



# OVERCHURCH INFANT SCHOOL

## RECEPTION SUMMER TERM CURRICULUM 2020-21

**KEY TEXTS: Bog Baby, The King of Little Things, My Green Day, Non-fiction texts.**

Literacy		Mathematics	Physical Development
Reading	Writing	Number	Moving and Handling
<p>As readers we will:</p> <ul style="list-style-type: none"> <li>We will read and understand simple sentences.</li> <li>Use our phonic knowledge to decode regular words and read them aloud accurately.</li> <li>Work within phase 3 phonics and begin phase 4 before the end of the Reception year.</li> <li>Read at Yellow level or above.</li> <li>We will read some common irregular words.</li> <li>Demonstrate understanding when talking with others about what they have read.</li> </ul> <p><i>Reading ideas/opportunities:</i></p> <ul style="list-style-type: none"> <li>Enhanced book area with books that inspire and excite the children and extend their learning.</li> <li>Rhyming words snap games</li> <li>Labelled role play</li> <li>Reading secret messages</li> <li>Phonetically decodable reading challenges</li> </ul>	<p>As writers we will:</p> <ul style="list-style-type: none"> <li>Link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Write our own name and other things such as labels, captions.</li> <li>We will also write some irregular common words.</li> <li>Write simple sentences which can be read by themselves and others.</li> <li>Spell some words correctly whilst others are phonetically plausible.</li> </ul> <p><i>Writing ideas/opportunities:</i></p> <ul style="list-style-type: none"> <li>Interest based writing</li> <li>Lists and labels</li> <li>Letters/cards for grown ups</li> <li>Lost and found posters</li> <li>Role play linked writing opportunities- vets reports, holiday bookings etc</li> </ul>	<p>As mathematicians we will:</p> <ul style="list-style-type: none"> <li>Begin to identify own mathematical problems based on own interests and fascinations</li> <li>Record using marks that we can interpret and explain</li> <li>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</li> <li>Use the language of quantities supported with concrete resources.</li> <li>Add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>Solve problems, including doubling, halving and sharing.</li> </ul> <p><i>ideas/opportunities:</i></p> <ul style="list-style-type: none"> <li>Target games / number board games</li> <li>Adding and subtracting games with pebbles</li> <li>Journaling resources and maths frames available in CP</li> </ul>	<p>To gain strength in our hands we will:</p> <ul style="list-style-type: none"> <li>Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>Show good control and co-ordination in large and small movements, moving confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing and scissors for cutting.</li> <li>We will follow 'Real PE' and explore different ways to travel and balance</li> </ul> <p><i>M&amp;H ideas/opportunities:</i></p> <ul style="list-style-type: none"> <li>Linked provision to support daily development</li> <li>Small pincer grip challenges</li> <li>Forest area activities</li> <li>Finger knitting</li> <li>Sports challenges in outdoor spaces</li> </ul>
		Shape	Health and Self Care
		<p>Also, as a mathematician we will:</p> <ul style="list-style-type: none"> <li>Use everyday language to talk about size, weight, capacity, position, distance, time and money.</li> <li>Use our mathematical language to compare quantities and objects and to solve problems.</li> <li>Recognise, create and describe patterns.</li> <li>Explore characteristics of everyday objects and shapes (2D and 3D) and use mathematical language to describe them.</li> </ul> <p><i>SSM ideas/opportunities:</i></p> <ul style="list-style-type: none"> <li>Sequencing events</li> <li>Measuring and comparing our height and arm span.</li> <li>2D and 3D shape shop</li> <li>Patterns in the environment, music and movements.</li> </ul>	<p>To be clean and healthy we will:</p> <ul style="list-style-type: none"> <li>Understand the importance regular thorough hand washing / anti-virus routines.</li> <li>Use a knife and fork to eat lunch</li> <li>Take off and put on own jumper / coat and be able to remove and put on socks / tights and shoes or wellies.</li> <li>Understand the importance of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Manage our own basic hygiene and personal needs successfully, including going to the toilet independently, blowing our own nose and awareness of respiratory health.</li> </ul> <p><i>H&amp;SC ideas/opportunities:</i></p> <ul style="list-style-type: none"> <li>Food links with seasonal foods / fruits</li> <li>Covid PSHE</li> </ul>

