

Brecknock Reception Summer 1 Curriculum Leaflet



STEAM - Are We Nearly There Yet?

Communication and Language

Learn and use key vocabulary. Oracy hoop groups for discussion and debate - using talking roles and talk tactics. Focus on listening to peers and feeding back. Presentational talk using past, future and present tense. Explanatory talk - e.g. giving opinion and reasons why things might happen - listen to other's opinions. Begin to understand spoken instructions and listen without stopping what they are doing. Use the language of designing and making (join, build, shape, longer, shorter, heavier etc.)

Physical Development

PE with Abdi: EQUIPMENT, HANDS, FEET. Explore running, jumping, throwing, pushing and kicking.
Fine motor skills: Little Wandle non-cursive letter formation. Independently use tripod grip. Write graphemes to represent digraphs/ trigraphs.
Develop drawing techniques i.e. shading, cross-hatching, applying pressure. Hold scissors correctly and explore cutting in different ways.



Personal, social and emotional development

Zones of Regulation- emotions and feelings. How to reflect on behaviour choices. Collaboration and negotiation. Explain what a healthy lifestyle is. Consider the routines and patterns of a typical day. Explain how to keep clean and healthy and explain why it is important. Explore gender stereotypes in the context of transport.

Literacy

Key Texts: Around the World in Every Vehicle by Duncan Beedie, National Geographic Little Kids First Big Book of Things That Go, Early in the Morning (poetry), Rosie Revere, Engineer by Andrea Beaty

Outcomes: Passports for travel, travel sound stories and tales set in our local area, chosen transport non-fiction fact files, verse for transport poem with onomatopoeia, repetition and transport of choice, interviews, equipment list and instructions.

Phonics: Little Wandle phase 4



Mathematics

Continue to develop counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Compare quantities and numbers, including sets of objects which have different attributes. Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.

Understanding the World

Materials and forces: Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. Discuss/describe different materials which are used when building modes of transport - which material is more sustainable and why. Investigate objects and materials by using all senses. Video recording/presenting observations. Learn about and roleplay unfamiliar occupations - transport focus. Study local area transport maps and routes. Conduct a local area sensory transport survey. Observe and interact with objects (boats) floating on water and magnets attracting - trains. Past, present and future of scooters and other modes of transport.

Ramadan, Eid, Windrush Day, RE Concept – specialness. Special times - Judaism. Changing seasons. Know there are 12 months in a year and their order.

Expressive arts and design

Use found objects to build different types of transport. Draw designs of our vehicles and label the parts, explaining why we chose the materials we use. Look at TFL transport posters and paint our own in the same style.

Music lessons with Tom - African drumming.