



# **Curriculum Framework for Reception**

# The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

<b>English</b>	Programmes of Study for: <ul style="list-style-type: none"><li>• Year One</li><li>• Year Two,</li><li>• “Lower Key Stage Two” (by the end of Year Four)</li><li>• “Upper Key Stage Two” (by the end of Year Six)</li><li>• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation</li></ul>
<b>Maths</b>	Programmes of Study for each group from Years One to Six
<b>Science</b>	Programmes of Study for each group from Years One to Six
<b>All other National Curriculum Subjects</b>	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

## How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

### 1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

### 2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

### **3. Our Question Boards**

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

## **A Personalised Curriculum for Your Child**

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

# Our Curriculum for Reception for the First Half of Autumn Term

## Context for Learning: The Things We Share

EYFS Area	Link to National Curriculum Area	Brief Description of what is being taught
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Learning what makes a good listener</li> <li>• Learning to stop and listen</li> <li>• Learning to listen and respond to each other in small groups and a whole class</li> <li>• Listening to stories with increasing attention to recall key facts and hear rhyme and alliteration</li> <li>• Following instructions at school to be successful in our new environments e.g. tidy up</li> </ul>
<b>Physical Development</b>	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Exploring space safely through movement</li> <li>• Travelling using different parts of the body</li> <li>• Developing fine motor control through simple tracing, threading and drawing activities</li> <li>• Practising using a range of equipment with one hand in a controlled way</li> <li>• Building with large resources</li> <li>• Learning to use the monkey bars</li> <li>• Using the bikes and trikes</li> <li>• Understanding how to keep our bodies healthy by washing hands and talking about how to use the toilets hygienically.</li> <li>• Games lessons weekly- Fun Gym Shapes</li> </ul>
<b>Personal, Social &amp; Emotional</b>	<b>PHSE / RHSE Character Values</b>	<ul style="list-style-type: none"> <li>• Understanding 'personal bubbles'</li> <li>• Knowing that if a friend says 'no' it means stop</li> <li>• Finding out who the adults are in school and how to ask for help – knowing and identifying safe adults (circle of trust)</li> <li>• Meeting and making new friends</li> <li>• Exploring our new classroom and finding out where everything is and how to look after the environment</li> <li>• Finding out what happens during our days at school</li> <li>• Sharing and taking turns with the resources in the classroom and garden and understanding toys are not restricted by gender</li> <li>• The importance of being respectful and kind – linked to school values</li> <li>• Developing confidence to share ideas and listen to others in a large group of children e.g. talking 'all about me' and what I like to do</li> <li>• Becoming aware of feelings and actions and naming them</li> <li>• Trying new situations e.g. lunchtime, playtime and carpet time.</li> <li>• Building confidence to talk to other children when playing and communicate about home and community, learning about different kinds of families</li> <li>• Learning how to use the toilet and wash hands and the importance of doing so</li> <li>• Building resilience to keep trying</li> <li>• Practising putting on coats independently</li> <li>• Using 'please' and 'thank you'</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Recognising and writing names with increasing confidence - practising use of appropriate capital and lower case letters</li> <li>• Encouraging and celebrating mark making through different activities both indoors and outdoors e.g. using large chalk outside, paint brushes in sand &amp; exploring different tools</li> <li>• Daily phonic sessions –learning phase 2 phonemes</li> <li>• Learning to recognise rhyme and alliteration</li> <li>• Learning how to blend and segment simple words with the phonemes we have learnt. (e.g. s-a-t)</li> <li>• Learning to read and write some 'tricky' words that we can't sound out e.g. I, go, to</li> <li>• Recognising print in our environment</li> <li>• An introduction to the Oxford Tree characters and Storytime Phonics</li> </ul>

