

# Topic Outline Summer Term 2020 - 2021 Reception

	April	May	June	July
<b>Weeks beginning</b>	18/4 25/4	2/5, 9/5, 16/5, 23/5 Half Term	6/6, 13/6,20/6, 27/6,	4/7, 11/7, 18/7
<b>Topic</b>	People and Places	Travel	Our World	Grandparents
<b>Events</b>	St George's Day (23/4) Reception are marking this on 22 <sup>nd</sup> April (wear an additional red item)	Transport Day Red Class Mission Week/Assembly Orange Class Mission Week/Assembly Life Bus Trip to Godstone Farm Food celebration afternoon Science/Stem Week Jubilee Celebration	Inset Day Chertsey Museum Red Class Mission Week Orange Class Permission Week 'Moving up' Day	Holidays Induction and transition to Yr1 Sports Day World Faith Week
<b>Religious Education</b>	Good News	Good News Friends	God's Wonderful World	God's Wonderful World
<b>Personal Social Emotional Development</b>	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. Begin to regulate behaviour in response to own feelings and those of others. Set and work towards simple goals.	Children show confidence in trying new activities  To say why they like some activities more than others, giving reasons. Explain the reasons for rules. Behave accordingly.	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. Show independence in the face of challenge. Understanding the importance of healthy food choices	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. Follow instructions with several parts. Transition to Yr1 and reflection on YrR.

<b>Books</b>	Mimi at the Carnival Tanzanian Lullaby The Storm Whale	Handa's Surprise Mimi at the Carnival Tanzanian Lullaby The Storm Whale Farmer Duck Whatever Next Assorted farm books	The Snail and the Whale One's a snail Dear Zoo Giraffes can't Dance Doing the Animal Bop	One to Ten Granny went to Market Grandparent stories
<b>Communication and Language</b>	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. Small group discussions using recently introduced vocabulary. Offer explanations	Children can maintain attention and concentrate  To sit and concentrate during activities  Two-channelled attention – can listen and do for short span. Talk about what they have learned and ask questions for clarification. Express ideas about their experiences using full sentences and the correct tenses.	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. Listen attentively and respond to what they hear.	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. Express their feelings in full sentences with support.
<b>Role Play</b>	Travel Camping. Easter gathering	Space Sky at night Transport and travel The farm	Vets surgery Cafe in the park	Related to children's interests
<b>Literacy</b>	<u>Word Reading</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>Word Reading</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	<u>Word Reading</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	<u>Word Reading</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. Read aloud simple sentences and books consistent with their phonic knowledge.  <u>Key Words:</u> Write all key words

	<p><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</p> <p><u>Comprehension</u> Retell stories and narratives in their own words using the appropriate vocabulary</p> <p><u>Additional Reading:</u> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books.</p>	<p>purposes including lists, invitations and captions</p> <p>Continues a rhyming string.</p> <p><u>Hand writing:</u> (See PD) Writing letters and digraphs accurately. To write simple stories using story language <u>Comprehension</u> Anticipate key events in stories,</p> <p><u>Additional Reading:</u> Non-fiction books Knows that information can be retrieved from books and computers. To read common irregular words.</p>	<p>different purposes including lists, invitations and captions <u>Handwriting:</u> (See PD) Write all key words To write simple stories using story language <u>Comprehension</u> Use and understand recently introduced vocabulary . <u>Additional Reading:</u> They demonstrate understanding when talking with others about what they have read.</p>	<p>from memory <u>Writing Focus:</u> Writing for different purposes including lists, invitations and captions <u>Handwriting:</u> (See PD) Write all key words To write simple stories using story language <u>Comprehension</u> Has a good understanding of story structure. To use the relevant new vocabulary. . <u>Additional Reading:</u> They demonstrate understanding when talking with others about what they have read.</p>
<b>Physical Development</b>	<p><u>Gross Motor</u> Negotiates space and obstacles safely. Running, jumping, hopping, skipping, dancing and climbing.</p> <p><u>Fine Motor</u></p> <p>•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.</p>	<p><u>Gross Motor</u></p> <p>•Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><u>Fine Motor</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</p>	<p><u>Gross Motor</u></p> <p>Correct running - different speeds. Children plan obstacle races on the field with equipment. Mini Olympics</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing <u>Fine Motor</u> Equipment -Uses simple tools to effect changes to materials. •Handles tools, objects, construction and malleable- clay tiles</p>	<p><u>Gross Motor</u> Shows strength, balance and coordination when playing Jumps off an object and lands appropriately</p> <p><u>Fine Motor</u></p> <p><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</p>

