

**Reception Termly Overview – Summer 19**

	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>
<b>Weeks beginning</b>	22/4 29/4	6/5, 13/5, 20/5, 27/5 Half Term	3/6, 10/6, 17/6, 24/6	1/7, 8/7, 15/7
<b>Topic</b>	People and Places		Animals	Grandparents
<b>Events</b>	23rd April : St George's Day	Red Class Mission Week - 6/5 - 10/5 Red Class Assembly 10/5 Creative Arts Week 20/5 Perform Workshop 20/5	Orange Class Mission Week - 10/6 - 14/6 Orange Class Assembly 14/6 International Food Afternoon - 7th June Sports Day 28/6	Grandparents Afternoon: 12/7 Whole School Mass 18th July Holidays 19/7
<b>Religious Education</b>	<b>Good News</b>	Friends 14/5	God's Wonderful World 25/7	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.	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.
<b>Books</b>	Handa's Surprise Mimi at the Carnival Tanzanian Lullaby The Storm Whale	Handa's Surprise Mimi at the Carnival Tanzanian Lullaby The Storm Whale	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.	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	Holiday destination	Vets surgery	Related to children's interests
<b>Literacy</b>	<p><u>Phonic sounds</u> review all sounds - Phase 3, 4 and 5 Reading words out of context using sounds and blending Follow school phonics policy</p> <p><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. To write sentences that can be read by others</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><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</p> <p><u>Key words:</u> Write all key words from memory <u>Writing Focus:</u> Writing for different 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</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><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</p> <p><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 words To write simple stories using story language</p> <p><u>Additional Reading:</u> They demonstrate understanding when talking with others about what they have read.</p>	<p><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</p> <p><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 words To write simple stories using story language</p> <p><u>Additional Reading:</u> They demonstrate understanding when talking with others about what they have read.</p>
<b>Physical Development</b>	<p><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</p>	<p><u>Movement:</u> <u>Handling:</u> Children show good control and co-ordination 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 need for variety in food. eating, sleeping and hygiene can</p>	<p><u>Movement:</u> Correct running - different speeds</p> <p><u>Handling:</u> Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p><u>Health Education:</u> •Eats a healthy range of foodstuffs and understands need for variety in food. eating,</p>	<p><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</p> <p>Shows understanding of the need for safety and considers</p>

	<p>climbing equipment.</p> <p><u>Health Education:</u> Shows some understanding that good practices with regard to exercise,</p>	<p>contribute to good health.</p>	<p>sleeping and hygiene can contribute to good health.</p> <p>•Shows understanding of the need for safety when tackling new challenges,</p>	<p>and manages some risks.</p>
<b>Maths</b>	<p><u>Number:</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. Shape / Space / Measure: 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:</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  <u>Shape / Space / Measure:</u> •Orders two or three items by length or height. •Orders two items by weight or capacity.  Can describe their relative position such as 'behind' or 'next to'.</p>	<p><u>Number:</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 <u>Shape / Space / Measure:</u> Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and describes shapes using mathematical terms •Selects a particular named shape. •Can describe their relative position such as 'behind' or 'next to'.</p>	<p><u>Number:</u> •Records, using marks that they can interpret and explain. •Begins to identify own mathematical problems based on own interests and fascinations. <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>
<b>Understanding the World</b>	<p><u>People / The World</u> •Enjoys joining in with family customs and routines 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. •  <u>Technology</u> Use interactive whiteboards Become familiar with class equipment Uses ICT hardware to interact with age-appropriate computer software.</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. •Shows care and concern for living things and the environment  <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> •Enjoys joining in with family customs and routines. . 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. Looks at similarities, differences, patterns and change  <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.  <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>

<p><b>Expressive Arts and Design</b></p>	<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. 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</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> Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Looking at 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>
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