Expressive Art And Design	Understanding The World	Communication And Language	Personal, Social & Emotional Development
Exploring And Using Media & Materials	People and Communities	Listening and Attention	Self-confidence and Self-awareness
<p>As artists we will: Sing songs, make music and dance and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><i>EAD ideas/opportunities:</i></p> <ul style="list-style-type: none"> <li>• <b>Show competency in using scissors safely and accurately.</b></li> <li>• <b>Use paint and PVA glue effectively in my independent work.</b></li> <li>• <b>Join a range of materials in appropriate ways.</b></li> <li>• <b>Evaluate my designs and find new ways to develop ideas.</b></li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>• Talk about past and present events in our own lives and in the lives of family members.</li> <li>• Show a level of understanding that other children don't always enjoy the same things as me, and I am sensitive to this.</li> <li>• know about similarities and differences between ourselves and others, and among families, communities and traditions.</li> </ul> <p><i>P&amp;C ideas/opportunities:</i></p> <ul style="list-style-type: none"> <li>• <b>Learn about faith celebrations including Easter and Eid</b></li> <li>• <b>Share family celebrations and events (new babies / weddings)</b></li> </ul>	<p>As listeners we will:</p> <ul style="list-style-type: none"> <li>• Maintain attention, concentrate and sit quietly during an appropriate activity e.g. carpet time, group activity time</li> <li>• Demonstrate two channelled attention – can listen and do</li> </ul>	<p>To demonstrate confidence, we will:</p> <ul style="list-style-type: none"> <li>• Show confidence to try new activities, and say why they like some activities more than others.</li> <li>• Be confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</li> <li>• Say when we do or don't need help.</li> </ul>
		Understanding	Managing Feelings And Behaviour
Being Imaginative	The World	Speaking	Making Relationships
<p>To show my imaginative skills we will: Use what we have learnt about media and materials in original ways, thinking about uses and purposes. Represent our own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories Play with our friends who share and respect our different ideas.</p> <p><i>Ideas/opportunities:</i></p> <ul style="list-style-type: none"> <li>• <b>Role play – e.g. helpdesk, sales hotline, vet, police station, supermarket etc</b></li> <li>• <b>Build familiar settings such as forests, parks, beaches (environments)</b></li> </ul> <p><b>Design and make props for the role play area</b></p>	<p>We will: Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of our own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur, and talk about changes</p> <p><i>World ideas/opportunities:</i></p> <ul style="list-style-type: none"> <li>• <b>Our community/local role models</b></li> </ul> <p><b>Seasonal observations- the local area and forest / school grounds for signs of Summer.</b></p>	<p>We will: express ourselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. We will develop our own narratives and explain how we are connecting ideas or events within our play and conversations.</p>	<p>We will:</p> <ul style="list-style-type: none"> <li>• Initiate conversations, attends to and takes account what others say.</li> <li>• Explain own knowledge and understanding, and ask appropriate questions of others.</li> </ul> <p><i>PSED ideas/opportunities:</i></p> <ul style="list-style-type: none"> <li>• <b>FOCUS on settling children in to their new classes after a long break.</b></li> <li>• <b>Learn the rules and routines in school. Golden rules taught using the circle time books.</b></li> <li>• <b>Introduce tidy up time song and set expectations. Choose it, use it, put it away.</b></li> <li>• <b>Develop positive relationships with staff and children - friendship and circle games during the transition period.</b></li> <li>• <b>Focus on wellbeing and mental health. Use the worry monster to help children share their worries and initiate talking points.</b></li> <li>• <b>Discuss children's emotions and name them, offer comfort.</b></li> </ul>
	Technology		
	<p>We will: Recognise that a range of technology is used in places such as homes and schools.</p> <ul style="list-style-type: none"> <li>• Complete a simple program and engage with age appropriate ICT software</li> <li>• Select and use technology for particular purposes including taking photographs, recording audio, green screen recording and sharing achievements on social media.</li> </ul> <p><i>World ideas/opportunities:</i></p> <ul style="list-style-type: none"> <li>• <b>IWB games to support learning in class</b></li> </ul> <p><b>Ipad apps</b></p>		