	<ul style="list-style-type: none"> <li>•Travels with confidence and skill around, under, over and through balancing and climbing equipment. Tunnels and dens outside</li> </ul> <p><u>Health Education:</u> Shows some understanding that good practices with regard to exercise,</p>	<p>food, eating, sleeping and hygiene can contribute to good health.</p>	<p><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,</p>	<p>need for safety and considers and manages some risks.</p>
<b>Maths</b>	<p><u>Number and Numerical Pattern</u> •Estimates how many objects they can see and checks by counting them. •Uses the language of 'more' and 'fewer' to compare two sets of objects. A deep understanding of the composition of numbers to ten, subitise to 5. Building past ten. Verbally count past 20, recognising the pattern of the counting system</p> <p><u>Shape</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><u>Number: and Numerical Pattern</u> Finds the total number of items in two groups by counting all of them. •Says the number that is one more than a given number Children solve problems including doubling and sharing. Automatically recall number bonds to five (addition and subtraction). Compare quantities up to 10 in different contexts. Greater than /less than comparison.</p> <p><u>Shape</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><u>Number and Numerical Pattern</u> Finds one more or one less from a group of up to ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Automatically recall number bonds to five (addition and subtraction). Compare quantities up to 10 in different contexts. Greater than /less than / same as comparison. Explore and represent patterns within numbers up to 10, even numbers, odd numbers and sharing quantities equally.</p> <p><u>Shape</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</p>	<p><u>Number and Numerical Pattern</u> Records, using marks that they can interpret and explain. •Begins to identify own mathematical problems based on own interests and fascinations. Children to collect information about favourite ice lolly flavour. Automatically recall some number bonds to 10- including double number facts</p> <p><u>Shape</u> • A developed range of mathematical language to describe and compare- size, shape, length and position Orders and sequences familiar events. •Measures short periods of time in simple ways.</p>

			describe their relative position such as 'behind' or 'next to'.	
<b>Understanding the World</b>	<p><u>People, Culture and Communities</u></p> <p>•Enjoys joining in with family customs and routines. Link this to Easter and discuss how their family celebrated. Compare food and traditions between families, Describe immediate environment using observation, books and maps.</p> <p><u>Past and Present</u></p> <p>St George- who was he? Understand the past through characters. Celebration of England, food, flags, map work.</p> <p><u>Natural World</u></p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. Drawing pictures of animals and plants •Talks about why things happen and how things work. Children make tents and den-like structures outside. Describe immediate environment using observation, books and maps.</p> <p><u>Supporting Technology</u></p>	<p><u>People, Culture and Communities</u></p> <p>•Enjoys joining in with family customs and routines. Know similarities and differences between different religious and cultural communities.</p> <p><u>Past and Present</u></p> <p>Talk about the lives of people around them and their roles in society.</p> <p><u>The Natural World</u></p> <p>Shows care and concern for living things and the environment. Children to plant seeds (to be taken home at half term). Developing an understanding of growth, decay and changes over time. Bread and mould experiment •</p> <p><u>Supporting Technology</u></p> <p>Knows that information can be retrieved from books and computers.</p> <p>Familiar with remote control toys Bee Bots To select and use technology for particular purposes.</p>	<p><u>People, Culture and Communities</u></p> <p>Explain similarities and differences between life in this country and other countries using knowledge from stories and non-fiction texts.</p> <p><u>Past and Present</u> They know about similarities and differences between things in the past and now, drawing on their experiences of what has been read to them in class.</p> <p><u>The Natural World</u></p> <p>Look at similarities, differences, patterns and change between the natural world around them and contrasting environments.</p> <p><u>Supporting Technology</u></p> <p>Uses ICT hardware to interact with age-appropriate computer software. Knows that information can be retrieved from books and computers.</p>	<p><u>People, Culture and Communities</u></p> <p>Know similarities and differences between different religious and cultural communities.</p> <p><u>Past and Present</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members. Understand the past through settings and events.</p> <p><u>The Natural World</u></p> <p>Making ice lollies- water and ice observations. Look at different communities, food and traditions. Understand some important processes and changes, including seasons and changes in matter.</p> <p><u>Supporting Technology</u></p> <p>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>

	Use interactive whiteboards Become familiar with class equipment. Photos of dens and structures to evaluate			
<b>Expressive Arts and Design</b>	<p><u>Creating with Materials</u> Experiments to create different textures, colours, forms, function and design. <u>Being Imaginative and Expressive</u> Explores the different sounds of instruments. Adapt and recount stories and narratives. Artist study- Mondrian</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Move in time to music</p>	<p><u>Creating with Materials</u>  Uses simple tools and techniques competently and appropriately. Adapts work where necessary. Sharing their creations explaining what they have done. Selects tools and techniques needed to shape, assemble and join materials they are using. <u>Being Imaginative and Expressive</u> Artist study- Sonia Delaunay</p> <p>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>Creating with 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. Use props and materials in role play, narratives and stories</p> <p><u>Being Imaginative and Expressive</u>  Describing music and expressing opinions. Move in time to music 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>Creating with Materials</u>  Evaluate and design and make a photo frame. 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 &amp; 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>Being Imaginative and Expressive</u>  Experimenting with colour, design, texture, form and function. Perform songs, rhymes, poems and stories. Talking about what has been discovered</p>