

Curriculum Reception - Summer 1

Overarching Theme: Kings, Queens and Dragons

Summary Goals:

PSED - Children begin to manage their time effectively and can complete two challenges in a given time period. Children understand the school rules and are able to behave accordingly. Children show respect for each other during their play, showing an awareness of others' emotions. Children learn how to develop self-confidence, even when a task is hard.

C&L - Children can take turns to listen and speak, particularly when working with their talk partner. Children use stem sentences and key vocabulary to share their ideas when working with their talk partner, in small groups and class discussions. Children can orally retell a familiar story.

PD - Children move in a range of ways, working together to negotiate space quickly and safely. Children demonstrate improved core strength/ balance for sustained learning. Children form most of the letters correctly within their independent activities.

Literacy - Children are able to retell a familiar story providing a beginning, middle and end. Children are beginning to make accurate predictions linked to a specific text. Children read books that match their phonics level. Children write simple sentences that include a capital letter and full stop.

Maths - Children enjoy playing mathematical games and singing songs. Children correctly use mathematical language within their play. Children are able to read a number sentence and know that a quantity changes when objects are taken away. Children can use objects to practically take away and then record their answer. Children know that double means twice as many. Children use objects and mathematical equipment to double numbers. Children learn how to rotate and orientate shapes to fit an outline. Children build an awareness of shapes and know that shapes can be combined and separated to make new shapes.

UTW - Children discuss people, places and things from the past and present, recognising similarities and differences. Children discuss significant moments/ people in British history. Children experience the process of growing and discuss the changes they observe.

EAD - Children practice and perform a song with their peers. Children can begin to recount and innovate well known stories and share these with others. Children can narrate the process of their creation. Children explore a range of skills to complete an

independent piece of design and technology work.

	Wk1	Wk2	WK3	Wk4	Wk5	Wk6
PSED	<u>Skill and knowledge</u> Reset of rules and routines. Children are introduced to the concept of time management and consequences. (Information shared with parents about self-regulation.) Children follow the school rules within all areas of the school and behave accordingly outside of the classroom. Within the classroom, children play well together,	<u>Skill and knowledge</u> Children are set one challenge to complete within a set period of time and a consequence is given if this is not achieved. Children follow the school rules within all areas of the school and behave accordingly outside of the classroom. Children play cooperatively and begin to show awareness of their emotions. Children understand why we need to be	<u>Skill and knowledge</u> Children are set one challenge to complete within a set period of time and a consequence is given if this is not achieved. Children follow the school rules and behaviour expectations within all areas of the school and behave accordingly outside of the classroom. Children play cooperatively and begin to show awareness of others' emotions. Children	<u>Skill and knowledge</u> Children are set two challenges to complete within a set period of time and a consequence is given if this is not achieved. Children follow the school rules and behaviour expectations within all areas of the school and behave accordingly outside of the classroom. Children play cooperatively and show awareness of their emotions during play.	<u>Skill and knowledge</u> Children are set two challenges to complete within a set period of time and a consequence is given if this is not achieved. Children understand the school rules and are able to behave accordingly. Children play and resolve issues without adult support, controlling emotions when needed. Children understand the importance of	<u>Skill and knowledge</u> Children are set two challenges to complete within a set period of time and a consequence is given if this is not achieved. Children understand the school rules and are able to behave accordingly. Children play and resolve issues without adult support, controlling emotions when needed. Children will complete a task even when they

