

We Are Explorers

Summer 1 2025



## Reception Curriculum Map- Summer 1- 2025

### Communication and Language:

To continue to understand how to listen carefully and to recall key points.



To contribute relevant comments and questions during discussions.



To continue to learn new vocabulary linked to our topic and use new vocabulary through the day.

To be able to use talk in different ways in imaginative play.



To develop thinking skills to collaborate and plan with others and to express ideas.

### Personal, Social and Emotional Development:

Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.

To continue to respond to more complex instructions in smaller groups.

Is much more willing to keep trying if something is difficult.

To complete set challenges/tasks independently.

Can talk about ways that skills can be improved and to demonstrate pride in their achievements.

Can talk about ways to keep healthy, including dental hygiene.

Can cooperate with others, listening and sharing some ideas.

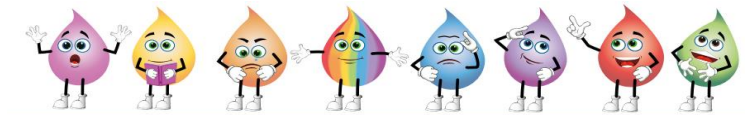
Can listen to and take advice to solve disagreements and uses appropriate words to solve conflicts.

Can take turns in groups activities.



Animated storybook: Green's greens- Making healthy food choices.

Animated storybook: Orange brushes her teeth- Exploring dental hygiene.



### Physical Development:

#### Fine Motor

To secure the use of a tripod grip.



To continue to create more detailed drawings that shows a clear representation of objects or shapes.

To continue to practise letter formation.

Uses scissors to cut around more complex shapes, e.g. split pin characters.



#### Gross Motor

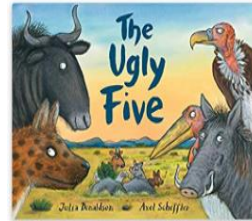
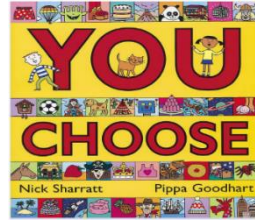
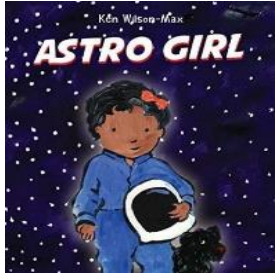
To use large construction resources to plan, build and evaluate their models.

Can jump safely from a piece of equipment.



Can throw, kick, pass and catch a large ball.

## Literacy Texts: Texts linked to topic



## Comprehension:

Continues to develop a good understanding of how stories are structured and can recognise key events in stories.

Beginning to retell and make up own stories.

Continues to use vocabulary appropriately when introduced through stories, rhymes and poems.

Can identify non-fiction texts and recall facts.

## Writing:

Continues to write most lower-case letters correctly using a tripod grip.

Can write some upper-case letters correctly.

Can write words containing the set 1 sounds and some set 2 sounds correctly.

Can spell some keywords correctly.

Can write a short caption and simple sentences.

Can read work back to an adult.

## Reading: Using our phonics to help us read

Blend and segment known sounds for reading and spelling VC, CVC, CVCC. VC words:

VC words: at, it.

CVC words: mum, dog, pin, sat.

CVCC words: milk, hump, sand.

## Reading Books:

Read books with a range of set 1 and some Set 2 sounds and tricky words and continues to Show a good understanding of what has been read.

## Phonics:

### Set 1 sounds

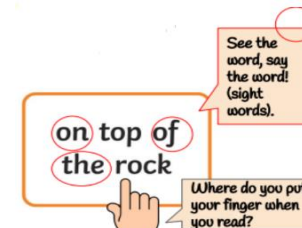
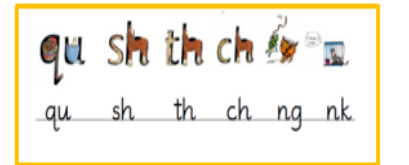
Recap and consolidate all set 1 sounds, including 'Special Friends', (two letters that make one sounds).

