

Reception Summer Term Curriculum Overview 2021

	Week 1	Week 2	Week 3	Week 4	Week 5		Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
PSED MR, SCSA, MFB.	Self -Confidence and Self-Awareness <ul style="list-style-type: none"> To be confident to try new activities To say why they like some activities more than others To be confident to speak in a familiar group To talk about their ideas To choose the resources they need for their chosen activities. To say when they do or don't need help. 					HALF TERM	Self -Confidence and Self-Awareness <ul style="list-style-type: none"> To be confident to try new activities To say why they like some activities more than others To be confident to speak in a familiar group To talk about their ideas To choose the resources they need for their chosen activities. To say when they do or don't need help. 						
	Police Talks <ul style="list-style-type: none"> To know who the people are who help them stay safe To know how to behave when they are crossing a road To know what to do if they feel worried about something. 						Managing Feelings and Behaviour <ul style="list-style-type: none"> To talk about how they and others show feelings To talk about their own and others' behaviour and its consequences, know that some behaviour is unacceptable To work as part of a group or class, and understand and follow the rules To adjust behaviour to different situations, and take changes of routine in their stride. 						
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Making Relationships <ul style="list-style-type: none"> To play co-operatively, taking turns with others To take account of one another's ideas about how to organise their activity To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 					Making Relationships <ul style="list-style-type: none"> To play co-operatively, taking turns with others To take account of one another's ideas about how to organise their activity To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 								
COM & LANG LA, U, S.	Listening and Attention <ul style="list-style-type: none"> To listen attentively in a range of situations To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions To give their attention to what others say and respond appropriately, while engaged in another activity. 						Listening and Attention <ul style="list-style-type: none"> To listen attentively in a range of situations To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions To give their attention to what others say and respond appropriately, while engaged in another activity. 						
	Understanding <ul style="list-style-type: none"> To follow instructions involving several ideas or actions To answer 'how' and 'why' questions about their experiences and in response to stories or events. 						Understanding <ul style="list-style-type: none"> To follow instructions involving several ideas or actions To answer 'how' and 'why' questions about their experiences and in response to stories or events. 						
	Speaking <ul style="list-style-type: none"> To express themselves effectively, showing awareness of listeners' needs To use past, present and future forms accurately when talking about events that have happened or are to happen in the future To develop their own narratives and explanations by connecting ideas or events. 						Speaking <ul style="list-style-type: none"> To express themselves effectively, showing awareness of listeners' needs To use past, present and future forms accurately when talking about events that have happened or are to happen in the future To develop their own narratives and explanations by connecting ideas or events. 						

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PHYSICAL DEV MH, HSC.	<p>Moving and Handling PE - Games</p> <ul style="list-style-type: none"> To experiment with different ways of moving To negotiates space successfully when playing racing and chasing games with other children To adjust speed or change direction to avoid obstacles To travels with confidence and skill around, under, over and through balancing and climbing equipment To shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Health and Self-Care</p> <ul style="list-style-type: none"> To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 	<p>Moving and Handling PE - Athletics</p> <ul style="list-style-type: none"> To shows increasing control over an object in pushing, patting, throwing, catching or kicking it To show good control and co-ordination in large and small movements To move confidently in a range of ways, safely negotiating space. <p>Health and Self-Care</p> <ul style="list-style-type: none"> To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
LITERACY R, W.	<p>Reading</p> <ul style="list-style-type: none"> To read and understand simple sentences To use phonic knowledge to decode regular words and read them aloud accurately To read some common irregular words To demonstrate understanding when talking with others about what they have read. <p>Writing</p> <ul style="list-style-type: none"> To use their phonic knowledge to write words in ways which match their spoken sounds To write some irregular common words To write simple sentences which can be read by themselves and others To spell words correctly and others are phonetically plausible. 	<p>Reading</p> <ul style="list-style-type: none"> To read and understand simple sentences To use phonic knowledge to decode regular words and read them aloud accurately To read some common irregular words To demonstrate understanding when talking with others about what they have read. <p>Writing</p> <ul style="list-style-type: none"> To use their phonic knowledge to write words in ways which match their spoken sounds To write some irregular common words To write simple sentences which can be read by themselves and others To spell words correctly and others are phonetically plausible.
MATHEMATIC N, SSM.	<p>Spring 2 Lockdown catch up</p> <p>Numbers</p> <ul style="list-style-type: none"> To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number To add and subtract two single-digit numbers and count on or back to find the answer To solve problems, including doubling, halving and sharing. <p>Shapes, Space and Measures</p> <ul style="list-style-type: none"> To use everyday language to talk about size, weight, capacity, position, distance, time and money To compare quantities and objects and to solve problems To recognise, create and describe patterns To explore characteristics of everyday objects and shapes and use mathematical language to describe them. 	<p>Numbers</p> <ul style="list-style-type: none"> To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number To add and subtract two single-digit numbers and count on or back to find the answer To solve problems, including doubling, halving and sharing. <p>Shapes, Space and Measures</p> <ul style="list-style-type: none"> To use everyday language to talk about size, weight, capacity, position, distance, time and money To compare quantities and objects and to solve problems To recognise, create and describe patterns To explore characteristics of everyday objects and shapes and use mathematical language to describe them.