		<ul style="list-style-type: none"> <li>• Enjoying sharing books and talking about stories and features of books</li> <li>• Learning the features of books e.g. letters, words, front and back page – and practising turning pages and looking after books carefully</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <i>Daily number sessions - counting how many children, adults, school dinners etc</i></li> <li>• <i>Introducing Number of the Week</i></li> <li>• <i>Talking about special numbers (ages etc)</i></li> <li>• <i>Singing number rhymes and songs</i></li> <li>• <i>Counting to 5 in the right order</i></li> <li>• <i>Sorting and matching objects</i></li> <li>• <i>Recognising patterns in the environment</i></li> <li>• <i>Using patterns and shapes in play</i></li> </ul>
<b>Expressive Arts and Design</b>	<b>Design and Technology Music Art and Design Dance</b>	<ul style="list-style-type: none"> <li>• Singing familiar songs and learning songs for the Harvest Festival</li> <li>• Painting a self-portrait and looking at famous self-portraits</li> <li>• Explore and learn how sounds and colours can be changed</li> <li>• Learn how to stop and start playing</li> <li>• Finding and using resources independently in creative play</li> <li>• Movement to music (including action rhymes and songs)</li> </ul>
<b>Understanding the World</b>	<b>Geography History Science Religious Education Languages Computing</b>	<ul style="list-style-type: none"> <li>• Finding out where things are in our classroom</li> <li>• Finding out where things are in our school (e.g. toilets, cloakroom, lunch hall)</li> <li>• Talking about people who help us at school</li> <li>• Using simple ICT in the classroom e.g. Interactive whiteboard, using the mouse or touchscreen to select and play games on the laptops</li> <li>• How to ask an adult for help when using technology</li> <li>• How to use simple technology safely</li> <li>• Talking about difference and diversity in our classroom and celebrating special times and events e.g. birthdays, Diwali</li> <li>• Learning to say hello in different languages</li> </ul>
	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>• Learning how to use the salad bar at lunchtime</li> <li>• Learning how to use cutlery at lunchtime</li> <li>• Talking about healthy choices at snack time</li> <li>• Learning about the importance of drinking water</li> </ul>

<b>Educational Visits/Visitors</b>	<ul style="list-style-type: none"> <li>• Visiting the school lunch hall</li> <li>• Visiting the school library</li> </ul>
------------------------------------	---

# Our Curriculum for Reception for the Second Half of Autumn Term

## Context for Learning: Our Favourite Books!

EYFS Area	Link to National Curriculum Area	Brief Description of what is being taught
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Talk about favourite books we love at home</li> <li>• Listening and responding to a range of texts including poetry and non-fiction</li> <li>• Using language to recreate roles and experiences through different role play</li> <li>• Storytelling and encouraging use of imaginative language</li> <li>• Practising being a good listener</li> <li>• Practising talking with a talking partner</li> </ul>
<b>Physical Development</b>	<b>Physical Education Moving &amp; Handling</b>	<ul style="list-style-type: none"> <li>• Learning to move at speed and in safety</li> <li>• Changing direction with control</li> <li>• Aiming with accuracy</li> <li>• Two-handed throwing and catching</li> <li>• Sending a ball to a partner in a variety of ways</li> <li>• Practising correct letter formation</li> <li>• Handling tools, objects, construction and malleable materials with increasing control</li> <li>• Practising correct pencil grip</li> <li>• PE sessions weekly –Dance (On Parade)</li> </ul>
<b>Personal, Social &amp; Emotional</b>	<b>PHSE and Citizenship RSHE Character Values</b>	<ul style="list-style-type: none"> <li>• Recognising and understanding the jobs of people in our local area including people who help us, and how to ask for help</li> <li>• Learning what it means to be a good friend during Kindness Week</li> <li>• Learning how to ask adults for help in situations that need compromise or when disagreement occurs – learning how to say sorry</li> <li>• Developing confidence to speak to others friends and adults</li> <li>• Learning to name and identify some emotions – what makes us happy and sad?</li> <li>• Understand the difference between being 'alone' and 'loneliness' – respecting boundaries</li> <li>• Learning about self-respect through positive relationships, mental wellbeing and resilience</li> <li>• Understanding the importance of rules in different environments, e.g. playground, lunch hall, classroom, assembly</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Encourage and celebrate mark-making in independent play</li> <li>• Daily Phonics sessions – embedding Phase 2 phonemes and tricky words into our reading and writing</li> <li>• Enjoying listening to –and joining in with - favourite and familiar stories</li> <li>• Writing labels</li> <li>• Making treasure maps</li> <li>• Identifying and talking about features of books including front covers and main characters</li> <li>• Individual reading with an adult</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <i>Daily Maths sessions including number of the week</i></li> <li>• <i>Learning how to share equally</i></li> <li>• <i>Embedding knowledge of – and mastering - numbers up to 5</i></li> <li>• <i>Practising finding one more and one less</i></li> <li>• <i>Measuring time in simple ways</i></li> <li>• <i>Using and talking about shapes</i></li> </ul>
<b>Expressive Arts and Design</b>	<b>Design and Technology Music Art and Design Dance</b>	<ul style="list-style-type: none"> <li>• Making props to support role play</li> <li>• Use a variety of media and materials</li> <li>• Learning to dance and move like a pirate</li> <li>• Colour mixing with paint to make autumn colours</li> <li>• Painting in the style of Jackson Pollock</li> <li>• Using glitter to make firework pictures</li> <li>• Making Christmas cards</li> <li>• Singing Christmas songs</li> </ul>

