**Reception Curriculum Map Summer Term**

**Our Curriculum is centred upon our key texts and we use** [**Development Matters 2O21**](https://www.gov.uk/government/publications/development-matters--2) **to guide our planning. We also use our Reception Progression map to ensure that key objectives are taught in a sequenced manner. Our curriculum maps give an overview of the learning opportunities that children have in Reception and will be adapted in order to meet best meet the needs and interests of individual children. Supporting children’s language development is at the heart of our curriculum and we have outlined rich opportunities for speaking and listening across all curriculum areas. You can find separate overviews for English and Maths** **on our school website.**

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| **Summer One** | | | |
| **Key Themes:** Marvellous Mini beasts, The Queen, Dinosaurs, Transport | | | |
| **Summer One** | | **Summer Two** | |
| **Key Texts** | | **Key Texts** | |
| **The Hungry Caterpillar by Eric Carle**  **Snail Trail by Ruth Brown**  **Mad about Mini Beasts**  **(Linked to the Queen’s Jubilee we will also look at the Queen’s Hat)** | | **Mad about Dinosaurs**  **Emma Jane’s Aeroplane** | |
| **Suggested Learning Experiences linked to PSE** | | **Suggested Learning Experiences linked to PSE** | |
| * Exploring ways to solve problems that occur with our friends * Strategies to start playing with others (to stop ourselves feeling lonely) * Understanding the impact of unkind words * Discussing strategies to try and keep calm. | | * Naming different parts of our body * Thinking about how we can show respect for our bodies (exercise and healthy eating) * Discussing how we feel about moving to Year One * Transition activities to support with moving to Year One (including opportunities to see teacher and new learning environment) * Celebrating our Year in Reception | |
| **Jigsaw Scheme: Relationships** | | **Jigsaw Scheme: Changing Me** | |
| **Suggested Learning Experiences linked to Expressive Arts** | | **Suggested Learning Experiences to Expressive Arts** | |
| * Collages and paintings linked to the story of the Hungry Caterpillars * Printing to create symmetrical butterflies. * Props and resources linked to key texts (see Literacy Framework for more details) * Observational drawings or our caterpillars and butteflies.   . | | * Creating models of different buildings that Emma Jane visits in our key texts. * Props for children to retell our key texts (see Literacy framework for more details) * Designing their own new dinosaur. This will include thinking of a name our dinosaur. | |
| **Music Scheme: Big Bear Funk** | | **Music Scheme: Reflect Rewind Replay** | |
| **Suggested Learning Experiences linked to Understanding of the World** | | **Suggested Learning Experiences linked to Understanding of the World** | |
| * Learning about the life cycle of a caterpillar and making observations of live caterpillars and butterflies * Investigating which mini beasts live in our school environment. * Learning about what mini beasts need in order to survive and creating their own mini beast habitat. * Finding out about Queen Elizabeth. * Comparing pictures of key milestones in Queen Elizabeth’s life. This will include looking at the Queen’s Coronation * Finding out about the importance of bees. | | * Discovering how palaeontologists find out about dinosaurs. * Locating different places on a map that Emma Jane has visited in our key text * Creating their own maps to show the journey that Emma Jane went on. * Following a map to find dinosaur eggs located in our school. * Looking a picture so planes in the past and comparing them to planes nowadays. | |
| **RE Scheme :** Story Time | | **RE Scheme:** God | |
| **Suggested additional Provision and Provocations**  **(We have a particular focus on activities that support oracy and collaborative )** | | **Suggested additional Provision**  **(We have a particular focus on activities that support oracy and encourage collaborative thinking)** | |
| * Celebration/ Party set up in the outdoor area * Resources for children to role play May Day Celebrations * Small world mini-beasts amongst a range of natural resources. | | * Materials for children to role play carrying out dinosaur excavations. (Possibly in the sand tray) * Dinosaur Den role play area * Aeroplane role play area set up ( Possibly in the outdoor area) | |
| **Learning Experiences and Continuous Provision to support Physical Development** | | * **Learning Experiences and Continuous Provision to Support Physical Development** | |
| * Opportunities to explore out door area and playground equipment that involves further developing gross motor skills of balance co-ordination and upper arm strength * Gross motor activities will include throwing and catching, balancing on beams, exploring the adventure and tyres and opportunities to dance and add action to songs. * Practising for our May Day Celebrations. This will involve engaging in energetic physical activity and developing their ability skip. * Daily fine motor skills will be incorporated into the provision in accordance with the needs of the children. There will be a strong focus on cutting skills. | | | |
| **PE Unit or Work: Introducing Static and Dynamic Balancing** | | **PE Unit of Work:** Introducing sending and receiving skills | |
| **Handwriting Focus:**   * Curly Caterpillar letters   c a d s o g q   * Revising letters that children have found challenging | | **Handwriting Focus:**   * Zig Zag family letters   v w x z   * Letter formation of all letters from all letters covered during the year. | |
| **Further Enrichment Activities** | | | |
| **Further Enrichment Activities** | **Visiting the Local Park** | | **Knebworth House visit to take part in the Dinosaur Workshop.** |