	cooperating with each other. Children learn about confidence and why we need it. Vocab: Sharing, confidence Exposed/ Recapped Vocab: consequences, impulse	confident and why sometimes we might find that hard. Vocab: Sharing, confidence Exposed/ Recapped Vocab: consequences, impulse	understand why we need to be confident and why sometimes we might find that hard. Vocab: Sharing, confidence Exposed/ Recapped Vocab: consequences, impulse	Children understand the importance of having confidence and how to keep trying, especially when encountering difficulty. Vocab: Sharing, confidence Exposed/ Recapped Vocab: consequences, impulse	having confidence and how to keep trying, especially when encountering difficulty. Vocab: Sharing, confidence Exposed/ Recapped Vocab: consequences, impulse	find it difficult. Vocab: Sharing, confidence Exposed/ Recapped Vocab: consequences, impulse
Communication and Language Songs and rhymes: King of the Castle Sing a song of sixpence London bridge is falling down	See policy regarding stem sentences. Children demonstrate good understanding of talk partners and turn to face each other when asked. Most children use the stem sentence/ key	See policy regarding stem sentences. Whilst in talk partners, children show that they can take turns talking and listening. Most children use the stem sentence/ key vocabulary	See policy regarding stem sentences. Whilst in talk partners, children show that they can take turns talking and listening. Most children use the stem sentence/ key vocabulary	See policy regarding stem sentences. After working with a talk partner, children can answer a question/ feedback to the whole class. All children use the stem sentence/ key vocabulary at	See policy regarding stem sentences. After working with a talk partner, children can answer a question/ feedback to the whole class. All children use the stem sentence/ key vocabulary at	See policy regarding stem sentences. All children are able to give an answer to a question or add to the conversation following time within their talking partners. All children use the stem

	programme. Children develop their skills in negotiating space whilst playing sports/ games within the CP. Children take part in weekly PE lessons and learn gymnastic skills such as balance and agility. Children develop their core strength through balancing activities. Within the CP, children begin to demonstrate their writing skills and correctly form some letters.	programme. Children develop their skills in negotiating space whilst playing sports/ games within the CP. Children take part in weekly PE lessons and learn gymnastic skills such as balance and agility. Children develop their core strength through balancing activities. Within the CP, children begin to demonstrate their writing skills and correctly form some letters.	programme. Children develop their skills in negotiating space whilst playing sports/ games within the CP. Children take part in weekly PE lessons and learn gymnastic skills such as balance and agility. Through sustained learning, children demonstrate their core strength and balance. Within the CP, children begin to demonstrate their writing skills and correctly form most letters.	programme. Children develop their skills in negotiating space whilst playing sports/ games within the CP. Children take part in weekly PE lessons and learn gymnastic skills such as balance and agility. Through sustained learning, children demonstrate their core strength and balance. Within the CP, children begin to demonstrate their writing skills and correctly form most letters.	programme. Children develop their skills in negotiating space whilst playing sports/ games within the CP. Children take part in weekly PE lessons and learn gymnastic skills such as balance and agility. Through sustained concentration and learning, children demonstrate their core strength and balance (during lessons, extended activities and assemblies). Within the CP, children begin to demonstrate	programme. Children develop their skills in negotiating space whilst playing sports/ games within the CP. Children take part in weekly PE lessons and learn gymnastic skills such as balance and agility. Through sustained concentration and learning, children demonstrate their core strength and balance (during lessons, extended activities and assemblies). Within the CP, children begin to demonstrate
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					their writing skills and correctly form most letters.	their writing skills and correctly form most letters.
Literacy Children take part in weekly guided reading sessions and receive reading books that match their phonics knowledge.	Daily RWI - see RWI program Stem sentence linked to key text/ vocab Children are able to retell parts of a familiar story (C&L) Children can plan a story with a beginning, middle and end. In guided reading groups, children begin to make accurate predictions about a story. Children write a simple sentence that includes a capital letter and a full stop.	Daily RWI - see RWI program Stem sentence linked to key text/ vocab Children are able to retell parts of a familiar story (C&L) Children can plan a story with a beginning, middle and end. In guided reading groups, children begin to make accurate predictions about a story. For each part of a story, children write a simple sentence that includes a capital letter and a full stop.	Daily RWI - see RWI program Stem sentence linked to key text/vocab Children retell a familiar story. (C&L) Children change the ending of a familiar story. In Literacy, children make accurate predictions about a story. Children orally share a sentence and extend it using 'and' 'or' 'because'. Some children write an extended sentence using	Daily RWI - see RWI program Stem sentence linked to key text/ vocab Children retell a familiar story. (C&L) Children change the ending of a familiar story. Children make accurate predictions about a story during Literacy. Children orally share a sentence and extend it using 'and' 'or' 'because'. Some children write an extended sentence using	Daily RWI - see RWI program Stem sentence linked to key text/ vocab Children enjoy learning key facts and vocabulary from a non-fiction book. Children read words and sentences in the provision matched to their phonics ability. Children label and write sentences that include key vocabulary, capital letters and full stops. Vocab: monarch, King Charles III,	Daily RWI - see RWI program Stem sentence linked to key text/ vocab Children enjoy learning key facts and vocabulary from a non-fiction book. Children read words and sentences in the provision matched to their phonics ability. Children label and write sentences that include key vocabulary, capital letters and full stops. Vocab: monarch, King Charles III, great