<b>Understanding the World</b>	<b>Geography Science Religious Education Computing</b>	<ul style="list-style-type: none"> <li>• Recognising and understanding the importance of different places and features in our local area –what do we see on our way to school?</li> <li>• Recognising and drawing features on a pirate treasure map e.g. mountains, volcanoes</li> <li>• Recognising and understanding the jobs of people in our local area including people who help us</li> <li>• Investigating floating and sinking linked to pirate ships and treasure</li> <li>• Learning about how Christians celebrate Christmas</li> <li>• Learning about how Hindus and Sikhs celebrate Diwali</li> <li>• Learning about how Hannukah is celebrated</li> <li>• Talking about special family celebrations</li> <li>• Using the class laptops to find out how different families celebrate Festivals of Light</li> </ul>
--------------------------------	--	---

## Our Curriculum for Reception for the First Half of Spring Term

### Context for Learning: We're Going On a Bear Hunt!

EYFS Area	Link to National Curriculum Area	Brief Description of what is being taught
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Learning to remain focused and concentrate during appropriate activities, e.g. listening carefully to stories and in assembly</li> <li>• Practising oracy skills in class circle times</li> <li>• Learning to use language to recreate roles and experiences in their play</li> <li>• Extending our vocabulary for our new topic</li> <li>• Joining in with story language and repeated refrains from familiar stories</li> </ul>
<b>Physical Development</b>	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Investigating different ways of moving around space in safety</li> <li>• Using our body to make interesting balances and body shapes</li> <li>• Learning to talk about the changes that happen to our bodies when we exercise in P.E.</li> <li>• Practising letter and number formation, remembering to start writing in the correct place</li> <li>• PE sessions weekly – Fundamentals of Movement (balance, co-ordination. agility)</li> </ul>
<b>Personal, Social &amp; Emotional</b>	<b>PHSE and Citizenship</b>	<ul style="list-style-type: none"> <li>• Learning to say sorry and listening to others</li> <li>• Understand that friendships can change and we can have different friends who enjoy doing different things</li> <li>• The importance of families, and the diversity of families</li> <li>• Recognising and identifying feelings we have and that others may be feeling</li> <li>• Recognising what causes different feelings in ourselves and others – including how we feel when we are unwell</li> <li>• The importance of drinking water and what makes up a healthy meal</li> <li>• Recognising ways in which to make ourselves feel better if we are feeling sad or cross – practising strategies such as deep breathing</li> <li>• Knowing who can help us with our emotions</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Daily Phonics sessions - Phase 3 phonemes (digraphs and trigraphs)</li> <li>• Learning to read and write new tricky words</li> <li>• Using a range of texts linked to Bears, including non-fiction books to find out new information</li> <li>• Learning to write simple sentences and captions with finger spaces, a capital letter and a full stop</li> <li>• Writing for different purposes, e.g. letters, lists and stories</li> <li>• Sequencing familiar stories e.g. We're Going on a Bear Hunt</li> <li>• Learning where we can find out information e.g. going to the library, using the internet with an adult etc</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <i>Daily Maths sessions and number of the week</i></li> <li>• <i>To understand and use positional language</i></li> <li>• <i>Getting to know zero</i></li> <li>• <i>Comparing numbers to five</i></li> <li>• <i>Composition of four and five</i></li> <li>• <i>Comparing mass, capacity, length and height</i></li> <li>• <i>Begin to record maths in different ways and talk about what marks mean</i></li> <li>• <i>Growing 6,7,8</i></li> <li>• <i>Ordering activities in relation to time</i></li> </ul>

