

OVERVIEW OF TERMLY OBJECTIVES

Year Group:	Reception	Term:	Summer Term
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THEME

This term our Foundation Stage Curriculum will be planned around the themes of 'Animals' and 'Space'. We want to expose children as early as possible to a range of fiction and non-fiction literature and help to foster a life-long love of reading, alongside wider experiences including having ducks, a zoo visit and a visit from Little City. Sessions will continue to be a mixture of both adult and child led. Special enhanced provision activities linked to themes will be introduced by an adult and added to the environment for children to develop and extend independently.

CHARACTERISTICS OF EFFECTIVE LEARNING	PERSONAL, SOCIAL AND EMOTIONAL	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
This is the way that children engage with other people and their environment. They are grouped into three areas of learning: - Playing and exploring – - Realise that their actions have an effect on the world, so they want to keep repeating them. - Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. Active Learning – - Participate in routines - Begin to predict sequences because they know routines - Show goal-directed behaviour - Begin to correct their mistakes themselves Creating and Thinking Critically – - Use pretend play to think beyond the 'here and now' and to understand another perspective - Review their progress as they try to achieve a goal. Check how well they are doing	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity - Show the ability to follow instructions involving several ideas or actions - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including going to the toilet and understanding the importance of healthy food choices. - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	- 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing - Negotiate space and obstacles safely with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically such as running, jumping, dancing, hopping, skipping and climbing

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LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS
- Say a sound for each letter in the alphabet and at least 10 digraphs - Read a few common exception words matched to the school's phonic programme (Read, Write Inc.) - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense.	- Use everyday language to talk about size, weight and capacity - Create and describe patterns - Explore characteristics of everyday objects and shapes and use mathematical language to describe the - Use money with increasing confidence - Understand position through words alone – for example “The bag is under the table” – with no pointing. - Subitise (recognising quantities without counting up to 5 - Verbally count beyond to 20 - Count objects, actions and sounds. - Compare numbers. - Understand the ‘one more/one less than’ relationship between consecutive numbers. - Explore the composition of numbers to 20. - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Automatically recall number bonds for numbers 0-10. - Continue, copy and create repeating patterns. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate- maps. - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and- when appropriate- try to move in time with music.