

*Be  
Ready*

*Be  
Respectful*

# St Anne's C E Primary School

## Reception Curriculum Overview Summer

*Be  
Responsible*

*Be  
Safe*

### Communication, Language and Literacy

We continue to learn our phonic sounds through Super-sonic Phonics. We will learn new sounds and continue to embed the sounds we already know.

We will apply our sound knowledge when writing labels and simple sentences, focusing on forming our letters correctly.

We will listen to a wide range of fiction, non-fiction and poetry books within our theme. We will discuss the difference between the types of books and explore rhyme.

We will participate in discussion and hold a back and forth conversation. We will offer explanations as to why things happen.

We will listen carefully and ask questions, responding to what our friends say asking how and why.

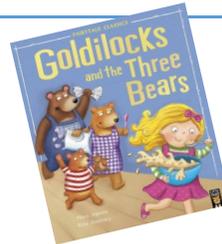
### Characteristics of Learning

*Perseverance*

*Listening*

*Team work*

*Kindness*



### Wow Moment!

**Caterpillars to butterflies**

**Growing a beanstalk/sunflower**

### Topic/Theme

#### Once upon a time...

We will be exploring lots of Traditional Tales. We will enjoy a wide range of fiction, non-fiction and poetry books about Traditional Tales, growing plants and instructions. We will look at the features of Traditional Tales and the repetitive language used in these. We will be thinking about the different characters, the similarities and differences between the stories we read and the settings the stories take place in. We will also be learning about the structure of a story; the beginning, the middle and the end. We will use this learning to help us develop our understanding of vocabulary.

### Mathematical Development

#### Number

Building 9 and 10

To 20 and beyond

Sharing & Grouping

#### Shape, Space and Measure

Exploring 3D shapes

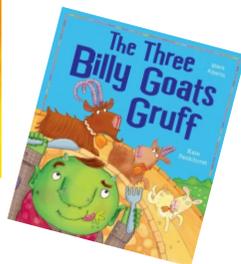
Manipulate, Compose and Decompose

### Writing

- \* Labelling a character.
- \* Recount.
- \* Retell of a Traditional Tale—ordering.
- \* Instructions to plant a bean.
- \* Sequence 2/3 sentences within purposeful fiction/non-fiction writing.

### Homework and Reading

Please make sure children continue to complete their homework weekly and reading books are returned.



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### Understanding the World

- \* To look at changes in living things and look at life cycles, ordering events to show changes over time.
- \* Using Traditional Tale settings, use as a stimulus to talk about what life is like in the setting for the characters then and now.
- \* Listen to events from stories and place them in chronological order.
- \* Talk about people in society and their roles linked to what they have read.
- \* Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- \* Understand the past through settings, characters and events encountered in books read in class and storytelling.
- \* Growing plants, Observing changes.
- \* Sorting and classifying farm animals.
- \* Should Goldilocks say sorry?



**Vocabulary:** Once upon a time..., suddenly, long ago, in a flash, hero, heroine, wicked, evil, prince, forest, wood, axe, adventure, tale, character, setting, fiction, happily ever after, cottage, scared, brave, blurb, author, illustrator.

**Book Links:** Goldilocks and the Three Bears, The Gingerbread Man, The Three Billy Goats Gruff, Little Red Riding Hood, Jack and The Beanstalk, The Three Little Pigs, The Tiny Seed by Eric Carle, The Growing Story by Ruth Krauss, The Bug Collector by Alex Griffiths, The Butterfly Bouquet by Nicola Davies, various poetry books and non-fiction books relating to growing plants.

### Physical Development

We will demonstrate balance, strength and co-ordination. We will develop fluency as we carefully create and draw and will use our tripod grip whilst writing.

PE will be taken by Wigan Athletic and will continue to take place every Friday AM.

Forest School will be every 7 weeks.

### Expressive Arts & Design

- \* Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function—sculpture.
- \* Explore, use and refine a variety of artistic effects to express ideas and feelings—create an animal sculpture.
- \* To listen attentively and express their feelings through music.

### RE

#### Special Places

What makes a place special?

#### Special Times

How do we celebrate special times?

