

# Reception Curriculum Map - Summer



The Curriculum in Nursery and Reception is based on the Early Years Foundation Stage (EYFS) curriculum. This describes the seven areas of learning and development which 'must be implemented through planned, purposeful play'. The EYFS curriculum gives children a broad range of skills and knowledge which provides the right foundation for transition into Key Stage One and beyond.

## Communication and Language

- To listen to stories and respond with relevant comments and questions using Why? What? When? How? Who?
- Articulate their ideas, thoughts and feelings in full sentences. E.g "I feel sad because she/he took the pen without asking"
- To follow instructions - E.g. being asked to tidy up, line up, cut their food, get their coats and bags.



## Literacy

- Daily Story Time - Enjoying high quality texts linked to topics from books

### Core book Texts:

We will be exploring a core book over a 2-3-week period where we will think about making predictions, summarising and sequencing the story, learning new vocabulary and making links to our writing

### Core books this term will be:

**Summer 1** - 'Tree' (link to Forest School and changes in seasons). 'Superworm' (link to minibeasts and life cycles of a caterpillar). 'The Go Away Bird' (link to forest school, exploring the natural world around them)



### Summer 2

- 'Splash, Anna Hibiscus!' (link to our trip to the Sealife Centre). 'Astro Girl' (link to past and present with historical figure Mae Jamerson). 'Ruby's worry' (link to transition into Year 1 - their hopes and worries)



Story Scribing - Pupils to continue telling their own narratives but becoming more confident in using story language and using their phonic knowledge to attempt writing their own sentences and stories

### Phonics - Read Write Inc (Daily 60 min session)

- Focus on the application of set 2 sounds (digraphs/trigraphs) and previously taught tricky words
- Continue reading story books matched to their developing phonic knowledge
- A focus on lower case letter formation and letter families and other writing activities involved in RWI phonic sessions.

## Personal, Social and Emotional Development

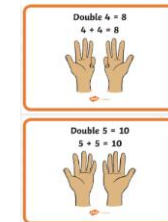
- To work towards individual goals in their development and to persevere



- To be able to manage and regulate their behaviour, knowing right from wrong.
- To understand the need for physical activity and a healthy diet
- To reflect and discuss what they are good at and what they would like to improve on (transition to year 1 - link to feelings)

## Mathematics

- Explore numbers 0 - 10 in depth, including looking at doubles, sharing and grouping



(3+3, 4+4 etc) and odd and even numbers (1,3,5,7,9 - odd, 2,4,6,8,10 - even).

- Building numbers and counting patterns beyond 10
- Practice number bonds to 5 including subtraction facts e.g. 1+4=5 4+1=5 5-1=4 5-4=1



## Understanding the World

- Explore the natural world around them and understand changes they see e.g. The changing of the seasons (and the effects on the natural world around them), changes they see from tadpole to frog/ caterpillar to butterfly



This will be supported through - learning experiences in our own outside areas, our farm and forest school (the use of photos, videos, foraging and maps)

- Continue to describe what they see, hear and feel whilst outside  
- Understand the past and present using stories ('Tree' - changes over time, 'Astro Girl' - looking at Mae Jamerson as one of our historical figures), nonfiction books and their own experiences (E.g. exploring what the beach was like in the past and then the beach now), discussing similarities and differences of time periods (then and now)



## Expressive Arts and Design

- To plan and design what they wish to produce, use materials and tools safely to make it and then share their creations  
- Look at artist 'Andy Goldsworthy' for inspiration on land art using natural materials (link to work on Summer)  
- To invent and recount their own narratives and stories. E.g. they build a car using lego/ a castle out of blocks/ cakes out of playdough, and make up their own story about them



## Physical Development

- **The children have regular practise of athletic skills outdoors eg. Jumping hurdles, races, ball skills, tennis**  
- Negotiate space and obstacles safely and demonstrate strength, balance and coordination on large and small apparatus (PE hall/Adventure playground)  
- Practise and develop holding their pens and pencils in a tripod grip so to support accuracy and care in their drawing and letter formation

Tripod Grip



## Home Learning

Parents can support their child at home with their learning:

Daily reading sessions with books sent home

Practising letter sounds and tricky we have taught and sent home

Completing optional home learning tasks uploaded via Tapestry



## Key Events

- Summer trip
- Sports Day
- Parent Farewell Concert
- Transition day