	Vocab: castle, monarch Exposed/ Recap - traditional, characters, setting	Vocab: castle, monarch Exposed/ Recap - traditional, characters, setting	'and' 'or' 'because'. Some children write a simple sentence that includes a capital letter and a full stop. Vocab: Duel, King, Knight, mythical creature Exposed/ Recap - adventure, journey	'and' 'or' 'because'. Some children write a simple sentence that includes a capital letter and a full stop. Vocab: Duel, King, Knight, mythical creature Exposed/ Recap - adventure, journey	great hall, throne Exposed vocab: moat, turret, drawbridge	hall, throne Exposed vocab: moat, turret, drawbridge
Mathematics	Children listen to and join in with numerical nursery rhymes. Children can recognise mathematical symbols and can read a number sentence. Children know the quantity gets	Children listen to and join in with numerical nursery rhymes. Children can identify and name 2D shapes. Children rotate a shape. Children can select and rotate	Children listen to and join in with numerical nursery rhymes. Children can identify and name 2D shapes. Children learn that shapes are composed of smaller shapes.	Children listen to and join in with numerical nursery rhymes. Children know the difference between 2D and 3D shapes. Children can identify the different shaped faces of 3D shapes.	Children listen to and join in with numerical nursery rhymes. Children know a pattern is repeated. Children can say a pattern out loud. Children can finish a	Children listen to and join in with numerical nursery rhymes. Consolidation of all learning.

	smaller when objects are taken away. Children use mathematical manipulatives and objects to take away and some children begin to take away mentally. Children choose an effective and efficient method to take away. Vocab: count, smaller, take away, equals. away, equals.	a shape to fit an outline Vocab: shape, orientate, rotate, turn.	Children know that shapes can be combined to make new shapes. Children can select shapes and combine them to make new shapes. Vocab: shape, 2D, combine.	Children can name 3D shapes and identify them in their environment. Vocab: 3D, cylinder, sphere, cuboid, cube, cone. Exposed vocab: faces.	repeated ABC pattern. Children can make an ABC pattern. Vocab: pattern.	
UTW Religious Education Songs and rhymes: Immaculate Mary Bring flowers of the rarest	Children respectfully join in with the school prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective	Children show respect when saying their prayers. Children recognise and discuss God's Good News and the miracle of Pentecost. Children discuss	Children show respect when saying their prayers. Children recognise and discuss God's Good News and the miracle of Pentecost. Children discuss	Children show respect when saying their prayers. Children recognise and discuss God's Good News and the miracle of Pentecost. Children discuss	Children show respect when saying their prayers. Children join in collective worship Children reflect on their learning and plan/ take part in a	Children respectfully join in with the school prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective

