

# Infants 1 (Reception) Curriculum Overview Summer Overview



| Subject   | Summer 1   |   | Summer 2  |
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| <b>Personal, Social and Emotional Development</b> | To continue to encourage the children to follow the rules of the class. To encourage children to be polite and kind and helpful in the classroom. To be able to adjust their behaviour to different situations or changes to the routine. To be able to say when they need and/or don't need help. To be able to include ideas from others in their activity.  | <b>H<br/>A<br/>L<br/>F<br/><br/>T<br/>E<br/>R<br/>M</b> | To be independent within the classroom. To demonstrate sensitivity to other children and form positive relationships with other children. To speak with confidence in front of the class, talking about their ideas and be able to choose the necessary resources for their chosen activities.  |
| <b>Physical Development</b>                       | To continue to work on strengthening fingers to develop pencil control. To work on writing their name without copying. To try and use the correct letter formation when writing. To use scissors with care and cut card following a zigzag pattern. To show good control and co-ordination in large and small movements. Understand the importance of good health of physical exercise, healthy diet and take about different ways to keep healthy and safe.   |   | To continue to work on fine motor skills, including pencil grip and control. To be able to form recognisable letters, most of which are correctly formed. To be able to write their name and short phrases and work on writing sentences. To handle scissors correctly and with care and follow a curved line when cutting. To be able to participate in a variety of games and sports, including tennis, gymnastics, and ballet with increasing control. To use a variety of equipment appropriately and safely. To participate in Sports day. |
| <b>Communication and Language</b>                 | The children will be able to listen to stories, accurately anticipating key events and respond with relevant comments. Listen and follow more complex instructions. Be able to express themselves effectively to others and answer 'how' and 'why' questions. To continue to enjoy weekly sessions with the Librarian, showing good listening and understanding.   |   | Listen to others and respond appropriately. Be able to use tense correctly when talking about events either past, present or future. Begin to create their own narratives. To continue to listen to stories and explore a wide range of books. To enjoy the weekly sessions with the Librarian, handling books correctly and with care.   |
| <b>Literacy</b>                                   | To review and consolidate Phase 2 sounds and continue to introduce Phase 3 sounds. To continue to work through CGP phonics books. To review Phase 2 and Phase 3 Tricky words and introduce more high frequency words. To encourage children to continue to work on letter formation using their Busy Literacy books, Name books and in their writing in all areas of the curriculum. To continue to read the ORT series of books. To continue to work on blending and segmenting sounds in words. To use their phonic knowledge when writing and write some words and phrases independently. To be able to write sentences that they and others can read. To work on |   | To continue to introduce Phase 3 sounds, and more high frequency words. To continue to work through the CGP phonics books. To work on letter formation using Busy Literacy books, Name books and in their writing. To write sentences that are phonetically plausible and use some high frequency words. To continue to read the ORT series of books and be able to answer questions on the text and predict what might happen next. To work on spellings.  |

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|                                   | comprehension, to be able to demonstrate an understanding of what they have just read.   |  |  |
| <b>Maths</b>                      | To continue to work on number formation, number recognition and ordering numbers to 20. To estimate and then count a group of objects. To be able to complete simple addition sums using objects and record sums. To review concept of subtraction and complete simple subtraction sums using objects. To review 2D shape knowledge. To review 3D shapes, looking at the properties of 3D shapes and learning the names of 3D shapes. To review concepts such as halving and doubling and introduce concept of sharing. To use everyday language relating to time and money. |  | To be able to form, recognise and order numbers to 20. To be able to complete simple addition and subtraction sums, using quantities, and record answers. To be able to work out simple maths problems, such as halving, doubling and sharing. To be able to identify and talk about 2D and 3D shapes. To be able to measure and record time in simple ways. To look at different coins and notes and count simple quantities of money.  |
| <b>Understanding the World</b>    | To discuss Summer as a season and compare the changes to other seasons. To discuss their likes and dislikes about Summer. To discuss how to stay safe and healthy in the sun. To show an interest in different occupations. To learn more about People who help us. To learn about different modes of transport. To learn about St. George's Day and other special days and celebrations. To use the whiteboard correctly and with care.   |  | To continue to learn about Summer as a season. To learn about different animals and creatures. To learn about insects and look for insects in the playground. To read The Very Hungry Caterpillar and grow butterflies. To celebrate Father's Day and other special days. To be able to complete a simple program on the computer independently. To discuss the Summer holidays and the transition to Infants 2. To participate in moving up day.  |
| <b>Expressive Arts and Design</b> | To develop role play ideas by playing co-operatively as part of a group and act out a narrative. To use a variety of resources, choosing appropriate resource needed for activity. To use tools safely and be able to explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Sing songs and make music and dance.  |  | To sing their own songs, adding their own music, and experimenting with ways of changing them. Creating their own art pieces and be able to explain the thoughts and ideas behind their work.  |
| <b>RE</b><br><br><b>RSE</b>       | The Way the Truth and the Life Foundation Stage, F5 New Life. To understand the story of Easter and the Ascension.<br>Module 1 Created and Loved by God. To understand that God created the world and everything in it. To know that we are all created individually by God, out of love and for love. To understand that we are all unique and that our bodies are good and how to look   |  | The Way the Truth and the Life Foundation Stage, F6, the Church. To understand that Church is a holy place, to learn about the different parts of a Church and why Sunday is a special day. Module 1 continued. To know that we all have different feelings, and that we can try and understand how someone else is feeling and help them. To know that we can say sorry and forgive others as Jesus did. To learn that God is with us as we grow up and at each stage of our life. Module 3 Created to live in the community. |

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|                      | after ourselves. To understand that we have different likes/dislikes but similar needs.        |  | To begin to understand that God is the Trinity, three-in-one, each part loves us and the others and that we are made to love others. To learn that we should all try and help to look after what God created. |
| <b>Music Express</b> | Loud and quiet   |  | Timbre - creative development   |
| <b>French</b>        | In my pencil case<br>What do you like doing?<br>My House<br>Food and Drink (Dans mon sac game) |  | Likes/Dislikes<br>French Café<br>Story Time – The Hungry Caterpillar (La Chenille qui fait des trous)   |
| <b>Homework</b>      | Reading books, phonics, handwriting and letter formation as well as Mathematics.               |  |   |