

Topic Outline Summer Term 2020 - 2021 Reception

	April	May	June	July
Weeks beginning	19/4 26/4	3/5, 10/5, 17/5, 24/5 Half Term	7/6, 14/6, 21/6, 28/6,	5/7, 12/7, 19/7
Topic	People and Places	Travel	Our World	Grandparents
Events	St George's Day (23/4) School Photographs 20/4	Transport Day Red Class Mission Week/Assembly Orange Class Mission Week/Assembly Life Bus	Potential School Trip St Peter's Mass Sports Day 25/6	Grandparents celebration (this will take a different format from last year) International food Celebration Inset Day(23rd)_ Whole School Mass Holidays Induction and transition to Yr1
Religious Education	Good News	Good News Friends	God's Wonderful World	God's Wonderful World
Personal Social Emotional Development	Confident to speak to others about their own needs, wants, interests and opinions. Can describe themselves in positive terms and can talk about what they are good at.	Children show confidence in trying new activities To say why they like some activities more than others, giving reasons.	Children will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Children are confident to speak in a familiar group, explaining and describing what they have done or sharing ideas or opinions. Ice lolly survey, planning and working with others •Aware of the boundaries set, and of behavioural expectations in the setting- Transition to Yr1 and reflection on YrR
Books	Handa's Surprise Mimi at the Carnival Tanzanian Lullaby The Storm Whale	Handa's Surprise Mimi at the Carnival Tanzanian Lullaby The Storm Whale Whatever Next	The Enormous Turnip (TFW) The Snail and the Whale One's a snail Dear Zoo Giraffes can't Dance	One to Ten Granny went to Market Grandparent stories

			Doing the Animal Bop	
Communication and Language	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Children can maintains attention and concentrate To sit and concentrate during activities Two-channelled attention – can listen and do for short span	Links statements and sticks to a main theme or intention. •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. They give their attention to what others say.	Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Listen and respond appropriately, while engaged in another activity
Role Play	Airport / Travel related Camping	Holiday destination Space Sky at night	Vets surgery Cafe in the park	Related to children’s interests
Literacy	<u>Phonic sounds</u> review all sounds - Phase 3, 4 and 5 Reading words out of context using sounds and blending, word building Follow school phonics policy <u>Key Words:</u> Write all keywords from memory <u>Writing Focus:</u> Writing for different purposes including lists, invitations and captions Continues a rhyming string. To write sentences that can be read by others <u>Additional Reading:</u>	<u>Phonic sounds:</u> Revise all Jolly Phonic sounds and use in longer phonetically regular words. Writing sounds out of context - using Jolly Phonic sounds Follow school phonics policy <u>Key words:</u> Write all key words from memory <u>Writing Focus:</u> Writing for different purposes including lists, invitations and captions Continues a rhyming string. <u>Hand writing:</u> (See PD) writing letters and digraphs accurately. To write simple stories using story language	<u>Phonic sounds:</u> Revise and use all sounds in longer words to read and write independently and with greater accuracy. Read lists of words and sounds - without context or meaning <u>Key Words:</u> Write all key words from memory <u>Writing Focus:</u> Writing for different purposes including lists, invitations and captions <u>Handwriting:</u> (See PD) Write all key wordsTo write simple stories using story language <u>Additional Reading:</u> They demonstrate understanding	<u>Phonic sounds:</u> Revise and use sounds consistently and independently in longer words. Use sounds to read and comprehend sentences and text and use context to read for meaning <u>Key Words:</u> Write all key words from memory <u>Writing Focus:</u> Writing for different purposes including lists, invitations and captions <u>Handwriting:</u> (See PD) Write all key wordsTo write simple stories using story language <u>Additional Reading:</u> They demonstrate understanding

