

**Reception Summer 2021**



Grampound Road

Curriculum maps

Maths

Intent: Develop understanding of number and measure.

Literacy (including reading)

Intent: Write a Summer poem

* Counting on and back to/from any number to 20.
* Count in 10’s to 100.
* More than and less than numbers to 20.
* Name, describe and order coins in value order.
* Subtract small amounts by counting back.
* Explore measures: lengths, weights and capacity.
* Partition 5,6,10 objects into 2 groups.

* This unit focuses on stories from Christianity, Islam and Judaism.
* Talk about some religious stories

• Recognise some religious words, e.g. about God

• Identify some of their own feelings in the stories they hear.

• Identify a sacred text e.g. Bible, Torah.

• Talk about some of the things these stories teach believers.

* Trip to see the ocean to find out why it is important to us.
* Where does fresh water come from? Explore ideas.
* What do we use fresh water for?
* How does water help farmers?
* Plant sunflower seeds.
* Water the sunflower seeds daily and watch them grow.

**Inspire**

What can you see in summer?

**Thrive**

Perform a Summer poem, grow a sunflower & make a poster about your rights.

**Discover**

The ocean

What signs of Summer can we find on a walk together?

* What can you see in Summer? Walk to look for signs of Summer, including things that they can see, smell, hear and touch.
* Write our own describing words.
* Explore different types of poetry and develop our understanding of rhyming words.
* Write a Summer Poem.
* Perform the Summer poem to an audience.

Impact: we will understand the difference between fresh and salt water, where it comes from and its uses.

PSHE

**Intent**: Being me in my world and understanding my rights and responsibilities.

Knowledge and Understanding of the world

**Intent**: Why is water important?

Key vocabulary: safe, trust, respect, rights, rules, responsibility.

* Hands are not for harming, handprint art with positive words about using our hands.
* Why are we responsible for items-choose it, use, put it away.
* We will talk about the class/school rules.
* Make a poster about what is right.

R.E.

Intent: To learn which stories are special to me.

Key vocabulary: fresh water, salt water, drought, flood & irrigation.

Key vocabulary: Islam, Christianity, Islam Judaism, beliefs, faith & bible.

Key vocabulary: more than. Less than, value, order, subtract, measure & partition.

Key vocabulary: poetry, rhyming, describing words & senses.

Impact: we will know the structure and features of a poem.

Impact: we will understand how to be responsible in our world.

Impact: we will listen to stories carefully and recognise that religious stories have meaning for believers.

Impact: we will understand Maths mastery.



**Thrive**

To write a caption, make some sunglasses and perform a song.

**Discover**

The ocean

What signs of Summer can we find on a walk together?

**Inspire**

What can you see in summer?

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Curriculum maps

* We will be listening and
* Appraising the song; ‘The Sun Has Got His Hat On.’
* We will learn the song by clapping out the beat, displaying the words for the children to follow using actions as prompts.
* We will explore composing our own versions of the song.
* We will practice performing as a class and learning different parts with and without instruments.
* We will perform our song to an audience.

**By**

Impact: complete a circuit of different activities to show our running, jumping and throwing skills.

Impact: we will understand which materials are best for a pair of sunglasses.

Key vocabulary: materials, texture, collage, creative, disciplines.

* Trip to the beach to look for signs of Summer.
* Share the book Summer is here.
* Encourage the children to share their observations from the trip and compare them to the book.
* Give the children photos of the trip, children to write a simple caption.
* To record themselves reading their captions and share with parents.
* Use a range of sunglasses for children to explore.
* Design their own pair of sunglasses.
* Explore and choose the best materials to use in a design.
* Make the sunglasses using a range of tools and materials for construction.
* Test the sunglasses outside, but remember not to look directly at the sun.
* Children to take photos of each other wearing their glasses.
* Develop how we walk, run and sprint. Know that I use different techniques for different speeds.
* Throw in different ways and over a distance.
* Run and jump over obstacles; we will create our own obstacles to run and jump over.
* Experiment with running over short and long distances.
* Practice different jumps in sequence and link them together.

Physical Development

Intent: To participate in a school sports day.

Expressive Arts

Intent: Explore and design a pair of sunglasses.

Communication and Language

Intent: Listen to a story, accurately anticipating key events and respond to what they hear, see and smell.

Key vocabulary: walk, jog, sprint, distance, throw, jump, sequence.

Music

Intent: Learn how to perform a song to an audience.

Key vocabulary: listen, sounds, compose, pitch, tone, instrument, perform, audience, beat

Key vocabulary: observations, Summer, caption, record.

Impact: we will know how to use our listening skills and senses to write a caption.

Impact: gain an awareness of a song and enjoy learning and performing our own song.