



RECEPTION SUMMER TERM CURRICULUM PLAN 2020-21

Summer Term – 20th April 2020- 28th May 2020

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision
<p>Week 1 & Week 2</p> <p><i>20th April- 23rd April</i></p> <p>&</p> <p><i>26th April- 30th April</i></p>	<p>Eric Carle Stories and minibeasts</p> <p>Read the stories 'The very hungry caterpillar' and 'The bad-tempered ladybird'</p>	<p>C&L: ELG: 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>M: ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>M: measures short periods of time in simple ways.</p> <p>M: Uses everyday language related to time.</p> <p>UTW: ELG: 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>L: 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>Phonics:</p> <p>Writing:</p> <ul style="list-style-type: none"> - What have you done in the Easter Holidays? - Label and write sentences about the lifecycle of a caterpillar. - Where is the minibeast hiding? Write clues for a partner and practice using positional language. <p>Maths: Writing about your week.... Yesterday was ... Today is Tomorrow will be...</p> <p>How could the caterpillar share the food? Share amounts between other insects.</p> <p>Project:</p> <ul style="list-style-type: none"> - Write/sequence the story in order of what happens on each day- what does the caterpillar eat? - Getting the Allotment plot ready, starting to grow the seeds as part of Plant it, Grow it, Eat it. - Learning the Life Cycle of a caterpillar 	<p>Role Play: Minibeast laboratory</p> <p>Small World Area: Minibeast tuff tray – soil, rocks, logs and insects</p> <p>Maths Area: Weighing different fruits using cubes- which is heavier or light- make predations first</p> <p>Constructive Area: Can you build a home for the caterpillar using leaves, wool, paper etc.?</p> <p>Creative Area: Fruit and vegetable printing Butterfly printing – paint half of a wing then fold in half to make a symmetrical print.</p> <p>Investigation Table: different vegetables to explore through the different senses- touch, smell and sight- observational drawings</p> <p>Technology: Create a Story PowerPoint showing what the very hungry caterpillar had to eat.</p> <p>Challenge Area: Can you write a letter to the caterpillar/draw a picture to tell him what your favourite food is?</p>