<b>Expressive Arts and Design</b>	<b>Design and Technology Music Art and Design Dance</b>	<ul style="list-style-type: none"> <li>Observational drawings of bears for non-fiction books</li> <li>Add musical instruments to a well-known story</li> <li>Role –Play / small world play linked to the story 'We're Going on a Bear Hunt'</li> <li>Create an alternative bear hunt environment</li> <li>Action songs and rhymes linked to stories</li> <li>Create artwork in the style of famous artists e.g. Mondrian, Kandinsky</li> </ul>
<b>Understanding the World</b>	<b>Geography History Science Religious Education Languages Computing</b>	<ul style="list-style-type: none"> <li>Investigating, comparing and naming different bears from around the world. How are their habitats different?</li> <li>Use Google Earth to discover where bears live around the world</li> <li>Why do bears hibernate? Use natural materials to build a bear cave ready for hibernation</li> <li>Recognising the changes that happen at the beginning of Spring</li> <li>Observing the changes in weather and making weather reports</li> <li>Learning about how Chinese New Year is celebrated</li> <li>Learn how to say 'hello' and 'happy new year' in Chinese</li> <li>Use of the internet to look at the weather forecast</li> <li>Watching bears on zoo cams</li> </ul>
	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>Making honey sandwiches - practising spreading and cutting</li> </ul>

## Our Curriculum for Reception for the Second Half of Spring Term

### Context for Learning: Once Upon A Time

<b>EYFS Area</b>	<b>Link to National Curriculum Area</b>	<b>Brief Description of what is being taught</b>
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>Enjoying listening to, sharing and reading a range of familiar traditional tales</li> <li>Joining in with repeated refrains from stories</li> <li>Use language to predict what happens next and change familiar stories</li> <li>Listen to different versions of Traditional Tales –talking about how they are different and how they are the same</li> <li>Introduce a storyline/ narrative in play</li> <li>Roleplaying characters</li> <li>Learning to ask questions</li> </ul>
<b>Physical Development</b>	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Learn and repeat basic positions of stillness and explore individual body movements.</li> <li>Explore whole body movements on the spot and when moving</li> <li>To remember and repeat a phrase of linked basic positions of stillness and extend it to show individual body movements</li> <li>PE sessions weekly- Gym (Move and Hold) and introduction to cricket</li> </ul>
<b>Personal, Social &amp; Emotional</b>	<b>PHSE and Citizenship RSHE Character Values</b>	<ul style="list-style-type: none"> <li>Know which people look after us at school and at home</li> <li>How sun cream is used to protect our bodies</li> <li>Why sleep is important (linked to self-care)</li> <li>Understand ways in which they can look after things at school and at home</li> <li>Understand ways in which to care for plants and animals</li> <li>To understand what money is and what it is used for</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>Using letter sounds in our reading and writing</li> <li>Learning to write and read cvc (consonant, vowel, consonant) words and building them to make simple captions</li> <li>Daily Phonic sessions – continuation of Phase 3 digraphs and trigraphs</li> <li>Learning to recognise the High Frequency Words from Phase 3</li> <li>Reading a wide range of traditional tales and retelling the stories using props and actions to become more fluent storytellers</li> </ul>

		<ul style="list-style-type: none"> <li>• Writing our own versions of traditional tales</li> <li>• Begin to use familiar language from traditional tales in writing e.g Once upon a time</li> <li>• Sequencing simple stories</li> <li>• Understanding how speech bubbles work and writing some speech bubbles for familiar characters in traditional tales</li> <li>• Writing a shopping list for ingredients for a honey sandwich</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Daily Maths sessions – including number of the week</li> <li>• Getting to know 9 and 10</li> <li>• Comparing numbers to ten</li> <li>• Number bonds to ten</li> <li>• Naming, describing and using 3D shapes</li> <li>• Recreating and making repeating patterns</li> </ul>
<b>Expressive Arts and Design</b>	<b>Design and Technology</b> <b>Music</b> <b>Art and Design</b> <b>Dance</b>	<ul style="list-style-type: none"> <li>• Work together on a large scale to build or create something together</li> <li>• Explore and make different sounds with the instruments e.g. loud and soft</li> <li>• To act out the traditional tales with puppets</li> <li>• Investigating which material is best to build houses for the Three Little Pigs</li> <li>• Investigating different types of bridges around the world and choosing resources to build and test a bridge (linked to The Billy Goats Gruff)</li> </ul>
<b>Understanding the World</b>	<b>Geography</b> <b>History</b> <b>Science</b> <b>Religious Education</b> <b>Languages</b> <b>Computing</b>	<ul style="list-style-type: none"> <li>• Learn how Christians celebrate Easter</li> <li>• To talk about special times and or events in our families</li> <li>• Learning about different types of homes</li> <li>• Looking at bridges around the world</li> <li>• British Science Week – Investigating Time</li> <li>• Finding out about the different uses of technology at home and at school</li> </ul>
	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>• Making porridge – observing how food changes during the cooking process</li> <li>• Understanding the difference between sweet and savoury food</li> </ul>

