




Reception Summer Term

A


Essential Knowledge
across the EYFS curriculum

Main Topic	Term 3A
	<p data-bbox="533 295 2033 411"><i>Key Texts and rhymes to support our learning across the curriculum:</i></p> <p data-bbox="443 422 1339 518"><i>The woolly bear caterpillar by Julia Donaldson Seed to Plant - National Geographic</i></p> <p data-bbox="913 526 1646 582"><i>Fantastic 5 Nursery Rhymes</i></p> <ol data-bbox="974 598 1635 853" style="list-style-type: none"><i>1. Heads, Shoulders, Knees and Toes</i><i>2. London's Burning</i><i>3. The Farmer's in his den</i><i>4. There was a Princess Long Ago</i><i>5. 10 Green bottles</i> <p data-bbox="985 917 1579 965"><i>Marvellous maths rhymes</i></p> <p data-bbox="873 973 1691 1133"><i>5 Little monkeys jumping on the bed One, Two, Buckle My Shoe Ten Green Bottles</i></p> <p data-bbox="443 1141 1635 1189"><i>Wider reading spine (including fiction, non-fiction and poetry)</i></p> <p data-bbox="940 1197 1624 1412"><i>Teeth, Tails & Tentacles - Christopher Wormell Counting Wildflowers - Bruce McMillan 1 is One - Tasha Tudor 123 A Child's First Counting Book - Alison Jay Best Counting Book Ever - Richard Scarry Fish Eyes: A Book You Can Count On - Lois Ehlert</i></p>



Reception Essential knowledge across the curriculum

	<p>10 Minutes Till Bedtime - Peggy Rathmann One is a Snail, Ten is a Crab - April Pulley Sayre and Jeff Sayre Quack and Count - Keith Baker Ten Black Dots - Donald Crews 1-2-3 of Art When I grow up - sporting heroes Little People Big Dreams - various Brilliant Recycling Project Book</p>
	<p style="text-align: center;"><i>To the ends of the earth</i></p> <p>Essential 2: Listen to and begin to retell the story of Pentecost. Know that the Holy Spirit was a gift given by Jesus at Pentecost. Know that Pentecost is a celebration for the Church. Understand that Sunday is a special day for the church to celebrate. Know the parish family meet in the parish church to celebrate by singing, listening to stories and saying prayers. Hear some of the stories of the early Christian communities. Know that the Good News was told to people by the early Christian community.</p> <p>CST: Know that we are called to live as family & community and Solidarity. Listen to the story of Shristi the sun bear and know that this tells us about helping one another as Jesus did. Learn the Cafod Solidarity prayer.</p>
	<p style="text-align: center;">Essential 2:</p> <p>Pentecost Disciples Holy Spirit</p>




Reception Essential knowledge across the curriculum

	<p><i>Christian Good News Celebration Feast Community Solidarity Miracles Praising</i></p>
<p>Personal, Social & Emotional Development</p> 	<p>Essential 2</p> <p><i>Healthy Me - exercise, healthy food, keeping clean, safety</i></p> <p>Know what the word 'healthy' means • Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know what to do if they get lost • Know how to say No to strangers</p> <p>Make links to key texts and think about social phrases and greetings we use when we greet one another.</p> <p>Discuss how key characters feel at different parts of a story.</p> <p>When experiencing handling caterpillars/minibeasts, work together to develop a set of rules to follow to keep us and the creatures safe.</p> <p>Work as part of a group when working on a collaborative project; e.g. making an obstacle course, acting out the story.</p> <p>Manage own self-care needs during the summer months; getting appropriately dressed, drinking enough water, sitting in the shade.</p> <p>Continue to develop understanding of why we have rules and how they keep us safe.</p> <p><i>Vocabulary: greet, meet, welcome, feel, feelings, worry, happy, excited, nervous, upset, rules, safe, safety, protect, together, listen, share, hear, turns</i></p>
<p>Communication & Language</p>	<p>Essential 2</p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound</i></p>

