

Excellence



Happiness



Respect



Resilience



Compassion



F
A
I
T
H

Information for Parents

Reception Curriculum Overview

What my child is learning during

Summer Term



I am in **Year Reception** and my teacher is **Mr. Shipton**

Meet My Teacher:

Parents' Evening:

TBC

Through Religious Education I am considering:

❖ **Summer Term 1 - New Life**

*Begin to understand that we celebrate Easter because Jesus rose from the dead.
Be aware that at Easter we celebrate Jesus is with us.*

*Begin to understand that Jesus gives a special gift of joy and peace.
Think of how we can give this peace and joy to others.*

*Know the story of Jesus going back to his Father in Heaven.
Be aware that Jesus is still with us.*

Know that Mary is the Mother of Jesus and our Mother.

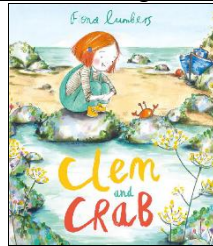
Think of ways to show our love for Mary.

❖ **Summer Term 2 - Our Church Family**

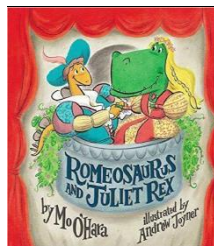
*Know that we belong to our Church family.
Be aware that we can all belong to this family.*

*Know that the members of the church are called Christians.
Be aware that we are all welcome in the Church.*

The topics I am focusing on this term are:



Articulate their ideas and thoughts in well-formed sentences.
Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
Re-tell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
Connect one idea or action to another using a range of connectives.
Describe events in some detail.



Use new vocabulary in different contexts.
Ask questions to find out more and to check they understand what has been said to them.
Connect one idea or action to another using a range of connectives.
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Phonics (Little Wandle)

I am working on:

- ❖ Recapping sounds
- ❖ Reading digraph sounds
- ❖ Writing sounds
- ❖ Writing digraph sounds
- ❖ Recapping tricky words
- ❖ Reading new tricky words
- ❖ Writing previous tricky words
- ❖ Writing new tricky words
- ❖ Blending and segmenting sounds to read cvc, ccvc, cvcc words
- ❖ Attempting to read simple sentences independently
- ❖ Attempting to write simple sentences independently

Summer Term

Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear

Review Phase 3: er air words with double letters longer words

Words with two or more digraphs

Longer words words ending in -ing compound words

Longer words words with s in the middle /z/ s words ending -s words with -es at end /z/

In Maths, I am working on:

White Rose Maths

Block 1 - To 20 and beyond

Block 2 - How many now?

Block 3 - Manipulate, compose, and decompose

Block 4 - Sharing and grouping

Block 5 - visualize, build and map

Block 6 - Make connections

Block 1

Build numbers beyond 10 (10-13), continue patterns beyond 10 (10-13), build numbers beyond 10 (14-20), continue patterns beyond 10 (14-20), verbal counting beyond 20, verbal counting patterns.

Block 2

Add more, how many did I add?, take away, how many did I take away?

Block 3

Select shapes for a purpose, rotate shapes, manipulate shapes, explain shape arrangements, compose shapes, decompose shapes, copy 2D shape pictures, find 2D shapes within 3D shapes.

Block 4

Explore sharing, sharing, explore grouping, grouping, even and odd sharing, play with and build doubles.

Block 5

Identify units of repeating patterns, create own pattern rules, explore own pattern rules, replicate and build scenes and constructions, visualise from different positions, describe positions, give instructions to build, explore mapping, represent maps with models, create own maps from familiar places, create own maps and plans, from story situations.

Block 6

Deepen understanding, patterns and relationships.

Expressive Arts and Design

I am working on:

Use plastic waste to create a collage (of a crab) just like Clem.

Read Sea Sound by Shirley Hughes.

Listen to the sounds of the sea in seashells and use percussion instruments to recreate the sound of the sea.

A rainmaker provides a realistic sea sound.

Explore and innovate dance movements to Under The Sea from The Little Mermaid.

Role Play story using masks and props.

Create and recite our own version of we're going on a crab hunt.

Encourage children to think about the exaggerated ways they move to the words of their poem.

Use junk modelling resources to create crab, starfish, octopus, sea snails, jellyfish, turtles.

Create a rock pool (in a tuff tray) with stones, shells and plastic creatures.

Allow the children to experiment with dry and wet sand.

Allow the children to mix sand with paint to create texture.

Listen to Shakespearian music - dance / movement.

Experiment with percussion instruments to accompany the expressive dance.

