

Reception

Summer Term Outline

Welcome to our Curriculum Outline for the coming term.

Themes	
Term 1 - Plant a tiny seed	Term 2 - Journeys
This will cover: plants, growing	This will cover: Maps, transport, ships, pirates Transition & moving on
Key vocabulary:	Key vocabulary: travel, transport, jungle, map, direction, north, south, east, west, ship, plane, train, car, bike, pirate, treasure, mast, sail, flag, island

Prime areas	
Personal, Social and Emotional Development Activities.	
Continuous provision: Turn taking. Developing positive relationships. Healthy life styles - sleep, exercise, healthy diet, oral health. Managing own risks - risk assessment of areas, equipment. Safety - scissor & tools. Personal care - changing for PE, managing toileting	Specific taught lessons: PSED lessons - New Ten Ten Scheme of work Yoga lessons. Good dental health. Forest school E safety - recognising unkind messages
Communication and Language Activities	
Continuous provision: Retelling stories. Listening games. Following instructions. Role play participation. Story time	Specific taught lessons: Vocabulary pot - new words 'Topic talk' Describe the object What's the story?
Physical Development Activities	
Continuous provision: Daily mile Fine motor early work Scissor skills	Specific taught lessons: Games (PE Coach) -athletics PE (class teacher) - gymnastics 2, games 1
Specific areas	
Literacy	
Reading – key texts	Writing activities
Non-fiction books relating to plants and the life cycles of plants Fiction key texts – Tiny Seed, How to find a fruit bat, Naughty bus (Please do not read at home until we have read it in class) Guided group reading twice weekly Individual reading with staff and volunteers - daily Our focus this term in reading: <ul style="list-style-type: none"> • Reading longer words ccvcc, ccvcc • Recognising syllables in words (each syllable contains a vowel). • Reading sentences and understanding their meaning. • 	Big write - weekly Simple sentences Descriptions Mini fact books Instructions Our focus this term in writing: <ul style="list-style-type: none"> • Independently spelling words for writing (phonetically plausible) • Independently writing sentences with capital letters and full stops. • Independently writing in a variety of contexts. • Paragraph (set of 4/5 sentences on the same topic)

Phonics

We will be revising sounds from phase 3 (j v w x y z zz qu ch sh th ng ai ee oa oo ai ee igh oa oo ar or ur ow oi ear air ure er) for reading and for writing and spelling. We will be moving on to phase 4 - clusters of letters/sounds that are close together.

Tricky words - was my no go you they all are said so have like some come were there little one

Mathematics

Objectives		Weekly focus
Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.	Counting and build beyond 10 Counting and build beyond 20 Spatial reasoning Adding more Taking away Spatial reasoning Doubling Sharing and grouping Even and odd Consolidation of number Consolidation of spatial reasoning

RE

New Life	The Church	Catholic Social Teaching
Understanding Jesus rose from the dead at Easter. Road to Emmaus. Ascension. Celebrating Mary.	What and who do we see at church. The tabernacle and how to genuflect. Baptism. A visit to St James the Great Church	STEWARDSHIP What can we do to look after God's world?
		Catholic Virtues Determination Self-discipline

Topic work

Continuous topics: Celebrations - St George' Day, May Procession Seasons & Weather Floating and sinking Light and dark (including shadows) ICT - combining text and graphics, making choices about layout. E safety, Painting skills - choosing brush size and mixing colours. Junk modelling - vehicles, minibeasts.	Specific taught activity: Manipulating clay and other materials. Seed planting Planning stories, taking photographs, writing books. Life cycle of a bean/sunflower Identifying flora at forest school Identifying fruit Story mapping Collage, Henri Rousseau, Water colour painting Making shadows. Character descriptions, journey descriptions
--	---

Other

Dates	Homework
PE - Monday and Friday (no earrings on these days) Kit: black tracksuit, red shorts, white t-shirt, black plimsols, trainers, spare socks Outdoor learning - please make sure your child is dressed appropriately for the weather. Jumper/cardigans if it is chilly, sun hats and sun cream if it is sunny. Forest School - bi-weekly (waterproof trousers & coat, long sleeved top)	Reading - books to school every day. Changed Monday & Thursday Reading passport challenge - seesaw Phonics orange book - home Friday, to school Monday. Children's passport - 5 activities to complete at home and submitted via seesaw: <ul style="list-style-type: none"> • Send a letter • Taste a new fruit • Meet a friend's pet • Visit a farm • Make a sandwich

The Team:

Mrs Richards - class teacher. Mrs Jessup - cover teacher on Friday

Mrs Wakefield - TA Monday, Tuesday, Wednesday afternoons

Mrs Coxon - TA Tuesday, Wednesday, Thursday mornings.

Mrs O'Neill - TA Thursday, Friday