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			<ul style="list-style-type: none">- TV Studio- Collection of programs- life cycle of a caterpillar, retelling the story, Who am I? Insect riddles <p>PE:</p> <p>Nursery Rhyme: Mary Had a Little Lamb and Little Miss Muffet</p> <p>Story of the Week: The Very Hungry Caterpillar and The Bad Tempered Ladybird by Eric Carle.</p>	<p>Ordering the animals from the bad tempered ladybird by size.</p> <p>Outdoor Area: See separate plan</p>
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<p>Week 3</p> <p><i>3rd May- 7th May</i></p>	<p>Minibeasts</p> <p>Read the story <i>'What the ladybird heard?'</i></p>	<p>UTW ELG: 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>L: Knows that information can be retrieved from books and computers</p> <p>L: Attempts to write short sentences in meaningful contexts.</p> <p>L - ELG: 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>M: Orders two or three items by length or height.</p> <p>M: Can use positional language and describe their relative position.</p> <p>EA&D: Understands that different media can be combined to create new effects.</p>	<p>Phonics:</p> <p>Writing: Minibeast hunt- write what they found and write some facts about their minibeast eg. How many legs, does it have antenna.</p> <p>Maths:</p> <ul style="list-style-type: none"> - Measure the length of the minibeasts using cubes and order by size. <p>Project:</p> <ul style="list-style-type: none"> - Go on a minibeast hunt outside/sound walk – what can we see, hear, smell etc. <p>PE: Listen to the music and move like a minibeast</p> <p>Nursery Rhyme: 10 Green bottles</p> <p>Story of the Week: Mr Gumpys outing, By John Burningham.</p>	<p>Role-play Area: Minibeast Laboratory</p> <p>Small World Area: Allotment Theme – Soil, forks, gloves, seeds, watering cans etc.</p> <p>Challenge Area: Can you match the name of the minibeast to the correct picture?</p> <p>Creative area: Minibeast model making</p> <p>Construction area:</p> <p>Investigation area:</p> <p>Maths Area: Create a minibeast using colour patterns.</p> <p>Technology: Purple mash – design your own minibeast</p>
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<p>Week 4</p> <p><i>10th May- 14th May</i></p>	<p>Growing and Life Cycles.</p> <p>Read the book, 'The Tiny Seed.'</p>	<p>UTW: Looks closely at similarities, differences, patterns and change.</p> <p>UTW ELG: 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>UTW ELG: 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>M: Orders two or three items by length or height.</p> <p>L: Writes own name and other things such as labels & captions.</p> <p>L – Exceeding: They can describe the main events in the simple stories they have read.</p> <p>EA&D: Understands that different media can be combined to create new effects.</p>	<p>Phonics:</p> <p>Writing: Write the journey of the Tiny Seed – using sentences and story sequencing.</p> <p>Maths: Adding and sharing seeds to make Amounts</p> <p>Project: Grow our own seeds in clear containers to enable sight of the roots growing – compare length and growth over the next two weeks – some in darkness, some with no water – what happens?</p> <p>Start writing up about the science experiment- what we have done and what we think will happen.</p> <p>Look at and discuss different parts of a plant and why they are so important.</p> <p>PE: Sports Day practise</p> <p>Nursery Rhyme: I went to the Animal Fayre</p> <p>Story of the Week: Superworm</p>	<p>Role-play Area: Garden Centre</p> <p>Small World Area: Allotment Theme – Soil, forks, gloves, seeds, watering cans etc.</p> <p>Creative Area: Sponge painting flower pictures.</p> <p>Investigation Area: What do plants need to grow?</p> <p>Challenge Area: Can you label the parts of the plant correctly?</p> <p>Technology: Make a PowerPoint of the different places in the Tiny Seed story.</p> <p>Outdoor Area: See separate plan</p> <p>Construction Area:</p>
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<p>Week 5 and 6</p> <p><i>17th May- 21st May</i></p> <p><i>And</i></p> <p><i>24th May- 28th May</i></p>	<p>Growing and Life Cycles of Plants</p> <p>Read the story 'Jack and the Beanstalk'</p>	<p>PSED: 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>EA&D: 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>EA&D: Understands that different media can be combined to create new effects.</p> <p>EA&D: Plays alongside other children who are engaged in the same theme.</p> <p>EA&D: Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>EA&D: Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>C&L: ELG: 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>M: ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>Phonics:</p> <p>Writing: Jack and the Beanstalk Story map – retelling the story OR retelling the story through sentence writing.</p> <p>Describe the character writing.</p> <p>Maths: Measuring beanstalks – height – using hands (non standard units) Bean Capacity – which sack holds the most beans?</p> <p>Project: Drama – acting out the story and film it with iPads – to show Nursey Children on the screen.</p> <p>PE: Sports Day Practice – Skipping Race. Learn how to skip.</p> <p>Nursery Rhyme: I'm a Little Tea Pot</p> <p>Story of the Week: Spinderella</p>	<p>Role-play area: Garden Centre</p> <p>Small World Area: Magic Beans and Sand</p> <p>Constructive Area: Can you build a tower to reach the top of Jacks Beanstalk?</p> <p>Creative Area: Bean/Pulse Natural collages.</p> <p>Investigation Area: What do plants need to grow?</p> <p>Technology: Create a Story PowerPoint</p> <p>Challenge Area: Can you find the tallest person in our class? How Tall are they?</p> <p>Outdoor Area: See separate plan</p>
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		<p>UTW: ELG: 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>L: 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>		
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Summer Term 2 – 7th June 2020- 23rd July 2020

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
<p>Week 1</p> <p><i>7th June- 11th June</i></p>	<p>Around the World Animals and Habitats</p> <p>The UK- farm animals / mini beasts / our pets</p> <p><i>“Farmer Duck’</i> <i>‘The Great Pet Sale’</i></p>	<p>M (40-60): Beginning to use everyday language related to money .</p> <p>M(40-60): Finds the total number of items in two groups by counting all of them.</p> <p>M- ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>UTW (40-60): Looks closely at similarities, differences, patterns and change.</p>	<p>Phonics:</p> <p>Writing: Write about our own pets (or what pet they would like to own)- what they look like, what they do etc</p> <p>Acrostic poems linked to pets and farm animals</p> <p>Maths: Money- The Great Pet Sale- what animals would you but much would 2 animals be? How many animals could they get for 10p?</p>	<p>Role-play area: Percy the Park keeper’s lodge</p> <p>Small World Area: Farm with mud or cereal for the grains</p> <p>Construction Area: Build a farm area with pens.</p> <p>Creative Area: Design and label your own farm or animal masks using different textures and ways of using the materials to create different effects.</p>

