



## Swavesey Primary School Early Years Reception Curriculum- Summer Term

Our Early Years curriculum is based on the **skills and knowledge** children need to acquire. This document maps out the basic skills and knowledge in the summer term within each area of learning. The themes, texts, topics etc that are used to support the teaching and learning vary dependent on the needs and interests of the children. We assess our children regularly and these assessments support how the skills and knowledge, set out below, are addressed during the term. Additional information on each academic year can be found on the Reception Newsletters or by contacting a member of the Early Years team.

### Events, special occasions, visitors across Summer term

#### Summer 1

Growing  
Animals and Minibeasts  
Seasons- Summer

#### Summer 2

Oral hygiene  
Farming  
RE week  
Transition

#### Characteristics of effective teaching and learning:

- **Playing and exploring**- children investigate and experience things and 'have a go'
- **Active learning**- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



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	Skills	Knowledge	Assessment Checkpoints- ELGs
Communication and Language	<p><b>Listening, attention and understanding</b>            During whole class and small group discussions children consistently:            Listen to the speaker            Ask questions about what they have heard or to clarify understanding            Respond appropriately to what they hear when being read to            Engage in back-and-forth conversations</p> <p><b>Speaking</b>            During whole class and small group discussions children consistently:            Participate and offer their own ideas including explanations            Use recently introduced vocabulary            Use full sentences to express ideas and feelings            Use past, present and future tense correctly            Use conjunctions with support</p>	<p><b>Key texts and vocabulary are identified in relevant areas of learning on the LTPs.</b></p>	<p><b>Listening, attention and understanding:</b>            Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.            Make comments about what they have heard and ask questions to clarify their understanding.            Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b>            Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.            Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.            Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

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	Skills	Knowledge	Assessment Checkpoints- ELGs
<b>Personal, Social and Emotional Development</b>	<p>We follow the Cambridgeshire PSHE Scheme of work. This term the units of work are <i>Healthy Lifestyles</i> and <i>My Body and Growing up</i>. Additional sessions may also be planned and implemented based on needs of the children.</p> <p>PSHE scheme of work 1- Healthy lifestyles PSHE scheme of work 2- My body and growing up</p>		<p><b><u>Self- regulation:</u></b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b><u>Managing self:</u></b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b><u>Building relationships:</u></b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>



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<b>Physical Development- Gross Motor</b>	<p>Children will confidently use balance-bikes and scooters independently and safely.</p> <p><b>Cambridgeshire PE Scheme of work- Fundamentals</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Stop a ball with some control</li> <li>Send a ball in the direction of another person with increased accuracy.</li> <li>Control a ball on their own.</li> <li>Move with a ball safely.</li> <li>Handle equipment effectively and with increased accuracy, such beanbags, hoops, quoits.</li> <li>Confidently negotiate space safely whilst using equipment.</li> <li>Play cooperatively, taking turns with each other.</li> <li>Follow instructions independently with several actions e.g. aim, throw, collect.</li> <li>Work as a group/ class and follow rules e.g. sports day activities.</li> <li>Children will have developed and refined the skills further of running, throwing, catching, changing directions, accuracy and safety.</li> <li>Mastering the ABCs- agility, balance and coordination.</li> </ul>	<p>To know rules and routines about using bikes and scooters safely e.g. wearing a helmet, negotiating space safely, taking turns, one child on a piece of equipment</p> <p><b>Fundamentals</b></p> <p>Naming equipment- beanbag, quoit, hoop, target etc.</p> <p>Begin to keep a score for team games- tallying in outdoor provision.</p> <p><b>Being Healthy</b></p> <p>When exercising support children to become aware of their bodies by drawing attention to the changes in their body such as red face, sweating, heat beating faster and feeling hot and tired.</p> <p>Share reasons for why exercise is important. Can children think of an exercise they can do?</p> <p>What is a healthy diet? Create a balanced meal. Carbohydrates, protein, fruits and vegetables, dairy, fats.</p> <p>Other ways to stay healthy- personal hygiene, washing body and hair, brushing teeth, cutting nails etc.</p>	<p><b>Fundamentals</b></p> <p>Most children can confidently balance on one foot to stop a ball with the other.</p> <p>Most children can dribble a ball in and out of cones with increased control.</p> <p>Most children can send a ball to another person or at a target with increased accuracy.</p> <p>Children can demonstrate an increased awareness and explain their understanding about using equipment safely.</p> <p>Most children can link different movements to respond to instructions, with or without equipment.</p> <p>Children will be able to participate fairly in team activities in response to instructions, such as relay races or similar.</p> <p>Children will be able to select and apply movement skills appropriate to the activity such as changing direction, fast and slow, forwards and backwards.</p> <p><b>Gross motor</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

