

# Reception Curriculum Map






There are seven areas of learning and development that shape educational programmes in Early Years settings.

All areas of learning and development are important and all are inter-connected.

## Summer 2 – The Sea!

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| <b>Communication and Language</b>                 | Ongoing through every activity, Circle time.<br>The staff provide thought provoking images and texts that provoke questions. They encourage children to appreciate and participate in discussions.<br>Through various sized groups and contexts, children are encouraged to pay attention to, respond to and question what they hear and see |   |   |   |
| <b>Physical Development</b>                       | Gym Trail activities , PE – Athletics<br>Sports Day practise   |   |   |   |
| <b>Personal, Social and Emotional Development</b> | Our learning behaviours - Listening lion, Concentrating Crocodile, Collaborative crab, Persevering Parrot.<br><b>Ten: Ten Module 2 Unit 3</b><br><b>Session 1.</b> Safe inside and out<br><b>Session 2.</b> My body, My Rules (NSPCC Pants Rule)<br><b>Session 3.</b> Feeling Poorly<br><b>Session 4.</b> People who help us                 |   |   |   |
| <b>Literacy</b>                                   | <u><b>Key texts</b></u><br><br>Flotsam<br>Somebody<br>Swallowed Stanley<br>Indian , Incredible India   | <u><b>Essential Letters and Sounds</b></u><br><u><b>Phonics</b></u><br><u><b>Summer 2 Phase 5</b></u><br><ul style="list-style-type: none"> <li>• Week 5<sup>th</sup> June - <b>ai ay ow ou igh ie ee ea le Harder to read and write words oh their</b></li> <li>• Week 12<sup>th</sup> June - <b>oi oy ur ir (y)oo ue or aw Harder to read and write words people mr mrs</b></li> <li>• Week 19<sup>th</sup> June - <b>w wh f ph (y)oo ew oa oe</b></li> </ul> | <u><b>Poetry Basket</b></u><br><br><u><b>A little shell</b></u><br>Splash, Anna Hibiscus! –<br>Atinuke<br>(978-1406354683)<br>Water play<br><br><u><b>Seaside Poem</b></u><br>By Shirley Hughes<br><br><u><b>I'm glad the sky is painted blue (Online Poem)</b></u> | <u><b>Writing</b></u><br>To write words that contain VC, CVC, CCVC Harder to read words<br><br>Story maps with extended text. Write a simple story with beginning, middle and end.<br><br>Children to independently use |

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|                                |  | <p><b>Harder to read and write words your ask should</b></p> <ul style="list-style-type: none"> <li>• Week 26<sup>th</sup> June - <b>or au ee ey ai a-e ee e-e Harder to read and write words would could asked</b></li> <li>• Week 3<sup>rd</sup> July - <b>assess and review R.14 Harder to read and write words house mouse water</b></li> <li>• Week 10<sup>th</sup> July - <b>igh i-e oa o-e (y)oo u-e s c Harder to read and write words want very</b></li> </ul> <p><i>Nonsense rhymes and poems</i></p> | <p>We are going to the seaside By Josie Whitehead</p>   | <p>phonic and sight word knowledge.</p> <p>To engage in writing simple stories with three sentences.</p> <p>Writing letters, books, messages and instructions</p> |
| <b>Mathematics</b>             | <p><b>Find my Pattern</b></p> <ul style="list-style-type: none"> <li>• Doubling</li> <li>• Sharing &amp; Grouping</li> <li>• Even and Odd</li> </ul>   |   | <p><b>On the Move</b></p> <ul style="list-style-type: none"> <li>• Deepening Understanding</li> <li>• Patterns &amp; Relationships</li> <li>• Spatial Reasoning (4)</li> <li>• Mapping</li> </ul> <p><b>Consolidation</b></p>   |   |
| <b>Understanding the World</b> | <p><b>Geography</b></p> <p>Understanding the World</p> <ul style="list-style-type: none"> <li>• People, Culture and Communities</li> </ul> <p>To know that people in other countries may speak different languages</p> <p>To know that simple symbols are used to identify features on a map</p> | <p><b>History</b></p> <p>Understanding the World</p> <ul style="list-style-type: none"> <li>• Past and Present</li> </ul> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> <p>To know what the Victorians did at the seaside.</p>   | <p><b>Science</b></p> <p>Understanding the World</p> <ul style="list-style-type: none"> <li>• The Natural World</li> </ul> <p>To know about and recognise the signs of summer.</p> <p>To know some important processes and changes in the natural world including states of matter.</p> |   |

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|  | <p>To talk about religious stories and recognise key people in the Christian faith <b>(RE)</b></p>   | <p>To know the changes in beach clothing.</p>  | <p>To know that some things in the world are man-made and some things are natural.</p> <p>To explore pictures from around the world of different beaches, noting similarities and differences.</p> <p>To identify a coast line and the difference between the sea and land.</p> <p>To know about a variety of British sea creatures and seaside creatures.</p> |
| <p><b>Expressive Arts and Design</b></p> | <p><u><b>Music</b></u></p> <p>Stave House Scheme - Mrs Child</p> <p>Exploring sounds by listening to and playing different instruments.</p> <p>Listen to natural music such as birds and wildlife.</p> <p>Dance and performing arts with 'Shush'</p> | <p><u><b>Art and Design</b></u></p> <p><b>Artist- Sudarsan Pattnaik</b> (born 15 April 1977) - Indian sand artist</p>  <p><b>Artist - Tony Plant - sand art</b></p> <p>Encourage children to create similar artwork using paint, crayons, and pencils.</p> <p>Encourage children to use previously learnt techniques from different artists, to create waves in the ocean and patterns on sea creatures.</p> <p>Art and Design – Create large-scale artwork collaboratively, focusing on Our Wonderful World (class murals, clay work).</p> |     |
| <p><b>RE</b></p>                         | <p>This term we will be learning about the faiths, Sikhism and Islam. We will be looking at key artefacts.</p>   |  |  |

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| <b>Assemblies &amp; Collective Worship</b> | Attending church, whole school and Key Stage assemblies<br>This term we are learning about Pentecost, the Universal Church and the beautiful world that has been created. |
| <b>Parent Involvement</b>                  | Exhibition evening<br>Sports Day<br>PTA inflatables<br>End of year picnic<br>Reading challenge - Gold   |