



TOPIC OVERVIEW



Year Group:	Reception	Term:	Summer 1 / Traditional Tales
Personal, Social and Emotional Development		Communication and Language	
<p>PSED – MF&B</p> <ul style="list-style-type: none"> 30-50m – Aware of own feelings, and knows that some actions and words can hurt others’ feelings 40-60m – Beginning to be able to negotiate and solve problems without aggression ELG - Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. 		<p>C&L – S</p> <ul style="list-style-type: none"> 30-50m – Responds to simple instructions 40-60m – Responds to instructions involving a two-part sequence ELG –Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 	
Physical Development		Literacy	
<p>PD – M&H</p> <ul style="list-style-type: none"> 30-50m – Can copy some letters 40-60m – Handles tools, objects, construction and malleable materials safely and with increasing control ELG - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. <p>PD – H&SC</p> <ul style="list-style-type: none"> 30-50m – Understands that equipment and tools have to be used safely 40-60m – Practices some appropriate safety measure without direct supervision ELG –Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 		<p>Lit – R</p> <ul style="list-style-type: none"> 30-50m - Beginning to be aware of the way stories are structured / suggests how the story might end. 40-60m – Can segment the sounds in simple words and blend them together / Begins to read words and simple sentences ELG – Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. <p>Lit – W</p> <ul style="list-style-type: none"> 30-50m – Sometimes gives meaning to marks as they draw and paint 40-60m – Hear and says the initial sound / segment the sounds in simple words and blends them together / attempts to write a sentence ELG - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	
Maths		Understanding the World	
<p>M – N</p> <ul style="list-style-type: none"> 30-50m – Compares two groups of objects, saying when they have the same number 40-60m – In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting 		<p>UW – T</p> <ul style="list-style-type: none"> 30-50m – Knows that information can be retrieved from computers 40-60m – Completes a simple program on a computer ELG –Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 	

<ul style="list-style-type: none"> • ELG - Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. <p>M – SSM</p> <ul style="list-style-type: none"> • 30-50m – Beginning to talk about the shapes of everyday objects • 40-60m – Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes • ELG - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. 	
<p style="text-align: center;">Expressive Arts and Design</p>	<p style="text-align: center;">Enriching the Curriculum (Visits, Visitors, Special Days)</p>
<p>EAD – BI</p> <ul style="list-style-type: none"> • 30-50m – Uses available resources to create props to support role-play • 40-60m – Introduces a storyline or narrative into their play • ELG – Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<ul style="list-style-type: none"> • Story telling Day