### Set 2 sounds

Begin to learn set 2 sounds.

## Keywords- (sight words):

Begin to recognise some Keywords when reading.



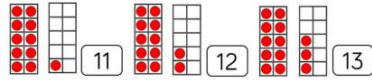
## Mathematics: Building 9 and 10

To build on previous learning with patterns, children develop more complex patterns.



## To 20 and beyond

Building numbers beyond ten, including counting on and back and recognising patterns.

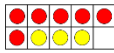


Verbal counting beyond 20 and verbal counting patterns.

## How many now?

Adding more - how many have I added?

Taking away - how many have I taken away?



First there were 6 counters.  
Then Annie added 3 more.  
Now there are 9 altogether.

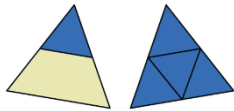
## Manipulate, compose and decompose

Rotate and manipulate shapes and explain shape arrangements



Compose and decompose shapes

We know that the shape is a cylinder because it has 2 circular faces.



Copy 2D shape pictures

Find 2D shapes within 3D shapes



## Understanding of the World:

Has a wider understanding of the wider world and draws comparisons between own local environment and other places.

Looks at, and makes maps, of local environment.

Describes a journey within the local environment.

Understands and uses some language related to animals, e.g. camouflage predator, nocturnal, diurnal.



## Expressive Arts and Design:

Continues to use different techniques and materials to achieve the desired effect and can talk about what has been created.

Mixes colours to produce different shades and combines materials to create different textures.

To begin to talk about their work by explaining the process they have used.

To continue to plan a design before starting.

Begin to compose own music, using a range of percussion instruments.

To sing in a group or on their own, increasingly matching the pitch and following a melody.



## Being Imaginative and Expressive: A Prelude to Spanish:

An early introduction to the language of Spanish. Learn the basics of the Spanish language.

Family Song: Learn about family members in Spanish. Recap any Spanish words already learnt.

## We are Explorers

**Big Questions:** What is an Explorer? What does an explorer need? Where do Explorers go? Can you be an Explorer? Where should we explore?

### Key Vocabulary:

Environment - The world around us.

The local environment - The part of the world that we are most familiar with.

Habitat - The environment that animals live in.

Safari - A trip that people take to see animals.

Rainforest - A forest with lots of rain, usually found in very hot places.

Desert - Land covered in sand with little water.

Savannah - a large, flat area of land, covered with grass usually with few trees, that is found in hot countries, usually Africa.

Antarctic - the coldest, windiest place on Earth and the least inhabited.

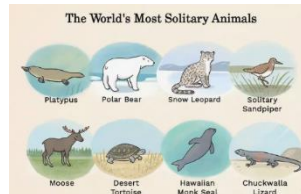
Carnivore - An animal that eats meat.

Herbivore - An animal that eats plants.

Solitary - living alone.



| Carnivore                                                                                                                                                               | Herbivore                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A <b>carnivore</b> is an animal that eats <b>other animals</b> .                                                                                                        | A <b>herbivore</b> is an animal that eats <b>plants</b> .                                                                                                               |
| Here are some examples:                                                                                                                                                 | Here are some examples:                                                                                                                                                 |
|   |   |
|   |   |
|   |   |



### Key Facts

Maps are drawings and they can help you find where you are and where you are going.

A safari is a trip that people take to see animals, usually in Africa.

Tigers live in Rainforests. Tigers are fierce and they hunt for their food. They are predators.

Carnivores eat meat and herbivores eat plants.

Different animals have different habitats, such as deserts, rainforests, oceans and the polar regions.

Some animals live together, such as lions, and some lead a solitary life, such as tigers.

### Vocabulary

explore, explorer, maps, places, journey, home, local, maps, directions, environment, habitat, land, sea, ice, safari, hot, cold, prey, predator, alone, together.