
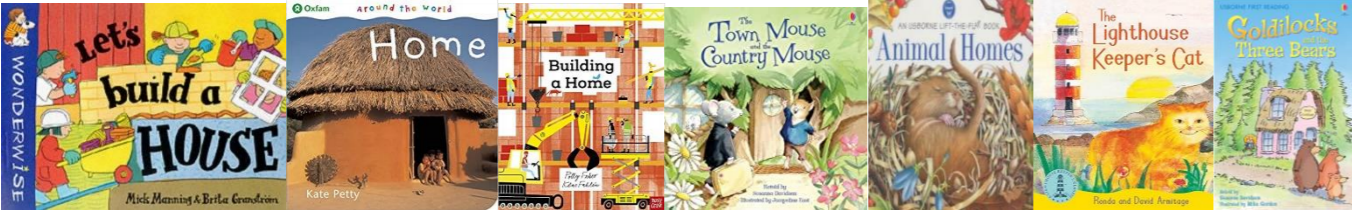




Reception Curriculum Map - YEAR 1 Summer 2 - Homes

 <p>Homes</p>	<p>Possible Ideas / Lines of Enquiry Out and About in Stottesdon Reading and creating maps Differences and Similarities to a hot location Explore materials to build a house</p>	<p>Experiences and Trips - Summer Term Swimming lessons at Highley Pool Forest School Sessions at Pool Meadow Pond dipping experience Whole School - Sports Day Transition Days to Year 1</p>	<p>Subject Vocabulary</p> <table border="1"> <tr> <td data-bbox="1941 222 2297 363"> <p>Terraced, Detached, Semi-detached and Bungalow,</p> </td> <td data-bbox="2297 222 2867 363"> <p>Houses are described as 'terraced', 'semi-detached' or 'detached' depending on whether they are joined with houses on both sides, on only one side or aren't joined at all.</p> </td> </tr> <tr> <td data-bbox="1941 363 2297 432"> <p>Building Materials e.g. brick, stone, tiles, cement</p> </td> <td data-bbox="2297 363 2867 432"> <p>Materials used to build houses/buildings.</p> </td> </tr> <tr> <td data-bbox="1941 432 2297 504"> <p>Architect, builder, carpenter</p> </td> <td data-bbox="2297 432 2867 504"> <p>People who design, build and create houses/buildings</p> </td> </tr> <tr> <td data-bbox="1941 504 2297 562"> <p>World, land, sea, country</p> </td> <td data-bbox="2297 504 2867 562"> <p>Parts of a world map</p> </td> </tr> </table>		<p>Terraced, Detached, Semi-detached and Bungalow,</p>	<p>Houses are described as 'terraced', 'semi-detached' or 'detached' depending on whether they are joined with houses on both sides, on only one side or aren't joined at all.</p>	<p>Building Materials e.g. brick, stone, tiles, cement</p>	<p>Materials used to build houses/buildings.</p>	<p>Architect, builder, carpenter</p>	<p>People who design, build and create houses/buildings</p>	<p>World, land, sea, country</p>	<p>Parts of a world map</p>
<p>Terraced, Detached, Semi-detached and Bungalow,</p>	<p>Houses are described as 'terraced', 'semi-detached' or 'detached' depending on whether they are joined with houses on both sides, on only one side or aren't joined at all.</p>											
<p>Building Materials e.g. brick, stone, tiles, cement</p>	<p>Materials used to build houses/buildings.</p>											
<p>Architect, builder, carpenter</p>	<p>People who design, build and create houses/buildings</p>											
<p>World, land, sea, country</p>	<p>Parts of a world map</p>											
<p>Core Books</p> 		<p>Talk for Writing Text</p> 		<p>Sticky Knowledge</p> <p>Houses can be built from a number of different materials, but some materials are better to use than others because they keep out wind and rain well.</p>								
<p>Nursery Rhymes Ten in a Bed Jack lives in a wooden box Ten green bottles Jack and Jill The Wheels on the bus The wiseman built his house on the sand I'm a Little Teapot</p>	<p>Phonics Little Wandle L & S Summer 1: Phase 4 blends VCC, CVCC, CCVC, CCVC, CVCC, CCCVC, CCCVC</p> <p>Tricky Words: said, so ,do, have, like, some , come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p>Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words independently.</p>	<p>Word Aware Concepts Early Bendy, bigger, heavier, taller, longer, biggest, heaviest, tallest, longest</p>	<p>Jigsaw PSHE Relationships Being a good friend Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>	<p>The place you live in is your home, whether it's a house with four walls and a roof, a flat that's part of a larger building or a caravan on wheels that can move around.</p>								
<p>Music Music Express Activities "Stories and Sounds": focus on structure Sing songs in relation to topic Explore and use effects to express ideas and feelings Listen carefully to rhymes and songs, noticing how they sound</p>	<p>Maths In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <ul style="list-style-type: none"> • Subitising • Counting • Composition • Sorting and matching • Comparing and ordering 	<p>RE What times/stories are special and why? What can we learn from the story? How does it help us choose how to be? Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</p>		<p>Houses are described as 'terraced', 'semi-detached' or 'detached' depending on whether they are joined with houses on both sides, on only one side or aren't joined at all.</p>								
<p>PE Athletics/OAA Swimming - Thursday Mornings Friday Forest Fun - Friday Afternoons</p>	<p>The children will also learn how to use the Rekenrek. A Rekenrek is a hands-on maths teaching resource used to help young children visualise and learn essential early years maths principles. These include counting and place value, cardinality, composing and decomposing numbers, subitising, and base 10. Using a Rekenrek helps children develop computational strategies when solving simple addition and subtraction problems. It's also an ideal tool for helping children develop mathematical vocabulary such as more than and less than.</p>	<p>RE etc.</p>		<p>The homes in your city, town or village may look different from yours - this could be because they were built at a different time, and from different materials</p> <p>We will be learning our home address, road name, village, town etc</p> <p>What rooms are in a house and what are their appropriate contents e.g cooker in the kitchen, a bed in a bedroom, a bath or shower in a bathroom.</p>								
<p>UTW Experiences (Science, History, Geography) Explore a range of materials Explore natural objects from the surrounding environments Building - what needs to be considered (pattern of bricks, materials used, shape and join materials) Different types of homes Grouping items - where do they belong Homes around the world Compare how materials change over time and in different conditions eg left bread/ fruit in different places Explore light sources / shadows Explore how objects/ materials are affected by forces Planned Field Work: Recycling Points on a school grounds map. Where to build a new house?</p>	<p>ART: Drawing Draw accurate representations of people and objects To talk about their own and others work To work from direct observation and imagination. Painting Explore working with paint on different surfaces and in different ways (e.g., different textured, coloured, sized, and shaped paper). To work from direct observation and imagination.</p>	<p>ICT: Continue mini mash and 2dos Using the computer to draw pictures (Summer Tree) Identifying electrical devices Targeting any key areas ready for Y1.</p>	<p>DT: Sculpture Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Develop the language to describe structures achieved. Structures can be made by putting separate objects or units together. (shape and join materials) Structures can be made and kept for a long time, others can be made and kept for a short time Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. Consider their outcome before making. DT Project: Design and make shelter for a minibeast /home</p>	<p>Imagination Indoor and Outdoor Role Play Area changed to children's reflect the children's interests. Using small world to retell the story of Talk for Writing stories / news/ experiences</p>								

