


We are living in an amazing world! Reception Summer 1– Curriculum Plan

Our vision: 'Life in All its Fullness' (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community. Children are encouraged to develop strong aspirations educationally, socially, morally and spiritually with a desire to make a positive difference in the world.



<p><u>PSED (Personal, Social and Emotional Development)</u></p> <p>Making Relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Self confidence and self awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, 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.</p> <p>Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>In this sequence of learning, children are encouraged to think more deeply about the world around them.</p> <p>They learn about different habitats and about some of the plants and animals that live in God's truly AMAZING world!</p> 	<p><u>CL (Communication and Language)</u></p> <p>Listening and attention 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. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>PD (Physical Development)</u></p> <p>Moving and Handling 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.</p> <p>Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p><u>Literacy</u></p> <p>Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p><u>Maths</u></p> <p>Numbers Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Shape, space and measure Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p><u>UW (Understanding the World)</u></p> <p>People and communities Children talk about past and present events in their own lives and in the lives of family members. 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 and traditions.</p> <p>The world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p><u>EAD (Expressive arts and design)</u></p> <p>Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><u>Religious Education</u></p> <p><i>Who was a friend of God?</i></p> <p><i>This is the world that God made.</i></p> <p>Belonging and Community I can talk about the world I live in.</p> <p>Celebration I can talk about things that are the same and things that are different between the ways I celebrate and the ways other people celebrate.</p> <p>Specialness I can talk about a place, a story or a person that is special to someone from a different faith community. I can talk about things that are special about our world.</p> <p>Is at least 40-60D2 for all strands of CL</p>
<p><u>Community</u></p> <ul style="list-style-type: none"> • VE Day • Looking after our local area • Recycling 	<p><u>Trips/ Visitors/ Celebrations</u></p> <ul style="list-style-type: none"> • VE Day • Aldersgate Day • Frankley Community Library • Autism Awareness Day 	<p><u>British Values</u></p> <ul style="list-style-type: none"> • Tolerance and Mutual Respect—recognising and respecting similarities and differences between people 	<p><u>SMSC</u></p> <p>Social—VE Day, Recycling project in the community, Autism Awareness Day Moral—Recycling project in the community Spiritual—Collective Worship, Aldersgate Day Cultural—VE Day</p>

honesty patience joy forgiveness tolerance thankfulness respect kindness friendship gentleness love hope