

Reception Summer Term Curriculum Plan 2025

Our Garden

All Creatures Great and Small

Communication and Language	Physical Development	Personal, Social and Emotional
<ul style="list-style-type: none"> Encourage the children to speak as a thinker and learner using vocabulary like: think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do. Describe problems they encounter, and to suggest ways to solve the problem. Open-ended thinking: What else is possible? Shared thinking to help children to explore ideas and make links Helicopter Stories- encouraging the children use story language Expand children’s vocabulary with topic related words Role play opportunities- Garden/Farm shop Begin to use a range of tenses. Continue to develop the skills of being a good listener. Develop a question culture to clarify and extend understanding and make comments about their learning. 	<p align="center"><u>Get Set 4 PE</u></p> <p>Dance</p> <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. Combine different movements with ease and fluency To move around safely and with control To confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. <p>Ball Skills</p> <ul style="list-style-type: none"> Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. To move around safely and with control <p align="center"><u>Super Star Sports – Coach</u></p> <ul style="list-style-type: none"> Fun Fitness Archery 	<p align="center"><u>Jigsaw-Relationships</u></p> <ul style="list-style-type: none"> Identify some of the jobs I do in my family and how I feel like I belong Know how to make friends to stop myself from feeling lonely Think of ways to solve problems and stay friends Start to understand the impact of unkind words Use Calm Me time to manage my feelings Know how to be a good friend <p align="center"><u>Jigsaw -Changing Me</u></p> <ul style="list-style-type: none"> Name parts of the body Name some things I can do and foods I can eat to be healthy Name you some things I can do and foods I can eat to be healthy Understand that we all grow from babies to adults Express how I feel about moving to Year 1 Talk about my worries and/or the things I am looking forward to about being in Year 1 Share my memories of the best bits of this year in Reception

Literacy	Maths
<p>Book Focus:</p> <ul style="list-style-type: none"> • 'The Enormous Turnip' • 'Farmer Duck' By Martin Waddell <ul style="list-style-type: none"> • Use their imagination and write a sentence • Extend and add greater details within their storytelling. • Exploring information texts. Encourage why and how questions? • Using phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. • Talk about what they have read, demonstrating that they have understood. • With modelling from the teacher, children begin to form and write a simple sentence- Remember spaces and full stops • Range of writing challenge opportunities during CIL • Communicate by creating their own cards, lists, tickets, books, invitations. • Exploring information text- discussing the difference between fiction and non-fiction. • Using phonetic knowledge to read age appropriate texts, as well as context and pictures as clues for unfamiliar words. • Recognising some high frequency words and reading them by sight. • Extended writing by encourage joining words and/because and wow words. • Remembering finger spaces between words, full stops at the end of sentences and capital letters at the beginning of sentences. 	<p><u>Regrouping parts to find total</u></p> <ul style="list-style-type: none"> • Combining parts to make a whole • Using the part, whole model to develop an understanding of addition <p><u>Finding the whole and missing parts</u></p> <ul style="list-style-type: none"> • Exploring what to do when something is missing in a part, whole model • making links to subtraction and finding the difference • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to can you find the answer? <p><u>Ten and some more</u></p> <ul style="list-style-type: none"> • Counting confidently to 20 • Focusing on the numbers 10 – 20 • Finding one more and one less than a number • Counting reliably with numbers from one to 20. • Say the number that is one more or one less than a given number. <p><u>Exploring doubling and halving</u></p> <ul style="list-style-type: none"> • Solving problems involving doubling and halving and sharing amounts <p><u>Odd and even</u></p> <ul style="list-style-type: none"> • Understanding that numbers are either odd or even, looking at their 'shape' and whether they share fairly into two groups <p><u>Counting beyond twenty</u></p> <ul style="list-style-type: none"> • Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers • Encourage the children to counting in twos, fives and tens.