Reception Essential knowledge across the curriculum

	<p>Learn rhymes, poems and songs.</p> <p>Respond to what they hear, using relevant comments and questions to clarify their understanding.</p> <p>Re-enact and retell simple texts (fiction & non-fiction), using some vocabulary & language structures from the text.</p> <p>Listen to & talk about non-fiction books, developing a familiarity, with new knowledge and vocabulary.</p> <p>Share non-fiction facts linked to focus text/theme.</p> <p>Hold conversations when engaged in back-and-forth exchanges.</p> <p>Participate in group discussions.</p> <p>Understand and use recently learnt vocabulary during discussions about stories, non-fiction, rhymes & poems and during role play.</p> <p>Articulate their ideas & thoughts in well-formed sentences, including the correct use of tenses; and use of conjunctions with some practitioner support.</p> <p>Vocabulary: listen, talk, enjoy, turns, share, fiction, non-fiction, conversation</p>
<p>Physical development</p>  <p>Gross motor</p>	<p>Essential 2:</p> <p>Watch videos of minibeasts/insects and copy the way that they move including large and small movements up high and down low.</p> <p>Use animal movements in an obstacle course.</p> <p>Use throwing skills to aim a beanbag into a target.</p> <p>Whilst playing a target game, make marks and keep a tally for the score.</p> <p>Vocabulary: move, fast, slow, faster, slower, high, low, large, small, crawl, hop, jump, wriggle, wriggling, aim, target, throw, strong, push</p>
<p>Fine motor</p>	<p>Essential 2:</p>

Reception Essential knowledge across the curriculum


 	<p>Use a range of modelling tools with increasing control when working with clay.</p> <p>Use fine motor skills of pinching, stretching, twisting and pulling when working with clay.</p> <p>Use different sized brushes with increasing control.</p> <p>Use different media to make caterpillar/snail trails to form target letter correctly.</p> <p>Vocabulary: control, hold model, modelling, shape, twist, pull, pinch, smooth, trail, brush, wide, thin, wider, thinner, direction, follow.</p>
<p>Literacy:</p>  <p>Word reading</p> <p>Also see the progression in RWI (phonic programme) information.</p>	<p>Essential 2:</p> <p>Know and apply the RWI phonics programme to read words and sentences at a stage appropriate level.</p> <p>Use blending and segmenting skills to decode unfamiliar words containing GPC.</p> <p>Know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Consolidate pre-phonetic skills of alteration, rhythm and rhyme, oral blending and segmenting.</p> <p>Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends).</p> <p>Begin to blend sounds together to read words that include di or trigraphs.</p> <p>Refine blending and segmenting skills to build up confidence and fluency.</p> <p>Read labels, captions and some simple sentences in line with phonic knowledge.</p> <p>Know some common exception words in line with the RWI programme.</p> <p>Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment.</p> <p>Vocabulary: sound, special friends, blend, read, sentence, start, end.</p>

Reception Essential knowledge across the curriculum



Comprehension	<p>Essential 2: <i>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Connect one idea or action to another using a range of connectives.</i></p> <p><i>Describe events in some detail.</i></p> <p><i>Re-enact & retell simple stories, using some vocabulary and language structures from the text and their own innovation.</i></p> <p><i>Begin to share non-fiction facts linked to focus text/theme.</i></p> <p>Vocabulary: fiction, non-fiction, information, facts, retell, order</p>
Writing	<p>Essential 2: <i>Spell CVC words with taught phonemes and digraphs.</i></p> <p><i>Spell some common exception words in line with the RWI programme.</i></p> <p><i>Begin to write a caption or short sentence.</i></p> <p><i>Attempt to use spaces between each word.</i></p> <p><i>Begin to use a capital letter and full stop.</i></p> <p><i>Orally rehearse a caption/sentence before writing it.</i></p> <p><i>Re-read what they have written to make sure it makes sense.</i></p> <p><i>To write a caption or sentence for a range of purposes.</i></p> <p><i>Write a non-fiction caption for an illustration.</i></p> <p><i>Label illustrations of the life cycle of a caterpillar.</i></p>




Reception Essential knowledge across the curriculum

	<p>Write a fact card about caterpillars, moths or butterflies.</p> <p>Vocabulary: spell, Fred talk, sound, letter, sentence, caption, label</p>
<p>Mathematical development</p>  <p>Number</p>	<p>Essential 2: Count beyond 10.</p> <p>Explore how to represent the numbers 11, 12 & 13 using loose parts in different ways.</p> <p>Begin to recognise patterns in numbers beyond 10.</p> <p>Begin to know that numbers beyond 10 are made up of ten and ones.</p> <p>Use manipulatives to explore the structure of numbers beyond 10.</p> <p>Count beyond 20.</p> <p>Explore number representations beyond 20 and begin to identify patterns within the number system.</p> <p>Engage with number lines and number squares so build experience in recognising 2 digit numbers larger than 20.</p> <p>Vocabulary: number, ten, ten frame, how many?, total</p>
<p>Numerical patterns</p>	<p>Essential 2: Know that the quantity of a group can be changed by adding more.</p> <p>Know that the quantity of a group can be changed by taking items away.</p> <p>Build mathematical stories in contexts that include adding and subtracting.</p>





