

Communication and Language

- The importance of being a good listener.
- Question the children about their experiences and choices for planning, and encourage children to do the same.
- Recall and retell stories using pictures or puppets and role play.

GREENFIELDS COMMUNITY PRIMARY SCHOOL



Foundation Stage 2 (Reception)
Summer 1 CURRICULUM OVERVIEW
What if the sun doesn't shine? Will the fruit and vegetables grow? (Oliver's vegetables. Oliver's Fruit Salad. Handa's Surprise.)

Expressive Arts and Design

- Role play The Garden Centre and 'Whatever you want' and themes linked to traditional stories.
- Painting using a wide range of resources available for independent choice.
- We will look at different artists. What techniques/colours/themes have they used? Monet, Van Gogh, Mondrian
- Making /building castles and bridges.

Literacy

- Regular story times.
- Continue to collect the class' favourite books to re-read regularly.
- Read ORT books and key words (home reading)
- Further independent reading opportunities: Stories, non-fiction books linked to topic.
- Retell and recount traditional stories using pictures and props, and simple sentences.
- Use story language, highlighting and reinforcing the story language (once upon a time, happily ever after) and repeated refrains, e.g. (fee fi fo fum...).

Understanding of the World

- Daily access to a range of programs, games and activities on the iPad, classroom computer and IWB.
- Use of pupil digital camera.
- Bee-Bots as a teacher resourced activity.
- To use internet to research self-interests or topic related subjects.
- CD player
- Observe animals and plants in the garden during outdoor play and garden preparation activities. Discuss differences and changes.
- Planting seeds
- Seasonal change: summer and the effects on humans, plants and animals.
- Keeping warm or cool and the effects of the sun.

Physical Development

- Food technology - mixed lettuce salad, potatoes cakes, making bread, porridge, green fruit kebab
- Forest school
- Games skills- controlling and passing a ball (striking, aiming at a target, passing, dribbling)
- Dance/ movement- British Folk Dances
- Yoga
- Using simple tools to develop fine motor skills e.g. rolling pins, cutters, scissors
- Climbing on, over, through and around large apparatus, pedaling a bicycle
- Independent dressing for Outdoors, PE, etc.
- Taste vegetables and say why they are good for you
- Gardening

Personal, Social and Emotional Development

- Introduce house points and how they can be earned
- Encourage children to find ways to solve conflicts in their own play
- Working together as a class, in a group and with a partner
- Talk about feelings of characters in stories e.g. Daddy bear, baby bear, Goldilocks, Little Red Hen
- Opportunities to listen to peers and visitors at small group times, to ask appropriate questions, and to share their own knowledge
- Review child initiated learning- celebrate what children have done, talk about what they might do better next time and to share ideas with others. Encourage other children to ask questions, make suggestions.

Mathematics

- Recognising teen numbers and other 2 digit numbers as x ten and x more
- Counting forwards and backwards in 1s, 2s, 5s and 10s to 100.
- Halving of quantity, shape, etc.
- Sharing between 2/ 3/ and 4
- Addition by counting on to 20; addition of 3 groups/ addition of doubles/ addition of money
- Subtraction within 20 by counting back
- 3D and 2D shape- problem solving and estimation
- Using positional language to describe toys, cubes, and to guide a blindfolded child
- Time

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