

Personal, Social, Emotional Development:

- Moderate their own feelings socially and emotionally, showing an understanding of what they are feeling.
- Control impulses and show patience.
- Show and tell – talking to the class about their own achievements.
- Talking about our interests in familiar groups.
- Showing confidence to speak in front of a familiar group.
- Shows resilience and perseverance in challenging situations.
- Know right from wrong, follows and explain why rules and routines are in place.
- Helping others in class and working together as a team.
- Celebrating success.
- Changing Me (Jigsaw/PSHE link)

Physical Development:

- Fine motor control. E.g. using tweezers, peg boards, threading, writing and mark making.
- Gross motor development. E.g. rolling tyres, using large construction blocks, climbing on crates and riding bicycles/scooters.
- Cutting and experimenting using different materials.
- Naturally hold and manipulate a pencil using the tripod grip to form letters and numbers.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Show accuracy and care when drawing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Games (PE link)

Expressive Arts and design:

- Cutting, sticking, drawing and painting available daily.
- Playdough mark making by using different cutters.
- Singing songs and using musical instruments.
- Representing their own ideas, thoughts and feelings through music and dance, role play and stories.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Return to and build on previous learning, refining ideas and developing ability to represent them.
- Make use of props and materials when role playing characters in narratives and stories.
- Being able to fly a kite independently.

Literacy and communication and language:

- Use full sentences when speaking and retelling stories or explaining events that have happened.
- Twinkl phonics- Level 3 and Level 4 sounds. Being able to use CVC words by speaking and writing them.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Listen attentively during whole class sessions and respond appropriately with relevant comments, questions or actions.
- Writing CVC words using their phonics knowledge.
- Being able to blend words by using their phonics skills (Robot Rick talk).
- Being able to hear the initial sound in words and Robot Rick talk in their heads.
- Drawing Club- The Tiger who came to Tea, The Gingerbread Man, Popeye, Supetato and Rumpelstiltskin

Reception Summer term 2 'Family and Friends' Curriculum Map

Understanding of the World:

- Discussing different festivals and celebrations. For example, EID, Pentecost and lots more. (RE link)
- Which stories are special and why?. (RE link)
- Discussing weather and seasons daily (our daily calendar)
- Show an understanding of the use of computers and technology in everyday lives. (Purple Mash)
- Talk about memories in their own lives and those of family members.
- Know some similarities and differences between things in the past and now.
- Recognise some environments that are different to the one in which they live.
- Identify the similarities and differences of images from past and present and developing understanding of chronology.
- Using different materials to work scientifically.
- Exploring the butterfly life cycle. (We are going to have caterpillars in school)

Mathematics:

- Counting to twenty and beyond.
- Identifying units of repeating patterns.
- Adding and subtracting numbers to ten.
- One less and one more of an object and knowing how many are left of an object.
- Being able to recognise double of a number. For example, double two is four and being able to show this with their fingers or objects.
- Number bonds to ten.
- Exploring odd and even numbers and objects.
- Being able to give instructions to build an object.
- Exploring mapping and being able to create their own map.
- Representing maps with models.
- Exploring sharing and grouping objects.
- Comparing weight and height of objects and using mathematical language to describe the objects. For example, heavier and lighter.
- Using Mathematical language when doing Maths.