Create a stage area and provide resources, masks and props so that pupils can re-enact the plays.

Look at 16th Century portraits and create self-portraits.
Design and make masks for the ball.

Personal, Social and Emotional Education

I am working on:

- ❖ 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.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Ten:Ten Resources

Module 3: Created to Live in Community

EYFS Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, an introduction to careers and money is also explored, underpinned by the religious understanding that our true purpose and value comes from God.

Unit 1 - Religious Understanding introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.

Unit 2 - Living in the Wider World helps children to extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older. Children will begin to explore the working world of jobs, focusing on their current strengths and aspirations. Money is also introduced, with both underpinned by the religious understanding that our true value comes from God.

Unit 1: Session 1: God is Love

This session introduces in a very simple way the concept of the Holy Trinity, where God is three-in-one and each person loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another too.

Unit1: Session 2: Loving God, Loving Others

Building on the previous session, where children learned that we are made to love others just like God loves us, this session helps children consider their wider communities. Through the story of Jesus feeding 5000 people with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.

Unit 2: Session 1: Me, You, Us

Extending their understanding of communities from Unit 1, this session helps children to understand the responsibilities they have to people and the planet now, and increasingly as they get older.

Unit 2: Session 2: When I Grow Up...

This session builds on learning about different jobs in the community found in Module 2 ([EYFS_2.3.4 People Who Help Us](#)) by broadening pupils' understanding of jobs and work. Pupils will identify different types of jobs and through a story where Billy Bird explains his daily work, they will learn how work can contribute to a sense of fulfilment. With thanksgiving to God, children will identify some of their strengths, gifts and talents.

Unit 2: Session 3: 'Money Doesn't Grow On Trees'

Following on from the previous session EYFS_3.2.2 When I Grow Up... which explored jobs and work, this session introduces the concept of money and through a story about Mollie the Cat longing for new tap shoes, introduces the difference between 'needs' and 'wants'. Children learn that God's love and the love we share with others is the most valuable thing and our most important need.

Physical Development

In P.E I am learning skills in:

- ❖ This term the children will also be taught by a professional P.E. Coach every Tuesday afternoon and a Dance coach every Thursday afternoon from Full of Beans.
- ❖ Negotiate space and obstacles safely, with consideration for themselves and others.
- ❖ Demonstrate strength, balance and coordination when playing.
- ❖ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- ❖ 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.

In Music, the children will learn: Charanga Music School

Summer 1: Big Bear Funk

How this Unit is organised

Listen and Appraise a different piece of Funk music each week/step

Explore and Create using voices and classroom instruments

Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs

Share and Perform

Summer 2: Reflect, Rewind and Replay

How this Unit is organised

Listen and Appraise a different piece of music each week/step

Explore and Create using voices and classroom instruments

Sing and Play by revisiting a selection of nursery rhymes and action songs

Share and Perform

Musical learning focus:

Listening and appraising Funk music

Embedding foundations of the interrelated dimensions of music using voices and instruments

Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs

Playing instruments within the song

Improvisation using voices and instruments

Riff-based composition

Share and perform the learning that has taken place

Musical learning focus:

Listen and Appraise

Continue to embed the foundations of the interrelated dimensions of music using voices and instruments

Sing and revisit nursery rhymes and action songs

Play instruments within the song

Improvisation using voices and instruments

Riff-based composition

Share and perform the learning that has taken place

My Happy Mind

Module Four: Relate

4. Relate

Objective: To understand why positive relationships, matter and the building blocks of good friendships.

Goal: Improve active listening and communication skills to better understand and connect with others.

Module Five: Engage

5. Engage

Objective: To learn how to set and achieve meaningful goals.

Goal: Build resilience by understanding that goals require effort and knowing how to "Ask for Help" when facing challenges.

Understanding the World

Discuss beach animals.

Who looks after them?

What do they need? Space, food, shelter etc.

If we find them, what should we do with them?

Pose open-ended questions, such as 'How can we ...?'

Or 'what would happen if...?'

How is a beach different from our village / town / city?

Compare and contrast pictures of towns and beaches.

Watch a video of the tide coming in and going out.

Watch a video of a family rock pooling.

Litter pick around the school premises.

Find out how plastic is collected / recycled at home / at school.

Learn about the life of William Shakespeare.

Look at Shakespeare's Globe in London.

Watch a play version of Romeo and Juliet (CBeebies).

Find out more about herbivores and carnivores.

Use story stones to retell the story.

Use small world dinosaurs to create settings and re-enact the story.

Use kiddle (children's search engine) to allow pupils to research their favourite dinosaurs.