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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p>UTW- ELG: 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>PD (40-60): Experiments with different ways of moving.</p> <p>PD (40-60): Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>UTW (40-60): Shows care and concern for living things and the environment.</p>	<p>Project: Learn about what animals live on farms or what people have as pets, what their habitat is like? Make things to sell at the Summer Fete.</p> <p>PE: Sports Day Practise- Spider Race</p> <p>Nursery Rhyme: Row Row Row your boat</p> <p>Story of the Week: Zog</p>	<p>Investigation Area: where do we live in the world- globe and maps- can you draw where you live?</p> <p>Technology: Google Earth/maps</p> <p>Challenge Area: Design your own farm</p> <p>Outdoor Area: See separate plan</p>
<p>Week 2 <i>14th June- 18th June</i></p>	<p>Around the World Animals and Habitats Woodland</p> <p><i>'Squirrels busy day'</i> <i>'Percy the Park Keeper'</i> <i>'Owl babies'</i></p>	<p>L (40-60): Knows that information can be retrieved from books and computers.</p> <p>L- ELG: Children read and understand simple sentences.</p> <p>L (40-60): Writes own name and other things such as labels & captions.</p> <p>L (40-60): Attempts to write short sentences in meaningful contexts.</p> <p>L- ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Phonics:</p> <p>Writing: Fact file about a woodland animal- what they eat, where they live, what they look like etc. Percy the Park Keeper book review</p> <p>Maths: Favourite animal tally and bar chart</p> <p>Project: Learn about woodlands- what animals live there, what the habitat is like etc.</p>	<p>Role-play area: Travel Agent</p> <p>Small World Area: Percy the Park Keeper story props OR Owl Babies story sack</p> <p>Construction Area:</p> <p>Creative Area: playdough hedgehogs with spaghetti for spikes or fork painting hedgehog pictures</p>



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		<p>M (40-60): Records, using marks that they can interpret and explain.</p> <p>C&L (40-60): Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>PE: Sports Day practice – relay race practice</p> <p>Nursery Rhyme: This Little Pig</p> <p>Story of the Week: Zog and the flying Doctors</p>	<p>Investigation Area: books on different habitats, where animals live can you match up their homes</p> <p>Technology: Make a PowerPoint about your favourite animals and write the animals name- 1 animal per page</p> <p>Challenge Area: Can you match the animal to its habitat?</p>
<p>Week 3 21st June- 25th June</p>	<p>Around the World Animals and Habitats Deserts and Savana</p>	<p>M- ELG: Children count reliably with numbers from one to 20</p> <p>EAD (40-60): Understands that different media can be combined to create new effects.</p> <p>EAD (40-60): Manipulates materials to achieve a planned effect.</p> <p>EAD (40-60): Explores what happens when they mix colours.</p> <p>L ELG: 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>Phonics:</p> <p>Writing: What would you need to pack to take on a safari?- Barnaby Bears suitcase</p> <p>Maths: Number bonds to 10</p> <p>Project: Learn about the savanna- what animals live there, what the habitat is like etc. What animals would you see on a safari?</p> <p>PE: Sports Day practice- Skipping race</p> <p>Nursery Rhyme: Down in the Jungle</p> <p>Story of the Week: Oh the Places You'll Go by Dr Zuess</p>	<p>Role-play area: Travel Agent</p> <p>Small World Area: African animals/ Savanna scene</p> <p>Construction Area:</p> <p>Creative Area: Savanna sunset pictures with silhouette animals/ tress</p> <p>Investigation Area: books on different habitats, where animals live can you match up their homes</p> <p>Technology: espresso games animal snap- who's my baby?</p> <p>Challenge Area: Sand discovery bottles-how many animals can you see and can you write them all down?</p>

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
<p>Week 4</p> <p><i>28th June- 2nd July</i></p>	<p>Around the World Animals and Habitats</p> <p>Rainforests/ jungles</p> <p>Read the stories 'Rumble in the jungle' and 'A Very Strange Creature'</p> <p>Eggy Challenge</p>	<p>C&L (40-60): Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>L- ELG: 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>EAD (40-60): Manipulates materials to achieve a planned effect.</p> <p>EAD (40-60): Constructs with a purpose in mind, using a variety of resources.</p> <p>EAD (40-60): Uses simple tools and techniques competently and appropriately.</p> <p>EAD (40-60): Selects appropriate resources and adapts work where necessary.</p> <p>EAD (40-60): Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>PD (40-60): Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>M- ELG: Children count reliably with numbers from one to 20</p>	<p>Phonics:</p> <p>Writing: Create your very own strange creature story- what animal will you chose; how will you describe it?</p> <p>Maths: Number bonds to 20</p> <p>Project: Learn about Rainforests- what animals live there, what the habitat is like etc.</p> <p>Eggy Challenge- Design and make your own car challenge within a group- K'nex, Duplo, Mobilo etc.</p> <p>PE: Sports Day practice- Running race Rumble in the Jungle movement in PE</p> <p>Nursery Rhyme: Children to choose favourite rhyme</p> <p>Story of the Week: Tiddler</p>	<p>Role-play area: Travel Agent</p> <p>Small World Area: Jungle animals</p> <p>Constructive Area: Build a zoo with bricks and animals</p> <p>Creative Area: Monkey craft with concertina folded arms and legs</p> <p>Investigation Area:</p> <p>Technology: espresso games- design an animal</p> <p>Challenge Area: rainforest word searches</p>



