

Reception Summer Term Curriculum Overview 2022

	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 SR, MS, BR	<ul style="list-style-type: none"> To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions To be confident to try new activities and show independence, resilience and perseverance in the face of challenge To explain the reasons for rules, know right from wrong and try to behave accordingly To manage their own basic hygiene and personal needs, including dressing, going. 					HALF TERM	<ul style="list-style-type: none"> To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions To be confident to try new activities and show independence, resilience and perseverance in the face of challenge To explain the reasons for rules, know right from wrong and try to behave accordingly To manage their own basic hygiene and personal needs, including dressing, going. 						
COM & LANG LAU, S	<ul style="list-style-type: none"> To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions To make comments about what they have heard and ask questions to clarify their understanding To hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 						<ul style="list-style-type: none"> To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions To make comments about what they have heard and ask questions to clarify their understanding To hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 						
PHYSICAL DEV GM, FM	<ul style="list-style-type: none"> To negotiate space and obstacles safely, with consideration for themselves and others To demonstrate strength, balance and coordination when playing To move energetically, such as running, jumping, dancing, hopping, skipping and climbing To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases To use a range of small tools, including scissors, paintbrushes and cutlery To begin to show accuracy and care when drawing. 						<ul style="list-style-type: none"> To negotiate space and obstacles safely, with consideration for themselves and others To demonstrate strength, balance and coordination when playing To move energetically, such as running, jumping, dancing, hopping, skipping and climbing To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases To use a range of small tools, including scissors, paintbrushes and cutlery To begin to show accuracy and care when drawing. 						
LITERACY C, WR, W	<ul style="list-style-type: none"> To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary To anticipate (where appropriate) key events in stories To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play To write recognisable letters, most of which are correctly formed To spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. 						<ul style="list-style-type: none"> To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary To anticipate (where appropriate) key events in stories To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play To write recognisable letters, most of which are correctly formed To spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. 						

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MATHEMATIC N, NP	<ul style="list-style-type: none"> To have a deep understanding of number to 10, including the composition of each number To subsidise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts To verbally count beyond 20 recognising the pattern of the number system To compare quantities up to 10 in different context recognising when one quantity is greater than, less than or the same as the other quantity To explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> To have a deep understanding of number to 10, including the composition of each number To subsidise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts To verbally count beyond 20 recognising the pattern of the number system To compare quantities up to 10 in different context recognising when one quantity is greater than, less than or the same as the other quantity To explore and represent patterns within numbers up to 10 including evens and odds, double facts and how quantities can be distributed equally.
UNDERSTANDING WORLD PP, PCC, TNW	<ul style="list-style-type: none"> To talk about the lives of the people around them and their roles in society To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class To understand the past through settings, characters and events encountered in books read in class and storytelling. Explore the natural world around them, making observations and drawing pictures of animals and plants To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<ul style="list-style-type: none"> To talk about the lives of the people around them and their roles in society To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class To understand the past through settings, characters and events encountered in books read in class and storytelling. Explore the natural world around them, making observations and drawing pictures of animals and plants To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
EXP ARTS CM, BI	<ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function To share their creations, explaining the process they have used To make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function To share their creations, explaining the process they have used To make use of props and materials when role playing characters in narratives and stories.

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<p>JS</p>	<p>Parasha:</p> <ul style="list-style-type: none"> Parashat Acharei mot – keeping Kosher Parashat Kedoshim - being nice to each other Parashat Behar– Hashem cares about what we do. <p>Hebrew Reading:</p> <ul style="list-style-type: none"> To be able to read kuf, raish, shin, sin To know the sound of shva comes 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 and make flowers <p>To visit Edgware shul.</p>		<p>Hebrew Reading:</p> <ul style="list-style-type: none"> To be able to read Taf 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 kubbutz shurruck To know the sound of shva Comes in the middle of a word 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> <p>To know when to say the brachot ha’etz, ha’adama, mezonot, shehakol, netillat yadayim, hamotzi and hagefen.</p>
<p>French</p>	<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 <p>To attempt to spell at least three animals correctly in French.</p>		<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 <p>To attempt to spell at least three animals correctly in French.</p>