	worship. Children take part in a caritas lesson on values. Children listen to and join in with the prayer 'Come Holy Spirit'. Caritas due to be amended Vocab: holy spirit Exposed Vocab:	stories from the bible. Children listen to and join in with the prayer 'Come Holy Spirit'. Vocab: good news, pentecost, Holy Spirit Exposed Vocab: promise, share	stories from the bible. Children act out the story of Pentecost. Children write about God's good news. Children listen to and join in with the prayer 'Come Holy Spirit'. Vocab: good news, pentecost, Holy Spirit Exposed Vocab: promise, share	stories from the bible. Children share their own good news with each other. Children are familiar with the bible story about Pentecost. Children listen to and join in with the prayer 'Come Holy Spirit'. Vocab: good news, pentecost, Holy Spirit Exposed Vocab: promise, share	paraliturgy. Children can confidently discuss Pentecost and their own Good News. Children listen to and join in with the prayer 'Come Holy Spirit'. Vocab: good news, pentecost, Holy Spirit Exposed Vocab: promise, share	worship. Children take part in a caritas lesson on values. Caritas due to be amended Vocab: Exposed Vocab:
UTW Sing a Song of Six Pence	Children observe changes within the environment and discuss what they can see (Forest School). Children are	Children observe changes within the environment and discuss what they can see (Forest School). Children are	Children observe changes within the environment and discuss what they can see (Forest School). Children are	Children observe changes within the environment and discuss what they can see (Forest School). Children are introduced to	Children observe changes within the environment and discuss what they can see (Forest School). Children care	Children observe changes within the environment and discuss what they can see (Forest School). Children care for

	introduced to people, places and things from the past. Children look at and discuss a local castle. Children take part in simple comparisons between old and new/ past and present. Children learn key facts about castles. Vocab: monarch, castle, past Exposed/ Recapped vocab: Beeston Castle	introduced to people, places and things from the past. Children look at and discuss a local castle. Children take part in simple comparisons between old and new/ past and present. Children learn about people from British history and significant moments. Vocab: monarch, castle, past Exposed/ Recapped vocab: Beeston Castle	introduced to people, places and things from the past. Children look at maps to identify London and discuss key landmarks. Children recognise similarities and differences between London and Manchester. Children learn about the royal family and where they live. Vocab: London, same, difference Exposed vocab: landmark	people, places and things from the past. Children know about the role of the King. Children learn about the life of the King. Vocab: monarch, King Charles III Exposed vocab: Queen, Buckingham Palace	for the plants they have planted and observe the changes in them over time. Children use stem sentences to explain the process of growth and decay. Children share their learning with their grandparents. Vocab: growing, decay Recapped/Exposed vocab: plants, roots, leaves	the plants they have planted and observe the changes in them over time. Children use stem sentences to explain the process of growth and decay. Vocab: growing, decay Recapped/Exposed vocab: plants, roots, leaves
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EAD	Children play imaginatively within the continuous provision. Children engage in weekly singing practice and are learning to perform a song for an audience.	Children play imaginatively within the continuous provision. Children engage in weekly singing practice and are learning to perform a song for an audience.	Children play imaginatively within the continuous provision. Children engage in weekly singing practice and are learning to perform a song for an audience.	Children play imaginatively within the continuous provision. Children engage in weekly singing practice and are learning to perform a song for an audience.	Children play imaginatively within the continuous provision. Children engage in weekly singing practice and are learning to perform a song for an audience.	Children play imaginatively within the continuous provision. Children engage in weekly singing practice and are learning to perform a song for an audience.
	Each week, children develop skills through CP and taught lessons building towards the scheme of work for design and technology.	Each week, children develop skills through CP and taught lessons building towards the scheme of work for design and technology.	Each week, children develop skills through CP and taught lessons building towards the scheme of work for design and technology.	Each week, children develop skills through CP and taught lessons building towards the scheme of work for design and technology.	Children perform to an audience using actions within the song.	Each week, children develop skills through CP and taught lessons building towards the scheme of work for painting.
	Vocab: plan, healthy, ingredients	Vocab: plan, healthy, ingredients	Vocab: plan, healthy, ingredients	Vocab: plan, healthy, ingredients	Each week, children develop skills through CP and taught lessons building towards the scheme of work for design and technology.	Children create a final piece of artwork that demonstrates their newly acquired skills and knowledge.

						Exposed vocab: smoothie
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