

### Personal, Social and Emotional Development (PSED)

**Making relationships:** Play cooperatively, taking turns, sharing and managing minor conflicts independently; show sensitivity to the needs of others; understand how they are both similar and different to their peers.

**Self-confidence and self-awareness:** Show confidence when they approach new activities and talk about why they like one thing more than another; be confident to say when they do or do not need help with something.

**Managing feelings and behaviour:** Talk about how they and others are feeling, and how feelings are demonstrated; know what behaviour is confident and why some behaviour is unacceptable; accept consequences for behaviour and know how to move forwards; know how to adjust their behaviour to different situations and why they might need to do this.

### Literacy (L)

**Reading:** Be able to read sentences that include both decodable and irregular (tricky) words; enjoy a wide range of books (fiction and non-fiction) and use the vocabulary that they learn from these books; begin to read with expression; answer questions about what happens in a story (how, where, what, who, why...)

**Writing:** Be able to write simple sentences using phonic knowledge to spell phonetic words and write a number of irregular words from memory; write for a range of purposes, e.g. labels, lists, stories, to recall events; use some simple punctuation (full stops, capital letters) and write words with space between.

## Reception Curriculum Map Summer

### Communication and Language (CL)

**Listening and attention:** Show sustained concentration on a range of tasks, both adult and child-led; listen to stories and anticipate key events; respond appropriately to questions from others, both adults and other children.

**Understanding:** Follow instructions involving several steps; answer 'how' and 'why' questions.

**Speaking:** Express themselves clearly and effectively, showing an understanding of the listener needs, e.g. looking at the person while speaking; use more complex language to talk about past, present and future events; use language to explain their ideas and to talk about events in detail.

### Mathematics (M)

**Numbers:** Count beyond 20 with confidence and back from 20 to 0; confidently order and write numbers to 20; say which number is missing in a sequence; add and subtract using objects; know some number bonds to 20, e.g. 5+5, 17+3 etc; be able to double and halve numbers up to 20; be able to share up to 20 objects equally; solve problems using number knowledge.

**Shape, space and measure:** Know the names of 3D shapes (cube, cuboid, pyramid, cone, sphere, cylinder); use mathematical language to describe shapes with confidence; sort and order objects by height, weight, length and capacity; tell the time to the hour on an analogue clock or watch; recognise all UK coins and be able to say how much some coins are worth.

### Outdoor Experiences

Our outside classroom;  
Nature reserve visits;  
class trip (TBC)

### Physical Development (PD)

**Moving and handling:** Use a range of small and large tools safely and effectively; write the majority of the letters of the alphabet with correct letter formation; begin to write on a line; move confidently in a range of ways, e.g. running, jumping, skipping, hopping etc; balance on one leg for a short time.

**Health and self-care:** Know why physical exercise is important and the effects it has on their body, e.g. strengthens muscles; talk about what a balanced diet includes and how this contributes to keeping them healthy; keep themselves safe without direct adult support.

### Expressive Arts and Design (EAD)

**Exploring and using media and materials:** Children demonstrate confidence in singing a range of songs, dancing and making music; experiment and explore how musical instruments work; safely use tools and materials to create models, using joining techniques, such as glue or tape, independently.

**Being imaginative:** Use what they have learnt about different media to choose and create a range of pictures and models; represent their ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 'Take One Picture' National Gallery Painting Study

### Understanding the World (UW)

**People and communities:** Talk about past and present events related to home and community; talk about the similarities and differences between themselves and others; talk about how different religions and cultures celebrate events.

**The World:** Make observations about plants, animals and people; understand how plants grow and decay; talk about how they have changed.

**Technology:** Children choose and use technology to support their learning and interests; use a range of different technology with confidence, e.g. camera, iPad, remote control toys; know how technology can help them.