## Our Curriculum for Reception for the First Half of Summer Term

### Context for Learning: Look what is happening! (Growing)

<b>EYFS Area</b>	<b>Link to National Curriculum Area</b>	<b>Brief Description of what is being taught</b>
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Practise asking and answering questions</li> <li>• Agree on rules for looking after caterpillars</li> <li>• Using language to recreate roles and experiences through role play in the classroom</li> <li>• Practising expressing ourselves effectively showing awareness of the listeners' needs.</li> <li>• Practise using the correct tense when discussing past, present and future events (linked to visits and visitors)</li> <li>• Talk about how they have changed since they were babies – look at baby photographs</li> </ul>
<b>Physical Development</b>	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Holding a pencil correctly to form recognisable letters and use these in our everyday writing and play</li> <li>• Learning to write on lines</li> <li>• Show increasing control over different objects such as patting, pushing, throwing, catching and kicking.</li> <li>• Negotiate larger spaces successfully.</li> <li>• Learn how to throw and catch different objects</li> <li>• Talk about ways to stay healthy e.g. exercise, healthy eating and learn about the grow, glow and go foods</li> <li>• PE sessions weekly – Dance (Toys)</li> </ul>

<b>Personal, Social &amp; Emotional</b>	<b>PHSE and Citizenship RSHE Character Values</b>	<ul style="list-style-type: none"> <li>• Understand and value what our bodies can do</li> <li>• Understand ways of looking after our body and keeping it clean –including looking after our teeth</li> <li>• Understand how members of our family and other trusted people care for and look after us.</li> <li>• Recognise how growing up makes us feel</li> <li>• Develop our confidence to speak in front of an audience.</li> <li>• Understand what constitutes a healthy diet</li> <li>• Explore vocabulary of secret, surprise and private and when it is appropriate to use them</li> <li>• Understand that it is not right to keep secrets that are unsafe</li> <li>• NSPCC PANTS rule</li> <li>• Understand that medicine can help us to get better and the importance of a grown-up administering it</li> <li>• To understand the difference between something that is true and untrue</li> <li>• Talk about activities which we enjoy and the importance of balance</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Daily Phonics sessions – learning to embed Phase 4 into our reading and writing.</li> <li>• Labelling a life cycle diagram</li> <li>• Reading and listening an increasing range of books and talking about features of a non-fiction text</li> <li>• Use story books such as Oliver's Vegetables and Errol's Garden to find out about gardens</li> <li>• Writing diary entries to track the changes of class caterpillars</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <i>Daily Maths sessions – number of the week</i></li> <li>• <i>Building numbers beyond ten</i></li> <li>• <i>Spatial reasoning</i></li> <li>• <i>Learning how to share, halve and double</i></li> <li>• <i>Number bonds to ten</i></li> <li>• <i>Recreate and make symmetrical patterns</i></li> <li>• <i>To learn the vocab for capacity e.g. full, empty, half full</i></li> <li>• <i>Explore the characteristics of 3d shapes</i></li> <li>• Adding more</li> <li>• Taking away</li> </ul>
<b>Expressive Arts and Design</b>	<b>Design and Technology Music Art and Design</b>	<ul style="list-style-type: none"> <li>• Observational drawings of seeds, plants etc</li> <li>• Painting and printing symmetrical butterflies</li> <li>• Explore the different musical instruments in the music room</li> <li>• To understand the pitch and pulse in music</li> <li>• Listening to different types of music and talking about how they make us feel</li> </ul>
<b>Understanding the World</b>	<b>Science Religious Education Computing</b>	<ul style="list-style-type: none"> <li>• Design and make our own classroom miniature garden</li> <li>• Plant beans, make predictions and observe the changes</li> <li>• Look after the class caterpillars / butterflies and make predictions</li> <li>• Compare different life cycles e.g. butterfly/frog/ladybird</li> <li>• Talk about how to keep our environment safe</li> <li>• To use the classroom camera to record key events – plants growing and the caterpillars changing</li> <li>• Discover how families celebrate Eid</li> </ul>
	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>• Find out about glow, grow and go foods</li> <li>• Foods which grow in our country – how do potatoes get from the farm to our forks?</li> </ul>