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	Skills	Knowledge	Assessment Checkpoints- ELGs
Physical Development- Fine Motor	Skills and knowledge will be planned from the progression maps, based on children’s needs and interests. These are mostly embedded across the curriculum and within many areas of the provision. <a href="#">PENCIL GRIP PROGRESSION MAP.pdf</a> <a href="#">EAD and fine motor skills progression.pdf</a> <a href="#">EAD skills progression with Access Art.pdf</a>		<b>Fine motor:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

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<b>Literacy</b>	<p><b><u>Comprehension</u></b>                  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.                  Anticipate (where appropriate) key events in stories.                  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b><u>Word reading</u></b>  <a href="#">Little Wandle Reception Progression.pdf</a></p> <p><b><u>Writing</u></b>  <a href="#">Use Little Wandle formation phrases to support letter formation.</a>                  Use capital letters at the beginning of a sentence and for names.                  Use finger spaces between words                  Finish sentences with a full stop.                  Where appropriate, use grapheme mats to support spelling                  Begin to accurately write some tricky word</p>	<p><b><u>Comprehension</u></b>                  Children acquire knowledge through key texts, reading spine texts and reading practice sessions to demonstrate the comprehension skills.</p> <p><b><u>Key reading spine texts and vocabulary-</u></b>  <b>Mrs Armitage on Wheels-</b> alongside, bought, chain, greasy, complete, spanner, screwdriver, flask, faithful, beside, brackets, downhearted, cheerful, exhausted, wreckage.  <b>Farmer Duck-</b> lazy, fetched, brought, farmer, weepy, plan, dawn, crept, stole, creaked, squeezed, wriggled, wearily.  <b>Handa’s Surprise-</b> delicious, surprised, soft, sweet, juicy, ripe, spikey, creamy, tangy.  <b>Mr Gumpy’s Outing-</b> squabble, hop, chase, tease, muck, bleating, trample, happily,</p> <p><b><u>Word Reading</u></b>  <a href="#">Little Wandle Reception Progression.pdf</a></p> <p><b><u>Writing</u></b>  <a href="#">Use Little Wandle formation phrases to support letter formation.</a>                  Understand the difference between lower case and capital letters and their use                  Know that sentences begin with a capital letter and finish with a full stop                  Know how to use grapheme mats to support spelling</p>	<p><b><u>Comprehension:</u></b>                  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.                  Anticipate (where appropriate) key events in stories.                  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b><u>Word reading:</u></b>                  Say a sound for each letter in the alphabet and at least 10 digraphs.                  Read words consistent with their phonic knowledge by sound-blending.                  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b><u>Writing:</u></b>                  Write recognisable letters, most of which are correctly formed.                  Spell words by identifying sounds in them and representing the sounds with a letter or letters.                  Write simple phrases and sentences that can be read by others.</p>
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	Skills	Knowledge	Assessment Checkpoints- ELGs
<b>Maths</b>	<p><a href="#">Mastering number reception termly overview.pdf</a></p> <p>Accurately identify and name common 2D shapes- square, rectangle, circle, triangle, hexagon, pentagon, oval</p> <p>To develop spatial reasoning skills by: comparing and exploring weight and mass Using non-standard measures for weight and mass</p> <p>Compare, explore and solve practical problems involving time</p> <p>Begin to recognise O'clock times</p>	<p><a href="#">Mastering number reception termly overview.pdf</a></p> <p>Explore 3D shapes and explore 2D shapes within them</p> <p><b>Vocabulary:</b> more than, fewer than, equal, whole, part, odd, even, doubles, order, sequence first, second, third, pattern, one more than, one less than,</p> <p>Language of comparisons –heavier, heavy, heaviest, light, lighter, lightest, balanced, equal.</p> <p>2D shapes, rectangle, square, circle, oval, triangle, pentagon, hexagon, corners, sides</p> <p>Pattern, repeat, same</p> <p>O'clock, minutes, hours, seconds, watch, clock, hour hand, minute hand.</p>	<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Accurately identify and name common 2D shapes- square, rectangle, circle, triangle, hexagon, pentagon, oval</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Understanding the World</b></p>	<p><b><u>Past and present:</u></b> To explore famous artists from past and present. Artist focus: Guiseppe Arcimboldo</p> <p>To describe changes in their own development from babies to now (link to PSHE and PSED)</p> <p><b><u>People, cultures and communities</u></b> <b>RE week- special books</b> Explore, compare and discuss how different stories are special to those of different faiths</p> <p><b><u>The Natural World</u></b> <b>Growing-</b> Explore plants in the surrounding natural environment Observe, draw and compare different plants To know the importance of caring for plants in the natural environment Describe the touch and smell of different plants Begin to name and identify plants in the environment Explore plants in a contrasting natural environment Compare plants in the natural world around them and contrasting environments Draw on experiences and texts that relate to plants</p>	<p><b><u>Past and present:</u></b> To know famous artists from past and present. Artist focus: Guiseppe Arcimboldo</p> <p>To use vocabulary such as <b>past, present, now, before, future, today, yesterday, tomorrow</b> to describe changes in themselves from babies to now.</p> <p><b><u>People, cultures and communities</u></b> To know some special people and special stories/ books from different religions</p> <p><b><u>The Natural World</u></b> <b>Growing-</b> To hear and use parts of plants in preparation for labelling in Y1/2: roots, stem, leaves, flower Identify different plants such as trees, bushes, flowers, vegetables and herbs. Suggest ways of protecting the natural environment such as using paths, pruning, not picking flowers that do not belong to you etc. Use descriptive vocabulary such as sweet, spikey, minty etc. Name common plants as listed by children from their own experiences- e.g daisy, sunflower, rosemary etc. Talk about the lifecycle of a beanstalk.</p> <p><b>Animals (including minibeasts)</b></p>	<p><b><u>Past and present:</u></b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, cultures and communities:</u></b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><b><u>The Natural World:</u></b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting</p>





