

Curriculum Overview St Augustine's Reception Class

SUMMER TERM 2017

Our Topics for this term are Transport/maps, Superheroes, Traditional Tales, Healthy Living, Minibeasts, Summer and Transition into Year 1.

RE

- **Good News:** Pentecost and the Holy Spirit
- **Friends:** Explore friendships and our roles and responsibilities as good friends.
- **God's World:** The creation story: children will explore our similarities and our differences, and how we can help to look after God's world.
- **Other faith:** Islam
- **Values:** Thankfulness, Tolerance, Peace, Love, Faithfulness and Integrity.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

- To develop self confidence and self esteem, making and communicating choices
- To work cooperatively in pairs, small groups and large groups.
- To dress and undress independently.
- To understand the rules for behaviour in school and operate within them
- To develop attributes of perseverance and concentration
- To recognise and talk about own feelings and feelings of others
- To continue to develop empathy and understand needs of others.
- To continue to develop an awareness of and acceptance of other cultures and religions.
- To negotiate with others and achieve a compromise

COMMUNICATION AND LANGUAGE

- To continue to develop self-confidence to speak, and listen to others about wants, needs and interests.
- To listen to others and respond appropriately
- To continue to extend their vocabulary to explore the meanings and sounds of new words.
- To recount stories and recognise and talk about main characters in stories.
- To develop language within role play
- To understand where, how and why questions
- To use positional language accurately
- To understand humour
- To use a range of tenses in language

PHYSICAL DEVELOPMENT

- To work alone, in pairs and as part of a group in physical tasks. .
- To further develop the range of ways of movement and use words to describe that movement (such as gallop, slither, slide, roll, stretch, curl).
- To use imagination to develop creative dance movements in response to a topic.
- To exercise increasing control over an object i.e. throwing rolling, kicking etc.
- To move in a specific way in response to instruction
- To continue to develop control over one handed tools and equipment
- To develop awareness of how to keep healthy (diet, exercise and hygiene)
- To know the effects of exercise on the body

LITERACY

- To develop a neat and regular handwriting style.
- To continue to develop knowledge of and skill in using letters and sounds.
- To continue to use sounds knowledge to write in a range of formats.
- To use sounds to make phonetically plausible attempts at writing a variety of words
- To blend sounds for reading.
- To continue to enjoy a range of books, both fiction and non fiction
- To continue to learn to recognise high-frequency and familiar words

MATHEMATICS

- Recognise numerals 0-30.
- Count reliably up to 30 everyday objects.
- Talk about, recognise and recreate increasingly complex patterns.
- To use mathematical language to describe the shape and size of solids and flat shapes.
- Say and use the number names to 20, in order, in familiar contexts.
- To start to use non standard units to measure and to compare size.
- To develop mathematical vocabulary including positional language and language to describe weights and measures.
- To use units of time to measure time
- To find one more and one less from 1 to 10 and above
- To develop methods of solving simple addition, subtraction, doubling and sharing problems

UNDERSTANDING THE WORLD

- **Technology:** Continuing to develop mouse control and using paint tools. Developing expertise in using simple educational programs, using a camera and to know that information can be retrieved from computers
- **The world:** Observations and changes
- **Communities:** Past and present, similarities and difference

EXPRESSIVE ARTS AND DESIGN:

- To learn a range of new songs.
- To continue to explore and investigate a range of different instruments and the sounds they make.
- To use own experiences and stories as a starting point for creative work.
- To communicate ideas through painting, drawing and making models.
- To continue to develop knowledge and skills of using a range of materials.
- Work creatively in 2 and 3 dimensions.
- To use own ideas and experiences to create movement and respond to musical stimulus.
- To continue to express ideas through role play and small world play.