



Rickleton Primary School Curriculum Map		Reception	Cycle A Summer Term
<b>ENGLISH</b>			
	FICTION - NARRATIVE	NON-FICTION – DISCUSSION/ARGUMENT, EXPLANATION	
	<p>The Storm Whale: finding tale To begin to write simple sentences to tell a story To use a five part story and storytelling language to orally rehearse the story. Supertato: Defeating a Monster Tale</p>	<p>To discuss the impact of pollution in the ocean on the ocean animals To explain how to capture the Evil Pea To understand and explore under the sea poetry</p>	
<b>PHONICS</b>			
<ul style="list-style-type: none"> <li>Consolidate set 1 sounds;</li> <li>Blend and segment words confidently, begin to segment multisyllabic words;</li> <li>Blend and segment simple sentences, which can be read by others;</li> <li>Attempt to spell longer words using phonic knowledge.</li> <li>Children should know at least 10 digraphs</li> </ul>		<ul style="list-style-type: none"> <li>Blend and segment simple sentences (to be read by others) (Ditty/Storybook);</li> <li>Spell longer words using their phonic knowledge;</li> <li>Spell many common and irregular (red words) correctly.</li> </ul>	
<b>MATHS</b>			
<ul style="list-style-type: none"> <li><b>Number:</b> Counting, Ordinality and Cardinality to 10, One more and one less within 10, Comparison (greater than and less than), Composition of 7 (5 and 'a bit'), Subitising within 6, Doubles, Odd and Even, Counting larger amounts. (MN16-MN21)</li> </ul>		<ul style="list-style-type: none"> <li><b>Number:</b> Subitising arrangements (e.g. ten frames, dice frame), Representations of numbers, Composition (doubles), Compare and order numbers, Subitising on a rekenrek.</li> <li><b>Measure, Shape and Spatial Thinking:</b> 3D shape. (MN22-MN26)</li> </ul>	
<b>UNDERSTANDING THE WORLD</b>			
The Natural World	People, Culture and Communities		Past and Present
<ul style="list-style-type: none"> <li>Continue to explore the seasonal changes that this brings and the transition between Spring and Summer;</li> <li>Understand some important processes such as global warming and climate change</li> <li>Investigate the need for good personal hygiene, including handwashing, teeth cleaning, healthy diets and exercise along with sun safety.</li> <li>Know some similarities and differences between life in this country and life in Brazil.</li> <li>Understand and investigate the effect of changing seasons and the changes that Summer brings e.g. bees, flowers and the weather;</li> <li>Continue to investigate the need for good personal hygiene, including handwashing, teeth cleaning, healthy diets and exercise along with sun safety.</li> <li>Know some similarities and differences between life in this country and life in Russia and other contrasting environment.</li> </ul>	<ul style="list-style-type: none"> <li>Explore similarities and differences between ourselves and our peers;</li> <li>Look at how Easter is celebrated around the World.</li> <li>Understand that some places are special to members of the community.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Recognise the impact of human activity on nature.</li> <li>Explore 'people who help us' through looking at different jobs;</li> <li>Recognise that people have different beliefs and celebrates special times in different ways.</li> <li>Know some similarities and differences between religious and cultural communities in this country.</li> <li>Look at the Islamic festival of Eid.</li> </ul>		<ul style="list-style-type: none"> <li>To understand how the world is changing.</li> <li>Know some similarities and differences between things in the past and now.</li> <li>Talk about real life Superheroes from the past such as Mary Nightingale, Rosa Parks, Martin Luther King.</li> </ul>
<b>RELIGIOUS EDUCATION</b>			
<p><b>Theme:</b> Special Places <b>Religion:</b> Thematic <b>Key Question:</b> What places are special and why?</p>		<p><b>Theme:</b> Special Stories <b>Religion:</b> Thematic <b>Key Question:</b> What times/stories are special and why?</p>	
<b>EXPRESSIVE ARTS &amp; DESIGN</b>			
Creating with Materials		Being Imaginative & Expressive	
<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with form and function.</li> <li>Reflect and review on their work and make relevant improvements;</li> <li>Share their creations, explaining the process they have used.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Talk about our models and evaluate them, making improvements;</li> <li>Plan and design our models, test them and evaluate them.</li> <li>Make use of props and materials when role playing.</li> </ul>		<ul style="list-style-type: none"> <li>Know how to tap out simple repeated rhythms and make repeated rhythms;</li> <li>Build a repertoire of songs and dances;</li> <li>Music linked to under the sea.</li> <li>Music linked to superheroes.</li> <li>Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>	
<b>PSHCE</b>			
<p><b>Becoming an Active Citizen</b></p> <ul style="list-style-type: none"> <li>Give focused attention to what the teacher says.</li> <li>Explain the reasons for rules.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Bring able to wait for what they wants and control their impulses.</li> </ul>		<p><b>Moving on</b></p> <ul style="list-style-type: none"> <li>Celebrate our achievements during the year and think about the transition to Year 1;</li> <li>Meet the teachers and experience our new learning environment, resolve any worries and build confidence for the next step in our learning journey.</li> <li>See themselves as a valuable individual.</li> <li>Being proud of achievements</li> </ul>	
<b>COMMUNICATION AND LANGUAGE</b>		<b>PHYSICAL EDUCATION</b>	
<ul style="list-style-type: none"> <li>Continue to use the story mountains to develop ability to tell stories orally developing own narratives;</li> <li>Work on children's ability to ask and answer why and how questions.</li> <li>Use a range of vocabulary in imaginative ways to add information, express ideas or to explain and justify actions or events;</li> <li>Learn to use a range of vocabulary imaginatively.</li> </ul>		<p><b>Athletics:</b> Running and developing stamina</p>	
<b>EVENTS, VISITS and VISITORS</b>			
<p>Visit to the beach Tiny Tweeties Superhero songs</p>			