrases and sentences that can be read by others.</i> <i>*Form lower-case and capital letters correctly.</i> <i>*Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p>*Short Narratives *Diary writing - with recognisable letters, punctuation and words spelt phonetically, ensuring they can be read by others.</p> <p><i>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> <i>*Anticipate (where appropriate) key events in stories.</i> <i>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i> <i>*Read words consistent with their phonic knowledge by sound-blending.</i> <i>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p>
<p><b>Maths</b> *Number *Numerical Patterns</p>	<p>*Continuing with daily Maths Meetings <b>White Rose Maths –</b> *3 weeks - On the Move *3 weeks – Superhero to 20 and beyond *1 week – Consolidation</p> <p>*Further details yet to be released by White Rose Maths</p>
<p><b>Understanding the World</b> *Past and Present *People, Culture and Communities *The Natural World</p>	<p><i>*Explore the natural world around them.</i> <i>*Draw information from a simple map.</i> <i>*Similarities and differences between the natural world around them and contrasting environments.</i></p> <p>*Habitats – compare under the sea, farmyard, jungle, minibeasts</p> <p><b>St George’s Day</b> Fri 23<sup>rd</sup> April Spiritual, cultural, moral – develop an understanding of the legend.</p> <p><b>Discovery RE – Stories What can we learn from stories? Christianity, Islam, Hinduism, Sikhism</b></p>

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<p><b>Expressive Arts and Design</b> *Creating with Materials *Being Imaginative and Expressive</p>	<p><i>*Return to and build on their previous learning, refining ideas and developing their ability to represent</i></p> <p>*Links to life cycles *Creating a habitat</p>
<p><b>Wow Moments/Learning Opportunities</b></p>	<p>Trip out of Animal Sanctuary or Sea Life Centre (Covid Restrictions?)</p>

<p>Summer 2 – 6 Weeks and 3 days</p>	
<p><b>PSED</b> *Self-Regulation *Managing Self *Building Relationships</p>	<p><i>*Show sensitivity to their own and to others' needs.</i></p> <p><i>*Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge.</i></p> <p><i>*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</i></p>
<p><b>Communication and Language</b> *Listening, Attention and Understanding *Speaking</p>	<p><i>*Retell the story once they developed a deep familiarity with the text – some exact repeated refrains and some in their own words.</i></p> <p><i>*Use new vocabulary in new contexts.</i></p> <p><i>*Express their ideas and feelings about their experiences using full sentences, including use of past/present/future tenses and making use of conjunctions, as modelled by the teacher</i></p>
<p><b>Physical Development</b> *Gross Motor Skills *Fine Motor Skills</p>	<p>*Real PE – Sports day athletic activities. Throwing skills. Sprinting and hurdles.</p> <p>Use all agility and reaction/response skills learnt.</p> <p>Adopt good ready position. E.G wide base, weight on balls of feet.</p> <p><i>*Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</i></p>

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	<p>Link to Healthy Living Week.</p>
<p><b>Literacy</b> *Comprehension *Word Reading *Writing</p>	<p><i>*Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i> <i>*Re-read what they have written to check that it makes sense.</i> <i>*Write simple phrases and sentences that can be read by others.</i></p> <p>*Recount of my school year *Instructions – how to grow healthy foods</p> <p><i>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> <i>*Anticipate (where appropriate) key events in stories.</i> <i>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i> <i>*Read words consistent with their phonic knowledge by sound-blending.</i> <i>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p>
<p><b>Maths</b> *Number *Numerical Patterns</p>	<p>*Continuing with daily Maths Meetings <b>White Rose Maths</b> – *3 weeks - First, then, Now – *3 weeks – Find My Pattern -</p> <p>*Further details yet to be released by White Rose Maths</p>
<p><b>Understanding the World</b> *Past and Present *People, Culture and Communities *The Natural World</p>	<p><i>*Explain similarities and differences between life in this country and life in other countries.</i> <i>*Comment on images of familiar situations in the past.</i> <i>*Compare and contrast characters from stories, including figures from the past.</i></p> <p>*Seasons – what is the weather today? What clothing and extra protection do we need in the sun. Discuss seasonal changes and the similarities and differences with Spring.</p> <p><b>Father's Day</b> Sun 20<sup>th</sup> June Cultural, spiritual, moral – celebrate key event, reflect on and appreciate our fathers/other significant adults in our family. Make father's day cards</p>

## Reception Curriculum Summary Overview – 2020-2021

	<p><b>Discovery RE</b> – Special Places What makes places special? Christianity, Islam, Judaism  <b>RSE 2020 Curriculum</b> – NSPCC Pantosaurus.</p>
<p><b>Expressive Arts and Design</b>                  *Creating with Materials                  *Being Imaginative and Expressive</p>	<p><i>*Watch and talk about dance and performance art, expressing their feelings and responses</i>                   -Link to Healthy Living Week and the variety of dance and sports sessions we have come into school.</p>
<p><b>Wow Moments/Learning Opportunities</b></p>	<p>*Sport’s Day – joining in with whole school community celebration                  *Taste Testing Foods from around the world                  *Visits from Athletes for Healthy Living Week</p>