









	Term 5	Term 6	State of Being
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • 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 others say, responding appropriately, and are able to follow instructions involving several ideas or actions. • 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. 		<p>Philosopher</p> 
Communication and Language	<ul style="list-style-type: none"> • Participate in small group and class discussions, offering their own ideas and using recently introduced vocabulary. • Offer explanations of why things might happen. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions. 		
Physical Development	<p>Theme: Juggling/ Fairy-tale</p> <ul style="list-style-type: none"> • Move confidently in different ways. • Link two movements together. • Send and receive a ball (rolling and stopping) 	<p>Theme: Squirrel/ Cat</p> <ul style="list-style-type: none"> • Knows why exercise is important for good health • Starts and stops movements quickly • Balance and control when using a ball. • Demonstrates a static balance 	<p>Athlete</p> 
Reading	<ul style="list-style-type: none"> • Uses finger to track words whilst reading • Uses picture clues and context to read unfamiliar words • Uses phonic knowledge to decode unfamiliar words. • Blends sounds together to read words and beginning to decode without sounding out aloud. • Recognises Reception Red words: Sets 1-10 • Reads sentences • Beginning to read with fluency and expression 		<p>Reader</p> 
Writing	<ul style="list-style-type: none"> • Uses finger spaces • Writes two or more linked sentences • Uses full stops 	<ul style="list-style-type: none"> • Writes sentences which can be read by themselves and others. • Beginning to use capital letters. 	<p>Author</p>

			
Maths	<ul style="list-style-type: none"> • Doubling • Halving • Number patterns including odds and evens • Consolidation of subtraction from 10 • Fluency of number bonds to 10 • Comparing weight, capacity height and length • Consolidation of 2D and 3D shapes. 		Mathematician 
Understanding the World	Enquiry: What grows? <ul style="list-style-type: none"> • Talk about what they see using a wide vocabulary. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and animal. • Begin to understand the need to respect and care for all the natural environment and all living things. 		Scientist 
Expressive Arts and Design	Art: Clay Modelling <ul style="list-style-type: none"> • Use a range of small tools • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	Enquiry: What makes a good story? <ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Develop storylines in their pretend play • Return to and build on their previous learning, refining ideas and developing their ability to represent them. Art: Papier mache: <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools 	Musician  Artist 

Reception Curriculum Coverage Terms 5 & 6

		<p>and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none">• Share their creations, explaining the process they have used.	
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