

## Knowledge and Understanding of the World

This challenge involves lots of sensory play and enables children to develop their vocabulary around the senses. It is a great opportunity to develop children's skills in listening to the opinions of others and giving their own opinions and views.

Each week we will be answering questions and learning all about our 5 senses.

- Why do some things taste nice?
- What made that noise?
- What's in the box?
- Where do smells come from?
- What do you spy with your little eye?
- What is it really?

30-50 Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

40-60 Show interest in the lives of people familiar to them.

Notice that other children don't always share same interests.

Notice that others have different special days, e.g. birthdays.

**Eye on the goal -They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.**

## Reception

### Summer 2 Curriculum Map

Big Learning Question (Theme):  
**How do we make sense of the world?**

### Links to Our School Values & The British Values?



Pupils will be learning about individual liberty  
And how we are free to hold our own beliefs and faith, and about democracy.

### Expressive Art & Design

The children will be provided with a variety of opportunities to experiment and learn about their 5 senses

30-50 Developing preferences for forms of expression. Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs, including rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences and builds stories around toys, e.g. farm animals needing rescue. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative.

**Eye on the goal -They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.**

## Literacy

Learning will be based on a variety of different text:

The 5 Senses by Nuria Roca

I will never not eat a tomato by Lauren Child

Freddie and the fairy by Julia Donaldson

Even fairies need glasses by Sienna Williams

These books will teach the children all about their 5 senses

30-50 Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Understands 'sentences' have a beginning and an end. Use recognisable letters from own name.

40-60 Attempts to write short sentences in meaningful contexts. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

**Eye on the goal -They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible**



## Maths

The children will be learning about single digit number sentences and counting in 2's, 5's and 10's

30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Compares two groups of objects, saying when they have the same number.

40-60 Recognise some numerals of personal significance. Finds the total number of items in two groups by counting all of them and starting to use 'counting on'.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting including counting on and back.

**Eye on the goal -Using quantities and objects, they add and subtract two single-digit numbers**

## Physical development

**Overarching aims of this term are:**

30-50 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.

40-60 Handles tools, objects, construction and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Eye on the goal -They handle equipment and tools effectively, including pencils for writing.

## PSED

**Overarching aims of this terms theme:**

30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Eye on the goal -They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## Communication language and literacy

**Children will be learning to:**

30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall.

40-60 Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story.

Shows interest when presented with alternative possibilities.

**Eye on the goal -They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.**

## Save The Dates!



Day: School trip to The Science Museum

Tuesday 4th June 2019



Finish: A sensory guessing game with prizes for the winners