<b>Educational Visits/Visitors</b>	<ul style="list-style-type: none"> <li>• Caterpillars in the classroom</li> <li>• Health and Wellbeing Week</li> </ul>
------------------------------------	--

# Our Curriculum for Reception for the Second Half of Summer Term

## Context for Learning: Around the World

EYFS Area	Link to National Curriculum Area	Brief Description of what is being taught
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• What do we need to do to be a good audience? Learning to listen attentively to visitors who come to talk about food/cultures and ask appropriate questions.</li> <li>• Share and enjoy stories from around the world e.g. 'Handa's Surprise' and 'Anna Hibiscus' song'</li> <li>• Use the past tense to talk about what they have learnt in Reception.</li> <li>• To use the future tense to talk about transition into Year 1 – their new routines etc.</li> <li>• Talk about achievements and use past tense language when looking at Learning Journeys</li> </ul>
<b>Physical Development</b>	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Prepare for and take part in Sports Day – using good control and coordination for a variety of running, throwing, balancing and jumping activities</li> <li>• Understand and discuss the importance of a healthy diet, physical exercise and other ways to keep healthy and safe</li> <li>• Continue to work on the correct letter and number formation</li> <li>• PE lessons weekly- Sports day activities/ Fundamentals of Movement (throwing, catching, striking, bouncing etc)</li> </ul>
<b>Personal, Social &amp; Emotional</b>	<b>PHSE and Citizenship RSHE Character Values</b>	<ul style="list-style-type: none"> <li>• Understand and talk about healthy lifestyle choices including the benefits of exercise and being active and having regular exercise</li> <li>• How to use the internet safely and the importance of using the internet with an adult present</li> <li>• Value and discuss similarities and differences between themselves and others in their class/other families</li> <li>• Understand that people and families have different beliefs and customs which are important and special to them</li> <li>• Understand that it is important to respect other people's differences and the ways in which they live their lives</li> <li>• Prepare for their transition into Year 1 and talk about the emotions around transitions</li> <li>• How to be a safe pedestrian – journeys to school and walking to and from Sports Day</li> <li>• Being part of a team at Sports Day</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Read and respond to texts linked different countries around the world e.g. 'Handa's Surprise', 'Handa's Hen'.</li> <li>• Daily Phonics sessions – reviewing taught sounds and embedding knowledge in to reading and writing</li> <li>• Write information about Amazon animals</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <i>Daily Maths sessions and number of the week</i></li> <li>• <i>Doubling, halving, sharing and grouping</i></li> <li>• <i>Investigating odd and even</i></li> <li>• <i>Gaining a deeper understanding of patterns and relationships</i></li> <li>• <i>Consolidating number work</i></li> </ul>
<b>Expressive Arts and Design</b>	<b>Design and Technology Music Art and Design Dance</b>	<ul style="list-style-type: none"> <li>• Listen and respond to music from around the world</li> <li>• Discover how different cultures around the world dance and move</li> <li>• Choose what our role play area should be and make things to add to it</li> <li>• Discover art from the around the world and make our own versions</li> <li>• Make our own versions of the Taj Mahal</li> </ul>
<b>Understanding the World</b>	<b>Geography Science Religious Education Languages Computing</b>	<ul style="list-style-type: none"> <li>• Learn about different cultures around the world</li> <li>• Discover where countries and continents are using globes, atlases and Google Earth</li> <li>• Find out about different geographical traits of different countries e.g. volcanoes, mountains, deserts</li> <li>• Practise saying 'hello' and 'thank you' in different languages</li> <li>• Talk about similarities and differences between ourselves, families, communities and traditions</li> <li>• Continue to use the class computers for a variety of purposes</li> </ul>

	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"><li>• Banana sandwiches – chopping and halving</li></ul>
--	------------------------------	--

<b>Educational Visits/Visitors</b>	<ul style="list-style-type: none"><li>• Visits from parents – food around the world and cultures/traditions/celebrations around the world</li><li>• Sports Day on Parker’s Piece</li></ul>
------------------------------------	--