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	<p><b>Animals (including minibeasts)</b>            Explore animals in the surrounding natural environment            Observe, draw and compare different animals            To know the importance of caring for animals in the natural environment            Name and describe animals that live in different habitats            Ask questions about different animals            Describe different habitats            Draw on experiences and texts that relate to animals in the natural habitat            Explain how materials can be reused and recycled to care for the natural world</p> <p><b>Seasons- summer</b>            Observe living things in each season            Listen to sounds outside and identify the source            Explore shadows and rainbows</p>	<p>Name and identify common minibeasts (snail, bee, ladybird, caterpillar, butterfly, grasshopper)            Use knowledge from spring term to compare to animals  <b>Vocab-</b> names of animals, live on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice  <b>Supplementary vocab-</b> environment, polar regions, ocean, camouflage</p> <p><b>Seasons-</b> summer            Observe living things in each season</p> <p>Shadows are created when light is blocked            Shadows change over time            Describe a rainbow and the weather conditions when the rainbow was seen  <b>Vocabulary:</b>            Sun, sunny, light, shadow, shady, clouds, torch, see-through, non-seethrough, source, light source  <b>Supplementary vocabulary:</b>            Casting a shadow, pale, dark, transparent, opaque</p>	<p>environments, drawing on their experiences and what has been read in class.            Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>



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<b>Expressive Arts and Design</b>	<p><a href="#">EAD and fine motor skills progression.pdf</a>  <a href="#">EAD Skills Progression with Access Art.pdf</a></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.            Return to and build on their previous learning, refining ideas and developing their ability to represent them.            Create collaboratively, sharing ideas, resources and skills.            Share their creations, explaining the process they have used.</p> <p>To explore and describe techniques used by famous artists from past and present.            Artist focus: Guiseppe Arcimboldo</p> <p><b>Charanga music scheme-</b>  <b>Summer 1: Big bear funk</b>  <b>Summer 2: Reflect, Rewind &amp; Replay</b></p>	<p><a href="#">EAD and fine motor skills progression.pdf</a>  <a href="#">EAD Skills Progression with Access Art.pdf</a></p> <p>To know techniques famous artists from past and present.            Artist focus: Guiseppe Arcimboldo</p> <p><b>Key songs:</b>            Big Bear Funk, Baa Baa Black Sheep, Twinkle Twinkle, Incy Wincy Spider, Rock-a-bye Baby, Row, Row, Row Your Boat.</p>	<p><b>Creating with materials:</b>            Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.            Share their creations, explaining the process they have used.            Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being imaginative and expressive:</b>            Invent, adapt and recount narratives and stories with peers and their teacher.            Sing a range of well-known nursery rhymes and songs.            Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>