Expressive Arts and Design

Art and Design

Design and Technology

Music

- Experience & experiment with using a range of tools and media, including pencils, crayons, pastels, felt tips, charcoal, chalk & other dry media to create representations
- Observational art- Look at [Paul Cezanne](#) work and real life fruits and plants for inspiration for observational drawings and paintings.
- Using [Henri Matisse's](#) 'The Snail' look at his interest in bright colours and how he shaped paper to create his picture. Using a variety of materials and tools to make a representation of a snail.
- Using [Henri Rousseau's](#) 'Tiger in a Tropical Storm' as inspiration for animal Collages/pictures/creations.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Encourage the children to talk about the different materials they have used for their collages and paintings and how they have made them.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes

- Use techniques and follow instructions with a purpose in mind to make cress heads.
- Use techniques with a purpose in mind making pictures and sculptures using natural resources- looking at the shapes of natural objects and how they can be used in a design- what do you want your picture/ sculpture to look like? What shapes/colours do you need?
- Making and tasting turnip soup- chopping, slicing vegetables, stirring
- Creating bug houses- think about function. What natural resources could we use? How will the bugs get in??
- Adapt ideas, as they go along, evaluate their own and their friends' work
- Creating farms, jungles, and enclosure for animals- using own ideas and knowledge of tools and techniques learnt, adapting where necessary. What needs does your animal need? How can your enclosure provide these? What can we use to make these? How can we make sure it is safe?
- Children use techniques with a purpose in mind. Creating animal models and constructions thinking about textures- what is texture? How can we create texture? What animal textures are there? How could we recreate this?

Big Bear Funk

- Listening and appraising Funk music
- Embedding foundations of the interrelated dimensions of music using voices and instruments
- Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs
- Playing instruments within the song
- Improvisation using voices and instruments
- Riff-based composition
- Share and perform the learning that has taken place

Reflect, Rewind and Replay

- Consolidating learning from this year
- Listening to music from different cultures- Celebration Day link

Understanding of the World

Science	Geography	History	RE	Computing
<ul style="list-style-type: none"> Explore and compare Summer to the other seasons – temperature, weather, growth. How do we adapt our behaviour and clothing to suit different seasons? Begin to be aware of new life and baby animals being born in springtime. Begin to learn that most green plants have stems, petals, leaves, roots, flowers and seeds. Compare familiar plants Planting herbs and sunflowers. Begin to know plants need to be looked after and some things they need- water/nutrients/sunlight. Observe the different plants, and flowers growing in our school garden. Identify and learn about mini-beasts Learn about the animals around us Focus on a few animals of interest to the children and learn basic facts and information about them. Develop descriptive language to describe and compare different animals. Name and match baby animals to their parents. 	<ul style="list-style-type: none"> Explore the world around them and see how it changes seasonally in our immediate surroundings like our garden identify similarities and differences. Use small world and natural resources to recreate Summer scenes (beach, holidays, airports). Compare animal environments like jungle and farm Begin to be aware of animals and the place (country) or environment that they live in. 	<ul style="list-style-type: none"> Use the language of time and understand sequencing of growth in plant life cycles and animals Compare and look for similarities and differences between methods and equipment used in farming from the past and now. Discuss past and present events in their own lives and in the lives of family members Discuss the timeline of their time in Reception, highlighting significant events 	<p>Special Stories:</p> <ul style="list-style-type: none"> Why are stories important to people? Name stories we know. What is your favourite story? Why? Discuss stories have we learnt about that our important to people in faiths. Why are these stories important to them? Can we learn from stories? <p>Our Special World:</p> <ul style="list-style-type: none"> What is special about our world? What places in nature have I visited? What is the prettiest place you have been to? Read stories of creation from Christianity and Islam- how are the stories similar/different? Use the internet and non-fiction books to find out what science says about creation. What do people say about how we should look after the world? What does Christianity/Islam teach us about the world and how to look after it? 	<ul style="list-style-type: none"> Begin to understand that computer technology can be used for purpose; play, learning •Continue to use technology in role play area specific to topic Choose technology to use for a specific purpose eg: photos, using a phone, a till

