



Reception Summer 2: Homes and Houses

Our overview curriculum map aims to give a snapshot of the rich experiences and cycle of learning our children are submerged into. In addition, teaching and learning will reflect children's interests.

Subject Vocabulary

Terraced, Detached, Semi-detached and Bungalow,	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.
Building Materials e.g. brick, stone, tiles, cement	Materials used to build houses/buildings.
Architect, builder, carpenter	People who design, build and create houses/buildings.
World, land, sea, country	Parts of a world map.

Sticky Knowledge

- 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.
- 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.
- Know that there are different kinds of houses and homes around the world.
- 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.
- 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.
- Know that a castle is a very old house.
- Know we have a King.
- Know fairytales with kings and queens, or princes and princesses in.

Possible Lines of Learning

Out and about in Stottesdon.
Reading and creating simple maps.
Differences and similarities to hot location.
Explore materials to build a house.

Experiences and Trips for Summer Term

Swimming lessons 12th June to end of term.
Whole School - Sports Day.
Transition Days to Year 1.

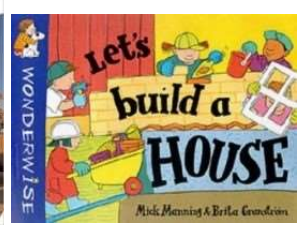
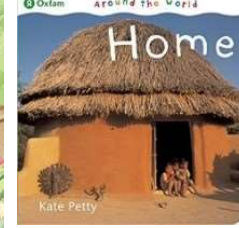
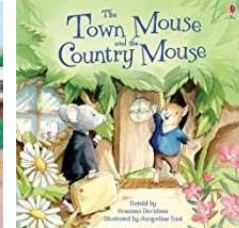
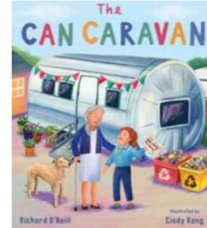
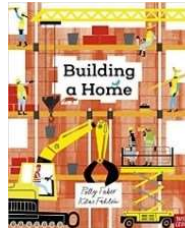
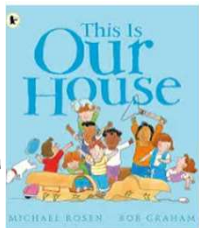
Talk For Writing Texts



Non-Fiction: Recount of a journey / event.



Core Reading Texts

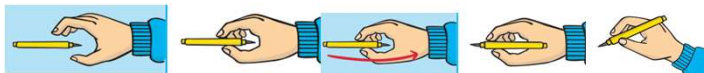


Poems:

Five Little Peas
Slice of Bread

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



1. Nip 2. Flip 3. Grip

Writing:

Securing our pencil grip with nip, flip and grip.
Writing our first and second name independently.
Attempting to write sentences with finger spaces, capital letters and full stops.
Beginning to write more than one sentence that retell class text.
Writing recount sentences from a visit. (Weekend News /Swimming/ Sports Day).

Word Aware Concepts:

Few, Later, Light (not dark) Straight, Heavier, Half, and Wide.

Phonics

Reception Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -z /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

PE Wednesday and Thursday afternoons

Swimming (Wed)- To build confidence and safety in the water, to float on their back and front with a float.

Water confidence - to include safe entry & exit, moving around, getting wet and floating (with use of flotation aids).

Fundamental Movement Skills (Thurs)

Running, throwing & jumping. Sports Day Activities.

Fine Motor Skills: Capital letter formation A-Z
Establish the correct pencil grip and posture for writing.

PSHE (Jigsaw) Changing Me

- Our Bodies
- Respecting My Body
- Growing Up
- Growth and Change
- Fun and Fears
- Celebrations



ICT: Logging onto computers independently and beginning to use the keyboard for one word captions (knowledge of capitals applied).
Continue mini mash and 2dos.

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.



UTW Experiences

History - Past and Present

Know that there are different kinds of houses.

Know that houses have different rooms used for different purposes.

Know that a castle is a very old house.

Talk about who lived in a castle (e.g. monarchs and knights).

Know we have a King.

Know fairytales with kings and queens, or princes and princesses in.

The Natural World / Geography / Science

Know that people live in different types of homes around the world.

Know that the green on a globe is land and the blue is sea.

Know that a globe shows different countries around the world.

Use planned fieldwork to draw a simple map of a room inside a house. (bedroom, bathroom)

Planned Field Work: Recycling Points on a school grounds map. Where to build a new house?

EAD Experiences

DT: Preparing a Salad

- To investigate a range of fruit and vegetables.
- To evaluate salad products.
- To learn the skills needed to prepare a salad.
- To design my school lunch healthy eating salad.
- To make my school lunch healthy eating salad.
- To evaluate my salad.

As part of the transition to year one, Reception will be joining up with Year One in the Rea classroom to take part in six weeks of DT with Mrs. Rainbird-Hitchins.

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

Mastering Number: 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. 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.

Shape, Space and Measure: Mass and Capacity