	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books.	<u>Additional Reading:</u> Non-fiction books Knows that information can be retrieved from books and computers. To read common irregular words.	when talking with others about what they have read.	when talking with others about what they have read.
Physical Development	<u>Movement:</u> <u>Handling:</u> •Experiments with different ways of moving. • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill around, under, over and through balancing and climbing equipment. Tunnels and dens outside <u>Health Education:</u> Shows some understanding that good practices with regard to exercise,	<u>Movement:</u> •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <u>Handling:</u> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing <u>Health Education:</u> Eats a healthy range of foodstuffs and understands the need for variety in food, eating, sleeping and hygiene can contribute to good health.	<u>Movement:</u> Correct running - different speeds. Children plan obstacle races on the field with equipment. Mini Olympics <u>Handling:</u> Travels with confidence and skill around, under, over and through balancing and climbing equipment•Uses simple tools to effect changes to materials. •Handles tools, objects, construction and malleable- clay tiles <u>Health Education:</u> •Eats a healthy range of foodstuffs and understands the need for variety in food, eating, sleeping and hygiene can contribute to good health. •Shows understanding of the need for safety when tackling new challenges,	<u>Movement:</u> <u>Handling:</u> Jumps off an object and lands appropriately <u>Health Education</u> •Practices some appropriate safety measures without direct supervision.Shows understanding of the need for safety when tackling new challenges- ice lolly making Shows understanding of the need for safety and considers and manages some risks.
Maths	<u>Number:</u> •Estimates how many objects they can see and checks by counting them. •Uses the	<u>Number:</u> •Finds the total number of items in two groups by counting all of them. •Says the number that is one more than a	<u>Number:</u> •Finds one more or one less from a group of up to ten objects. • In practical activities and	<u>Number:</u> •Records, using marks that they can interpret and explain. •Begins to identify own

	<p>language of 'more' and 'fewer' to compare two sets of objects. Building past ten</p> <p><u>Shape / Space / Measure:</u> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape.</p>	<p>given number</p> <p>Children solve problems including doubling and sharing.</p> <p><u>Shape / Space / Measure:</u> •Orders two or three items by length or height. •Orders two items by weight or capacity. Making rockets from 3D shapes</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p>	<p>discussion, beginning to use the vocabulary involved in adding and subtracting</p> <p><u>Shape / Space / Measure:</u> Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and describes shapes using mathematical terms • Making castles from 3D shapes and blocks.Selects a particular named shape•Can describe their relative position such as 'behind' or 'next to'.</p>	<p>mathematical problems based on own interests and fascinations.Children to collect information about favourite ice lolly flavour</p> <p><u>Shape / Space / Measure:</u> •Beginning to use everyday language related to money. •Orders and sequences familiar events. •Measures short periods of time in simple ways.</p>
<p>Understanding the World</p>	<p><u>People / The World</u> •Enjoys joining in with family customs and routines. Link this to Easter and discuss how their family celebrated. Compare food and traditions between families St George- who was he? Celebration of England, food,flags,map work Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. Children make tents and den-like structures outside.</p> <p><u>Technology</u> Use interactive whiteboards Become familiar with class equipment. Photographs of</p>	<p><u>People / The World</u> •Enjoys joining in with family customs and routines Developing an understanding of growth, decay and changes over time. Bread and mould experiment •Shows care and concern for living things and the environment. Children to plant seeds (to be taken home at half term)</p> <p><u>Technology</u> Knows that information can be retrieved from books and computers. Familiar with remote control toys Bee Bots To select and use technology for particular purposes.</p>	<p><u>People / The World</u> •. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities, food and traditions. Look at similarities,differences, patterns and change.</p> <p><u>Technology</u> Uses ICT hardware to interact with age-appropriate computer software.Knows that information can be retrieved from books and computers.</p>	<p><u>People / The World</u> They know that other children don't always enjoy the same things, and are sensitive to this. Children talk about past and present events in their own lives and in the lives of family members. Making ice lollies- water and ice observations. Look at different communities ,food and traditions</p> <p><u>Technology</u> •Children recognise that a range of technology is used in places such as homes and schools. Uses ICT hardware to interact with age-appropriate computer software. To know that technology has changed since their grandparents were children and that it is changing all the time.</p>

	dens and structures to evaluate			
Expressive Arts and Design	<p><u>Media and Materials</u> Experiments to create different textures.</p> <p><u>Expressive Arts</u> Explores the different sounds of instruments. Drama: Problem Solving strong female role models - Anya in Frozen</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><u>Media and Materials</u> Uses simple tools and techniques competently and appropriately. Adapts work where necessary. Rocket making Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><u>Expressive Arts</u> Look at paintings by Riga Children sing, make music, create their own dances, and experiment with ways of changing them. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Experimenting with colour, design, texture, form and function. Choose particular colours to use for a purpose. Colour mixing; skin tones</p>	<p><u>Media and Materials</u> Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p><u>Expressive Arts</u> Describing music and expressing opinions Sketching to Carnival of the Animals Experimenting with colour, design, texture, form and function. Choose particular colours to use for a purpose</p>	<p><u>Media and Materials</u> <u>Evaluate and design and make a photo frame.</u> Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Looking at their own work to say what could be done differently next time - to offer opinions on what they have tried to do and what they have achieved, including problems. Can talk about what is good or what they like about other people's work, including work in the class.</p> <p><u>Expressive Arts</u> Experimenting with colour, design, texture, form and function. Talking about what has been discovered</p>