



## Our Reception Curriculum - Summer 1

### Topic - Animals

<b>Topic</b>	Animals
<b>Topic Focus</b>	<ul style="list-style-type: none"> <li>● Growth and development</li> <li>● Stages of growth</li> <li>● Staying healthy</li> <li>● Habitats</li> </ul>
<b>English Core Texts</b>	<ul style="list-style-type: none"> <li>● The Little Red Hen</li> <li>● Farmer Duck</li> </ul>
<b>Additional Texts (Spine Books)</b>	The Very Selfish Crocodile, You're Safe with Me, How Anansi Got his Stories, Suddenly, What will I be?, Six Dinner Sid, Mog
<b>Nursery Rhymes</b>	<ul style="list-style-type: none"> <li>● The animals went in two by two</li> <li>● Old Macdonald had a farm</li> <li>● Five little ducks went swimming</li> <li>● Animal Fair</li> <li>● B-I-N-G-O</li> <li>● Hickory, dickory dock</li> </ul>
<b>Personal, Social and Emotional Wellbeing</b>	<ul style="list-style-type: none"> <li>● To know and talk about the different factors that support overall health and wellbeing:             <ul style="list-style-type: none"> <li>- taking care of our teeth</li> <li>- knowing what is a sensible amount of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> <li>● To express their feelings with increasing clarity and to use the 'zones of regulation' strategies to help regulate their emotions, as needed.</li> <li>● To show a good level of independence in their ability to manage their own basic needs.</li> </ul> 
<b>Understanding of the World</b> 	<ul style="list-style-type: none"> <li>● To talk about and understand the life cycle of humans and some animals.</li> <li>● To learn about changes that happen in the Spring and Summer.</li> <li>● To understand the effect of changing seasons on the natural world around them.</li> <li>● To know and compare habitats.</li> </ul> <p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>● Daily teaching of weather conditions using a weather chart.</li> </ul> <p><b>Religious Education: Barnet Scheme of work</b>  <b>Theme:</b> Story Time  <b>Key Question:</b>What can we learn from stories?</p> <p><i><b>Visit:</b> visit to the school chickens, visit from Zuki (the school dog)</i></p>

<p><b>Maths</b></p>	<p><b>Maths Mastery</b></p> <ul style="list-style-type: none"> <li>● Counting - larger sets and things that cannot be seen</li> <li>● Subitising - to 6, including in structured arrangements</li> <li>● Composition - '5 and a bit'</li> <li>● Composition - of 10</li> <li>● Comparison linked to ordinality</li> </ul> <p><b>Power Maths</b></p> <ul style="list-style-type: none"> <li>● Shape, space &amp; sorting</li> </ul> 
<p><b>Computing</b></p>	<p><b>Kapow Primary scheme:</b></p> <ul style="list-style-type: none"> <li>● <b>Computing systems and networks:</b> <ul style="list-style-type: none"> <li>- Exploring hardware</li> <li>- Use of everyday technology in role-play settings - computer, telephone, iPads</li> </ul> </li> </ul> <p><b>Kapow Primary scheme:</b> Programming 1 &amp; 2: All about Instructions</p>
<p><b>Expressive Art &amp; Design</b></p>	<ul style="list-style-type: none"> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>● Share their creations, explaining the process they have used.</li> <li>● Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
<p><b>Physical Development</b></p> 	<ul style="list-style-type: none"> <li>● Play by rules given and develop co-ordination.</li> <li>● Learn to play as a team.</li> <li>● Follow instructions safely and carefully when playing team games.</li> <li>● Continue to develop the use of the tripod pencil grip to develop a fast and accurate handwriting style.</li> </ul> <p><b>Physical Education</b></p> <p><b>Get Set 4 P.E. scheme:</b> Games Unit 1</p>