



Reception Class



Summer Term

Subject	Content
Religious Education	<p>Easter</p> <ul style="list-style-type: none">• know a story about the Resurrection of Jesus and understand that at Easter we celebrate Christ being alive• be able to identify the Easter Candle as a symbol of this season children will know parts of the story of Pentecost and recognise some of the changes that took place in the Apostles <p>Pentecost</p> <ul style="list-style-type: none">• know some of the symbols the Church uses to celebrate the Feast of Pentecost <p>Prayer</p> <ul style="list-style-type: none">• know that prayer is an important form of communication with God• be able to recall some forms of prayer and say why they are important• take part in some in prayer liturgies and write some prayers of praise and thanks• know some of the prayers of the Church and they will be able to voice their own prayers and eventually be able to write them• understand and be able to explain some of the words used in the prayers of the Church
Communication and Language	<ul style="list-style-type: none">• interact and negotiate• awareness of speaker• develop listening skills• enjoy using language• speak in full sentences• ask relevant questions
English	<ul style="list-style-type: none">• RWI (the sounds that letters make and how they blend together to make words)• directionality of writing (left to right) names, labels, captions• form letters with care• write for a purpose• form letters with care• blending sounds together to read/write words

	<ul style="list-style-type: none"> • read simple words/sentences and talk about what they have read with understanding
Mathematics	<ul style="list-style-type: none"> • Count object, actions and sounds • Subitise • Link the numbers symbols (numerals) with its cardinal number value • Count beyond • Compare numbers • Understand the 'one more/one less than' relationship between consecutive numbers • Explore the composition of numbers of 10 • Automatically recall number bonds for numbers 0-5 and some to 10 • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within in it, just as numbers can • Continue, copy and create repeating patterns • Compare length, weight and capacity
Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past • Draw information from a simple map • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate different times in different ways • Recognise similarities and differences between life in this country and life in other countries • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments that are different to the one in which they live • Understand the effect of changing seasons on the natural world around them
Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing resources and skills

	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in a group
Physical Development	Invasion <ul style="list-style-type: none"> ▪ show an awareness of space ▪ throw a ball underarm ▪ roll a ball towards a target ▪ bounce a ball ▪ pass and receive a ball Athletics <ul style="list-style-type: none"> ▪ develop appropriate running technique ▪ jump over different sized obstacles ▪ throw towards a set target ▪ competently catch a ball or beanbag
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • relationships/making friends • follow rules • awareness of own and others needs • respect cultures • treat people with respect • expect respect from others • Play independently and with focus for five minutes or more.
Creative Curriculum We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. In Foundation Stage these subjects come under the headings “Understanding the World” and Expressive Arts and Design” Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects. (See Creative Curriculum Two Year Cycle)	
Year A Summer 1- Sport and Leisure/ Team work Main Focus: design Technology– Expressive Arts and Design- Make a picture with moving parts. <ul style="list-style-type: none"> • explore moving picture books and talk about what they like 	Year B Summer 1- Our Wonderful World Main Focus: Music – Expressive Arts and Design- Exploring Tempo and Dynamics <ul style="list-style-type: none"> • explore ways of playing instruments

<ul style="list-style-type: none"> • experiment with different ways cutting and sticking • use different fixings that allow movement • assemble a moveable toy • use construction equipment to make moveable and fixed pieces <p>Secondary focus – Understanding the World</p> <ul style="list-style-type: none"> • find out about sport and how we like to spend our time • discuss how toys and games have changed over the years • make up their own playground games using small and large equipment • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function 	<ul style="list-style-type: none"> • compose music through a structured story • explore tempo- fast and slow • begin to control the dynamics – loud and quiet • sing songs, make music and dance, and experiment with ways of changing them • represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories <p>Secondary focus – Understanding the World</p> <ul style="list-style-type: none"> • explore the world through story • talk about the features of their own immediate environment and how environments might vary from one another • make observations of animals and plants and explain why some things occur, and talk about changes • safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • use what they have learnt about media and materials in original ways, thinking about uses and purposes
<p>Year A</p> <p>Summer 2- Beside the Seaside</p> <p>Main Focus: Music – Expressive Arts and Design-</p> <p>Exploring Tempo and Dynamics</p> <ul style="list-style-type: none"> • explore ways of playing instruments • compose music through a structured story • explore tempo- fast and slow • begin to control the dynamics – loud and quiet 	<p>Year B</p> <p>Summer 2 – Food Glorious Food</p> <p>Main focus- DT; cookery, healthy eating, healthy bodies and exercise</p> <ul style="list-style-type: none"> • combine ingredients to make sandwiches and other simple food • explore where our food comes from • experiment with growing food and looking after plants • explore the idea of keeping healthy by eating and exercising • ask why things happen and how things work

- sing songs, make music and dance, and experiment with ways of changing them
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

Secondary focus – Understanding the World

- explore seaside pictures and places
- talk about the features of their own immediate environment and compare to the seaside
- talk about past holidays and what the seaside was like for their grandparents
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- use what they have learnt about media and materials in original ways, thinking about uses and purposes

- use ICT to support learning

Secondary focus – Understanding the World

- talk food in relation to the past in their own lives and in the lives of family members
- explore similarities and differences between themselves and others, and among families, communities and traditions involving food
- recognise that a range of technology is used in places such as homes and schools
- select and use technology for particular purposes