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UND WORLD PC, W, T.	<p>People and Communities</p> <ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members To know that other children don't always enjoy the same things, and to be sensitive to this To know about similarities and differences between themselves and others, and among families, communities and traditions. <p>The World</p> <ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things To talk about the features of their own immediate environment and how environments might vary from one another To make observations of animals and plants and explain why some things occur, and talk about changes. <p>Technology</p> <ul style="list-style-type: none"> To recognise that a range of technology is used in places such as homes and schools. Select and use technology for different purposes. <p>Purple Mash Resources in the 3-5 (phase) to support all areas of learning. Simple City, 2Create a Story, Talking Stories, 2Paint, 2Sequence, 2Beat, 2Explore, 2Publish, 2Publish Extra, Maths City 1&2, 2Count, 2DIY, 2Go, Mashcams. Use of programable toys e.g. beebots as well as a range of objects that work in different ways.</p>	<p>People and Communities</p> <ul style="list-style-type: none"> To talk about past and present events in their own lives and in the lives of family members To know that other children don't always enjoy the same things, and to be sensitive to this To know about similarities and differences between themselves and others, and among families, communities and traditions. <p>The World</p> <ul style="list-style-type: none"> To know about similarities and differences in relation to places, objects, materials and living things To talk about the features of their own immediate environment and how environments might vary from one another To make observations of animals and plants and explain why some things occur, and talk about changes. <p>Technology</p> <ul style="list-style-type: none"> To recognise that a range of technology is used in places such as homes and schools. Select and use technology for different purposes. <p>Purple Mash Resources in the 3-5 (phase) to support all areas of learning. Simple City, 2Create a Story, Talking Stories, 2Paint, 2Sequence, 2Beat, 2Explore, 2Publish, 2Publish Extra, Maths City 1&2, 2Count, 2DIY, 2Go, Mashcams. Use of programable toys e.g. beebots as well as a range of objects that work in different ways.</p>
EXP ARTS & D EMM, BI.	<p>Exploring and using Media and Materials</p> <ul style="list-style-type: none"> To sing songs, make music and dance, and experiment with ways of changing them To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Being Imaginative</p> <ul style="list-style-type: none"> To use what they have learnt about media and materials in original ways, thinking about uses and purposes To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<p>Exploring and using Media and Materials</p> <ul style="list-style-type: none"> To sing songs, make music and dance, and experiment with ways of changing them To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Being Imaginative</p> <ul style="list-style-type: none"> To use what they have learnt about media and materials in original ways, thinking about uses and purposes To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

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JS	<p>Parasha:</p> <ul style="list-style-type: none"> • Parashat Tzariah/Metzorah – Do not speak about other people • Parashat Acharei mot/Kedoshim – being nice to each other • Parashat Emor – the mitzvot we do on the chagim • Parashat Behar/Bechukotai – Hashem cares about what we do • Parashat Bamidbar – Hashem is everywhere. • Parashat Behalotecha – obeying signals • Parashat Shelach Lecha – Taking challah. <p>Hebrew Reading:</p> <ul style="list-style-type: none"> • To be able to read kuf, raish, shin, sin and tav • To know the sound of shva in the middle of a word. <p>Chagim: Yom Ha’atzmaut</p> <ul style="list-style-type: none"> • To know Yom Ha’atzmaut is Israel’s birthday • To recognise the Israeli flag. <p>Chagim: Lag B’omer</p> <ul style="list-style-type: none"> • To have a basic understanding of what lag b’omer is • To bake and enjoy a teddy bear’s picnic on lag b’omer. <p>Chagim: Shavuot</p> <ul style="list-style-type: none"> • To know Hashem gave us the Torah on Har Sinai • To know what the ten commandments are • To know there is a custom to eat milky foods on Shavuot and make milkshakes • To know there is a custom to decorate the shul with flowers on Shavuot • To visit Edgware shul (virtually). 	<p>Parasha:</p> <ul style="list-style-type: none"> • Parashat Korach – jealousy • Parashat Chukat/Balak – some of our tefillot come from the Torah • Parashat Pinchas – a leader shows us how to behave • Parashat Matot/Masei – making promises • Parashat Devarim – teachers care. <p>Hebrew Reading:</p> <ul style="list-style-type: none"> • To understand final letters come at the end of the word only • To be able to read final chaf, final mem, final nun, final feh and final tzadi • To be familiar with chataf vowels • To focus on blending short words together. <p>Jewish Way of Life: Tefillah</p> <ul style="list-style-type: none"> • To understand why we say tefillah everyday • To understand why we say modeh ani and what it means • To know many tefillot come from the Torah • To know the girls and boys brachot are different but both important • To have a basic understanding of the first paragraph of the Shema • To know all the words to Adon Olam and understand parts of it. <p>Jewish Way of Life: Brachot</p> <ul style="list-style-type: none"> • To know when to say the brachot ha’etz, ha’adama, mezonot, shehakol, netillat yadayim, hamotzi and hagefen.
FRENCH	<p>Les Animaux (Animals)</p> <ul style="list-style-type: none"> • To be introduced to ten animals in French • To match all the new French words to the appropriate picture • To remember the words for at least five animals in French unaided • To attempt to spell at least three animals correctly in French. 	<p>Les Animaux (Animals)</p> <ul style="list-style-type: none"> • To be introduced to ten animals in French • To match all the new French words to the appropriate picture • To remember the words for at least five animals in French unaided • To attempt to spell at least three animals correctly in French.