

## **Physical Development**

This half term the pupils will be developing their gymnastic skills. Pupils will be learning how to balance on big and small body parts. We will also look at how to climb up and down small and large apparatus and how to jump off apparatus and land safely.

## **Understanding the World**

Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community and where they work e.g., police, fire service, doctors, dentist. Understand that some places are special. Know the correct basic scientific vocabulary to describe parts of plants.

Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower.

## **Expressive Arts and Design**

Poetry Basket: I have a little frog, Five little peas, Sliced Bread A Little Seed, Pitter patter and A Little Shell. We will explore the artist – Vincent Van Gogh. Observational drawing – Sunflowers. Show accuracy and care in their drawing. Exploring shades of colour and how to make different shades. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types. Symmetrical printing - butterflies as inspiration. Weaving (natural and manmade materials). Making own props/ puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress. Cutting Skill: use scissors independently.



## **Maths**

Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering  
Composition of numbers to 10 and beyond.  
Counting patterns to 10 and beyond  
Spatial reasoning.  
3D shape  
Match, rotate, and manipulate  
Pattern – ABC, ABB, BBA.



## **Reception**

**Curriculum Map - Summer 1**  
***Ramadan and Eid, New Life, Plants and Life Cycles, My Local Area, Habitats***



## **Personal, Social and Emotional Development**

Initiate an apology where appropriate. Start to know that others may in different ways to them. Can follow instructions, requests, and ideas in a range of situations. Can talk about their own abilities positively. Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts. Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources. Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.

## **Communication and Language**

Listen to and understand instructions about what they are doing, whilst busy with another task. Listen and continue with an activity for a short time. Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions. Carry out a series of 3 directions.

Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Describe an event in the correct order and some detail. Give some details that they know are important and will influence the listener  
E.g. "Ahmed fell over that stone, Javid didn't push him". Express ideas about feelings and experiences. Articulate their ideas in a sentences. Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"

## **Literacy**

Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry). Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Children are taught their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy. Recall previous common exception words and be exposed to new common exception words: *your, said, you, be, are*. Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Write a simple sentence/caption which may include a full stop. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.