

Reception Summer Two Overview 2024-25

Topic: Around the World

Key Texts: *Handa's Surprise* by Eileen Browne; *Rumble in the Jungle* by Giles Andreae; *Hot and Cold* by Eric Carle

Key Curriculum Drivers: Hot and Cold Places around the World

Key Dates		Fathers' Day (15th June)			P.E. day (Weds 2nd July)		
	Week 1 Hot places Handa's Surprise	Week 2 Hot places Rumble in the jungle	Week 3 Cold places Hot and cold	Week 4 Pre-historic animals Dinosaurs	Week 5 Sports Week Wimbledon Olympics	Week 6 Holidays	Week 7 Jacqui C Smith illustrator
Personal Social and Emotional	<p>Self-regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to the needs of others 						
	I know that I can do more things now than I could when I was younger. I know that I will be able to do more things when I am older. I know that we are all good at different things. I can tell you what I like doing and learning. I can try new things in my learning.	I can tell you what a goal is. I can set a goal for myself. I can tell you what I want to achieve and how I am going to do so.	I know that we are all good at different things. I can say what I am going to do next. I can tell you what I like doing and learning. I can tell you what I have done and the things that worked well.		I can set a goal for myself. I can focus my attention and start a task. I can concentrate on what I am doing. I can tell you what I want to achieve and how I am going to do so.		I can work to reach my goal. I know that working hard is important to reaching a goal.
Communication and Language	<p>Listening Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions, and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding 						

	<ul style="list-style-type: none"> Hold conversations when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 						
	To use new vocabulary to re-tell Handa's Surprise, using some repeating phrases and sentences, and some of their own words.	Look at the jungle animals and talk about similarities and differences, and complete the table.	To use new language/facts to talk about different words. To use descriptive words to describe the animal they have created.	To describe different dinosaurs and compare opposites.	To talk about different sports people and the different sports they know.	To role play an airport and the different roles.	To be able to talk about how they have changed this year To be able to talk about what they are looking forward to next year.
Literacy	<p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems, and during role play <p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <ul style="list-style-type: none"> Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <p>Writing</p> <p>Write recognisable letters, most of which are correctly formed</p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others 						
	Retell the story of Handa's Surprise using language first, then, next. Use their phonic knowledge to write new words.	Write an animal fact using finger spaces, capital letters and full stops.	Write an animal fact using finger spaces, capital letters and full stops.	Write a dinosaur story using simple phrases and sentences that can be read by others.	Design a poster for sports day. Write about their favourite sport.	Make a passport, boarding pass and airport signs.	Write a thank you letter to a teacher who is special to them.
Little Wandle Phonics Summer 2: Week 1-5							
Physical Development	<p>Gymnastics</p> <ul style="list-style-type: none"> Develop control and coordination when moving in different ways (jumping, balancing, rolling, climbing) Show increasing confidence in moving over, under, and through apparatus safely 						

<p>Get Set 4 P.E.</p>	<ul style="list-style-type: none"> • Explore different ways of travelling (e.g., hopping, skipping, crawling) • Use core strength to hold balances on hands, feet, or other body parts • Copy and remember simple sequences of movements and shapes • Land safely from a jump with bent knees • Develop spatial awareness in relation to others and the environment • Use arms and legs together in a coordinated way when balancing or moving • Experiment with body shapes (curled, stretched, wide, narrow) 					
<p>Maths</p>	<ul style="list-style-type: none"> • Learn to share objects equally by distributing them one at a time to each group • Group objects into sets of a given number, reinforcing counting skills and the concept of equal groups • Begin to identify odd and even numbers based on whether objects can be equally shared or grouped • Recognise and continue repeating patterns, including more complex patterns • Design their own repeating patterns, identifying the unit of repeat and describing the pattern rule • Develop spatial awareness by describing positions, directions, and movements • Investigate relationships between numbers, shapes, and patterns, enhancing their reasoning skills • Engage in activities that require them to make predictions, test ideas, and explain their thinking, children develop problem-solving and reasoning abilities • Apply their mathematical understanding to new and varied situations, making connections across different areas of learning 					
<p>Maths</p>	<p>Sharing and grouping: Explore sharing, sharing, explore grouping</p>	<p>Sharing and grouping: Grouping, even and odd, sharing, play with and build doubles</p> <p>Visualise, build and map: Identify units of repeating patterns</p>	<p>Visualise, build and map: Create own pattern rules, explore own pattern rules, replicate and build scenes and constructions, visualise from different positions, describe positions, give instructions to build</p>	<p>Visualise, build and map: Explore mapping, represent maps with models, create own maps from familiar places, create own maps and plans from story situations</p>	<p>Make Connections: Deepen understanding, patterns and relationships, solving problems</p>	<p>Consolidation</p>
<p>Understanding the world</p>	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 					

	Draw information from a simple map. Look at a map/globe. Can they draw a map of Africa with Kenya in?	Sort animals into their correct habitat – rainforest, ocean and desert.	David Attenborough Caring for our planet- Learn about ocean plastic or melting ice and talk about how we can help (e.g., recycling, turning off taps). Show a gentle clip of polar bears, whales, or penguins from Attenborough’s series. Discuss what do you see? What do you hear? What does David Attenborough want us to learn?	Match dinosaur pictures to simple facts (e.g. “I have a long neck,” “I eat plants”). Discuss how the world has changed.	Discuss what happens to our body when we run, jump, or throw. Introduce sports from different cultures. Create country flags and cheer for “teams” from around the world.	Create a map	
Expressive Arts	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories <p>Being imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music 						
	Explore the paintings of animals by the artist Franz Marc Create a painting of an animal Music: Learn “I bought me a cat” and “Ants in my pants”	Explore “Tiger in a Tropical Storm” by Henri Rousseau Design and make an animal mask Music: Consolidate “I bought me a cat” and “Ants in my pants” Learn “Alice the Camel”	Create a paper collage of an animal Music: Learn to play instruments and take turns	Use instruments to explore the different sounds dinosaurs could make Music: Compose a soundscape using percussion instruments	Explore the art of Leroy Neiman Experiment with textures and different tools such as tennis balls, bats, sponges to stamp or drag paint across paper Music: Compose a soundscape using percussion instruments	Explore the art of Jacqui C Smith Create a self-portrait Music: Polish and perform their soundscape using percussion instruments	