

## Shipleigh CE Primary School Curriculum Overview Summer Term 2022 Oaks Reception

<b>Topic</b>	<b>Torches &amp; Tales - The Great Fire of London &amp; Traditional Tales</b>	
<b>Texts</b>	The Great Fire of London - Emma Adams, Toby & the Great Fire of London - Margaret Nash, Vlad & the Great Fire of London - Katherine Cunningham, The Baker's Boy and the Great Fire of London - Tom Bradman, People Who Help Us, Jack the Builder, Supertato	You Wouldn't want to be in the Great Fire of London - Jim Pipe, The Great Fire of London - Liz Gogerly, The Great Fire of London - Hawys Morgan, Sleeping Beauty, Red Riding Hood & other traditional tales
<b>Termly value</b>	Thankfulness	Thankfulness
<b>Visits/Visitors</b>	Lucy West's garden Vlad and Katherine Cunningham author visit	Lucy West's garden Firefighters Visit
<b>Literacy</b>	Phonics - RWI - Teach Set 2 sounds, particularly: ar or air ir ou oy • Teach reading of words containing these Set 2 sounds. • Build speed of reading words containing ay ee igh ow oo oo. Practise sitting quietly during an activity and listening to non-fiction books. Writing captions, timelines, diaries and factfiles.	Phonics - RWI - Teach Set 2 sounds, particularly: ar or air ir ou oy • Teach reading of words containing these Set 2 sounds. • Build speed of reading words containing ay ee igh ow oo oo. Practise sitting quietly during an activity and listening to stories. Character description, story sequence, Descriptions, Story Writing
<b>Communication &amp; Language</b>	Learn and use new vocabulary linked to The Great Fire of London. Understand how to listen carefully and why listening is important. Put our ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.	Learn and use new vocabulary linked to Traditional Tales and Fairy Stories. Understand how to listen carefully and why listening is important. Put our ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about fiction books.
<b>Understanding the World</b>	Think about where England and London are on a map and globe. Become more independent using ICT equipment in the classroom, and learn how to use some simple programs on the computer for phonics and numbers.	Learn about the differences between England and London since The Great Fire, thinking particularly about how people live. Become more independent using ICT equipment in the classroom, and learn how to use some simple programs on the computer for phonics and numbers.

	Learn about animal habitats in Britain and make different animal habitats	Explore food chains and what it means to be dead or alive.
<b>RE</b>	Bible Stories	Moral stories and fables
<b>Mathematics Number and Numerical Patterns</b>	Number names to 20, bonds, equal, next, match, more, ten frame, full, how many more?, altogether, subtract, take away, full, Order, number names to 20, next, what comes after, missing, most, filled, how many? More, fewer, estimate, Match, circle, square, triangle, rotate, Match, colour names, first, then, model, next, now, Number names 21-40, replicate, copy, same, where, beside, on top, cube, cuboid, block Tangram, square, triangle, parallelogram. Compare and measure zig-zag fire ladder heights using cubes ( <i>resources</i> ). Adding more, Taking away <b>Supertato weighing</b> Weigh and compare vegetables	Spatial reasoning, Numbers bonds to 5, right angle triangles, square, tangrams. Match outline/shape, Pattern Blocks Time different activities, find my pattern, doubling, Share beans Find my pattern, Sharing and grouping, Even and odd spatial reasoning Developing reasoning, problem solving, Patterns and relationships,
<b>Personal, Social and Emotional Development</b>	We will be thinking about 'Going for Goals' - what our own goals are and how we can achieve them. We will practise how to find a compromise with our friends. We will develop our confidence to share our own opinions. We will think about how our own actions can affect other people and adjust how we react.	We will be thinking about 'Moving On'. Preparing for the transition to Year 1. Making new friends and using our skills learnt in Reception to start learning on the National Curriculum.
<b>Expressive Arts &amp; Design</b>	Making Tudor buildings, making pet carriers, mixing colours for painting, singing London's Burning as a round, superhero masks, superhero gadgets	Create lively wake-up music, compose music to send giant to sleep, Making granny's house, playdough gadgets, making bread
<b>Physical Development</b>	We will be making our hands stronger so that we can control a pencil accurately and carefully. During PE and dance we will... <ul style="list-style-type: none"> <li>• experiment with moving in different ways to music.</li> <li>• Learn how to bounce, catch and throw different balls</li> <li>• Learn how to move in a game</li> </ul>	We will be making our hands stronger so that we can control a pencil accurately and carefully. During PE we will... <ul style="list-style-type: none"> <li>• experiment with moving in different ways.</li> <li>• Learn how to bounce, catch and throw different balls</li> <li>• Learn how to run on a track</li> <li>• Learn how to take part in competitive races</li> </ul>
<b>Computing</b>		

