



Reception Curriculum Overview – Summer Term

EYFS framework	Summer Term 1	Summer Term 2
Assessment	Hanen, Welcomm, Otrack, phonic assessment, NELI	
Stimulus / topic/ events	Traditional tales and the Queen’s Jubilee Jack and the Beanstalk Little Red Riding Hood	Traditional tales and Pirates Goldilocks and the three bears The three billy goats gruff School trip to Sycamore Adventure Centre
Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary, use new vocabulary in play and different contexts. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of conjunctions. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> • Learn new vocabulary, use new vocabulary in play and different contexts. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of conjunctions. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
Personal, Social and Emotional Development	<p style="margin: 0;">School value: Equality</p> <p style="margin: 0;">Follow Jigsaw curriculum during the term.</p> <ul style="list-style-type: none"> • Know how to make friends. • Try to solve friendship problems when they occur. 	<p style="margin: 0;">School value: Equality</p> <p style="margin: 0;">School value: Equality</p> <p style="margin: 0;">Follow Jigsaw curriculum during the term.</p> <ul style="list-style-type: none"> • Know how to make friends.

	<ul style="list-style-type: none"> • Help others to feel part of a group • Show respect in how they treat others • Know how to help themselves and others when they feel upset and hurt • Know and show what makes a good relationship 	<ul style="list-style-type: none"> • Try to solve friendship problems when they occur. • Help others to feel part of a group • Show respect in how they treat others • Know how to help themselves and others when they feel upset and hurt • Know and show what makes a good relationship • Work together to complete team building activities at Sycamore Adventure Centre
Physical Development		
Gross Motor skills	<ul style="list-style-type: none"> • Move forwards, backwards and sideways at speed. • Improve speed through practice. • Demonstrate agility in a variety of games. • Participate in chasing games safely and with control • Perform as part of a team in running games • Recognise and follow instructions to participate in different running and chasing games. • Respond to cues to change direction • Make choices about changing direction in games • Explore a variety of ways to start movement • Explore different ways of stopping showing control • Recognise fast and slow movements • Perform two animals moving fast and two animals moving slowly 	<ul style="list-style-type: none"> • Explore colour stimulus using a range of actions • Choreograph a short sequence combining a range of actions • Describe how the actions relate to the stimulus • Explore animal stimulus using a range of levels and directions • Choreograph a short sequence combining range levels and directions • Demonstrate ability to work with others to develop a sequence • Explore the “theme park” stimulus using unison and canon. • Choreograph a short sequence combining unison and canon. • Demonstrate the ability to perform a sequence in a group or with a partner using unison and canon. • Explore the season theme using expression and creativity. • Choreograph a short sequence with an awareness of expression. • Demonstrate understanding and knowledge of how to compose a sequence.

		<ul style="list-style-type: none"> • Explore the transport theme using dynamics. • Choreograph a short sequence combining a range of dynamics. • Demonstrate some knowledge of dance composition.
Fine Motor skills	<ul style="list-style-type: none"> • To use the tripod grip when holding a pencil • Use tools such as paintbrushes safely • Use cutlery safely and effectively at lunch times To develop accuracy when drawing 	<ul style="list-style-type: none"> • To use the tripod grip when holding a pencil • Use tools such as paintbrushes safely • Use cutlery safely and effectively at lunch times • To use accuracy when drawing
English		
Word Reading Comprehension	<ul style="list-style-type: none"> • RWI phonics groups in small groups • To revise speed sounds daily • To use speed sounds to read new words • Show a love of reading • Use new vocabulary they have learnt in their play Develop ability to re tell stories they have read using key vocabulary 	<ul style="list-style-type: none"> • RWI phonics groups in small groups • To revise speed sounds daily • To use speed sounds to read new words • Show a love of reading • Use new vocabulary they have learnt in their play • Develop ability to re tell stories they have read using key vocabulary
Writing	<ul style="list-style-type: none"> • Use their phonic knowledge to spell and write words Develop writing skills to write simple sentences that can be read by others 	<ul style="list-style-type: none"> • Use their phonic knowledge to spell and write words • Develop writing skills to write simple sentences that can be read by others
Maths		
Number	<ul style="list-style-type: none"> • Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting using a range of different stimuluses Order sets of objects, linking this to their understanding of the ordinal number system. 	<ul style="list-style-type: none"> • Consolidate all skills learnt this year • 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.
Numerical Patterns	<ul style="list-style-type: none"> • Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 	<ul style="list-style-type: none"> • Consolidate all skills taught this year • Verbally count beyond 20, recognising the pattern of the

	<p>'doubles' patterns</p> <ul style="list-style-type: none"> • Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • Be encouraged to identify when it is appropriate to count and when groups can be subitised. • Explore the composition of 10. 	<p>counting system</p> <ul style="list-style-type: none"> • 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.
Understanding the World		
<p>Past and Present People and the Communities Natural World</p>	<ul style="list-style-type: none"> • Draw information from a simple map linked to Fairly Tales. • Recognise that people have different beliefs and celebrate special times in different way linked with Queens Jubilee. • Explore the natural world around them and describe what they see, hear and feel whilst outside. <ul style="list-style-type: none"> • Invent new narratives and stories • To hot seat a range of characters from stories we have read • To continue to develop imagination through their play Use percussion instruments to explore beat and tempo – link to stories and add sound effects. 	<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
Expressive Arts		
<p>Creating with Materials Being Imaginative</p>	<ul style="list-style-type: none"> • Invent new narratives and stories • To hot seat a range of characters from stories we have read • To continue to develop imagination through their play Use percussion instruments to explore beat and tempo – link to stories and add sound effects. 	<ul style="list-style-type: none"> • To continue to develop imagination through their play • Use percussion instruments to explore beat and tempo – link to stories and add sound effects.