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		<p>PSED- ELG: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p>		
<p>Week 5</p> <p><i>5th July- 9th July</i></p>	<p>Around the World</p> <p>Animals and Habitats</p> <p>Polar regions</p>	<p>UTW (40-60): Looks closely at similarities, differences, patterns and change.</p> <p>UTW- ELG: 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>M- Exceeding: Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p> <p>EAD (40-60): Manipulates materials to achieve a planned effect.</p> <p>PD (40-60): Uses simple tools to effect changes to materials.</p> <p>PD (40-60): Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>PD- ELG: Children show good control and co-ordination in large and small movements.</p>	<p>Phonics:</p> <p>Writing: Writing up Science predictions and investigation</p> <p>Maths: Counting in 2s, 5s and 10s</p> <p>Project: Learn about the Polar regions- what animals live there, what the habitat is like etc.</p> <p>Continue to build Eggy challenge models or start posters</p> <p>Test Eggy Cars this week</p> <p>Talk about hibernation and what animals around the world hibernate</p> <p>Science: Freeze animals- how can we get the animals out investigation- make perditions and test different methods- which one will get them out the fastest?</p> <p>PE: Using knowledge of animals we have learnt about this term- 'move like a....'</p> <p>Nursery Rhyme: Children to choose favourite rhyme</p> <p>Story of the Week: The Singing Mermaid</p>	<p>Role-play area: Train Station</p> <p>Small World Area: Polar scene animals, ice etc</p> <p>Constructive Area: Igloo building using foam bricks</p> <p>Creative Area: Snowflakes</p> <p>Investigation Area:</p> <p>Technology: espresso under the sea module activities- counting, blending sounds etc.</p> <p>Challenge Area: can you build an igloo</p>



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		<p>EAD- Exceeding: Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>		
<p>Week 6 <i>12th July- 16th July</i></p>	<p>Around the World Animals and Habitats Under the Sea</p>	<p>M (40-60): Orders two items by weight or capacity.</p> <p>UTW (40-60): Talks about why things happen and how things work.</p> <p>UTW- ELG: Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>L (40-60): Continues a rhyming string.</p> <p>L (40-60): Begins to read words and simple sentences.</p> <p>L (40-60): Children attempt to write short sentences in meaningful contexts.</p>	<p>Phonics:</p> <p>Writing: Who would you share your shell with? Sharing a shell book review Under the sea rhyming words</p> <p>Maths:</p> <p>Project: Learn about under the sea- what animals live there, what the habitat is like etc.</p> <p>Floating and sinking- make prediction prior to testing</p> <p>PE:</p> <p>Nursery Rhyme: Children to choose favourite rhyme</p> <p>Story of the Week: Commotion in the Ocean</p>	<p>Role-play area: Train Station</p> <p>Small World Area: Seaside scene, shells, rocks, sand, sea creatures etc</p> <p>Constructive Area: Can you build a bridge?</p> <p>Creative Area: moving jellyfish paper plate activity and paper plate crab craft</p> <p>Investigation Area: seaside exploration table- shells, sand, stones.</p> <p>Technology: espresso under the sea module activities- counting, blending sounds etc.</p> <p>Challenge Area: Can you make a paper boat that will float</p>



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Week 7 19 th – 23 rd July	Pirates Read the story <i>'The Night Pirates'</i> ; by Peter Harris and Deborah Allwright	<p>UTW (40-60): Completes a simple program on a computer.</p> <p>UTW (40-60): Uses ICT hardware to interact with age-appropriate computer software.</p> <p>UTW- ELG: 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>UTW- Exceeding: Children find out about and use a range of everyday technology.</p> <p>M- Exceeding: Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p> <p>M- ELG: They solve problems, including doubling, halving and sharing.</p>	<p>Phonics:</p> <p>Writing: Pirate passport- create a pirate name or use own information. Take photos and stick them on. Write a message in a bottle for someone to find.</p> <p>Maths: Doubling, halving and sharing the treasure pirates have found- word problems</p> <p>Project: Coding Pirate maps to get to the treasure- N,E,S,W</p> <p>PE:</p> <p>Nursery Rhyme:</p> <p>Story of the Week:</p>	<p>Role-play area: Pirate Ship</p> <p>Small World Area:</p> <p>Constructive Area: Can you build a pirate ship using Duplo</p> <p>Creative Area: pirate treasure maps stain with tea bags</p> <p>Investigation Area: pirates books, treasure, maps</p> <p>Technology: Code.org</p> <p>Challenge Area: can you design a map for your friend/s to find some hidden treasure in the classroom/ outside area.</p>
Weeks 1-8	Phonics Read, Write, Inc. Programme	<p>Literacy (30-50):</p> <p>Literacy (40-60):</p>	Children are now in differentiated phonics groups and are following the RWI programme in accordance to the stage they are currently at.	Espresso – Scraps Phonics Read Write Inc Programme.



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