Reception Essential knowledge across the curriculum

	<p>Use mathematical stories to work out how many items were added or taken away.</p> <p>Working with 2D shapes to group and sort into different criteria.</p> <p>Identify the 'odd one out' in a group of shapes.</p> <p>Use mathematical vocabulary to explain why a shape does not belong in a group.</p> <p>Explore how shapes will look when they have been rotated into different positions.</p> <p>Know that shapes can be composed of other shapes.</p> <p>Explore making a larger shape using smaller shapes.</p> <p>Use positional language to describe where shapes are in relation to one another in a group.</p> <p>Use the words next to, below, above, between to describe position.</p> <p>Decompose a shape by placing or drawing lines to find a smaller shape within the larger shape.</p> <p>Use 2D shapes to copy or create a shape picture.</p> <p>Use mathematical vocabulary to describe how the shapes have been placed and/or rotated.</p> <p>Recognise and name 2D shapes within a 3D shape.</p> <p>Vocabulary: add, more, how many?, altogether, first, then, now, 2D, shapes, square, circle, large, small, triangle, rotate, turn, move, complete, position, tangram, below, above, between</p>
<p>Understanding the world - Past and Present</p>	<p>Essential 2:</p> <p>Explore life cycle of a caterpillar/butterfly and place in a sequence.</p> <p>Use sequential language to describe a life cycle.</p>

Reception Essential knowledge across the curriculum

	<p><i>Vocabulary: then, now, same, different, old, older, new, newer, order, first, then, next, after</i></p>
<p>Understanding the world - People, culture & communities</p> 	<p><i>Essential 2:</i> Go on minibeast hunts in different locations in the local environment. Use Nature Park activities to help map signs of nature in the local environment. Observe and draw what they see whilst completing field work.</p> <p><i>Vocabulary: local area, nature, environment, creatures, animals, habitat, home</i></p>
<p>Understanding the world - The Natural World</p> 	<p><i>Essential 2:</i> Observe the stages of a life cycle of a caterpillar. Sequence pictures of a life cycle of a caterpillar. Take part in a minibeast hunt in the local area. Talk about what they have observed. Draw a variety of minibeasts/insects, naming them and add simple labels. Discuss what they found and why these animals live there. Talk about why minibeasts and plants need each other.</p>

Reception Essential knowledge across the curriculum

	<p>Find out about the difference between moths and butterflies.</p> <p>Vocabulary: <i>Lifecycle, egg, caterpillar, chrysalis, butterfly, habitat, change, minibeast, insect, habitat</i></p>
<p>Working scientifically</p>	<p>Essential 2: While playing demonstrate their curiosity by talking about what they wonder. Form their own questions with support. Describe what they see, hear and feel whilst outside. Continue to use magnifying glasses and begin to use magnifiers. Use pipettes and syringes in their investigations. Make comparisons using non-standard units of measure. Matching objects and pictures. Sort and group objects sometimes using their own criteria. Use pre-prepared tables to record observations. Sometimes draw and write labels to record their observations.</p>
<p>Expressive arts & design</p>   <p>Creating with materials</p>	<p>Essential 2: Use different media to create a sculpture of a minibeast on a small scale (individually) and also on a large scale as part of a group. Carry out observational drawings of minibeasts whilst on fieldwork. Observe colours in the local environment and use primary colours to mix and match colours. Use a variety of collage materials of different textures to create a collage of a minibeast. Vocabulary: <i>sculpture, model, shape, add, change, smooth, twist, pull, stretch, shape, draw, detail, copy, colour, shades, match, mix, dark, light, darker, lighter, collage, rip, tear, cut</i></p>
<p>Being Imaginative & Expressive</p>  	<p>Essential 2: Learn a variety of songs, poems & rhymes linked to text and theme: <i>'There is a tiny caterpillar song', Out of the Ark Minibeast songs</i> Make up and perform a dance using music inspired by minibeast/insects: <i>Flight of the bumblebee by Rachmaninoff or the Butterfly waltz by Charles Janon.</i> Use scarves and fabric as part of movement to music.</p>




Reception Essential knowledge across the curriculum

Retell/act out familiar stories using role play/stick puppets.

Vocabulary: song, rhythm, beat, loud, louder, quiet, quieter, speed, move, dance, dance move, sequence, order, listen, tell, story

Reception Essential knowledge across the curriculum

<p>Computing</p> 	<p>Through all areas of the curriculum, children will experience and develop their skills of using:</p> <p>Interactive White board Ipads Beebots</p> <p>Through PSHE and RSHE, the theme of safety, including online safety will be explored at an age and stage appropriate level.</p>
<p>Examples of yearly themes/Events</p> <p>Cultural capital</p>	<p>Ascension celebration Pentecost celebration Walk in the local area Cultural diversity week</p>