



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year Reception - Summer Term 1
Main Themes: Out and about
Cultural Capital/Enrichment: Day trip to Queen's Park

End Points	<p>By the end of this half term the children show independence and confidence when learning. They will have heard the story of Easter and celebrate that Jesus rose from the dead and is still with us. They will know the story of the Ascension. They will know that Mary is the Mother of Jesus and will talk about ways to show our love for Mary. In Forest School, the children will learn how to safely create a spark using a fire steel to light a fire. They will be able to identify and describe an earthworm as well as talk about food they can grow to eat as well as other mini beats in the environment. In PE, the children will have developed their accuracy when sending and receiving a ball. They will have developed skills whilst working with a partner. Within phonics lessons the children will be introduced to phase 4 decodable words as well as new tricky words. They will be able to read phonically decodable books. In maths the children will be able to identify missing numbers and subtract using a ten frame. They will count beyond 10 and order numbers to 20. They will have explored capacity and be able to use vocabulary to describe containers. They will be able to match models and shapes. They will be able to add on and take away from groups using First, Then, Now frames. They will explore making new shapes with other shapes. The children will have explored differences in tempo. The children will learn about gardening and rope safety and will know the God wants us to live together in a community. The children will have explored maps and created a map of the school. The children will take a trip to Queen's park and use a map to help navigate the area, whilst also looking at how things have changed. They will have discussed the difference in transport over time. The children will explore paint. They will explore different application methods and create a range of artwork both abstract and figurative. They will be able to talk about pictures they see and how they make them feel. The children will explore controlling a computer mouse and use arrow keys help move around a computer.</p>
Religious Education	<p>Children learn to show care for one another.</p> <p>They hear the story of Easter.</p> <p>They come to know that Sunday is a special day for the church family to come together and celebrate.</p> <p>Children experience praying with others as a celebration.</p>



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	<p>Begin to understand that we celebrate Easter because Jesus rose from the dead.</p> <p>Be aware that at Easter we celebrate Jesus is with us.</p> <p>Begin to understand that Jesus gives a special gift of joy and peace.</p> <p>Think of how we can give this peace and joy to others.</p> <p>Know the story of Jesus going back to his Father in heaven.</p> <p>Be aware that Jesus is still with us.</p> <p>Know that Mary is the Mother of Jesus and our Mother.</p> <p>Think of ways to show our love for Mary.</p>
<p>Forest School/Outdoor Learning/Continuous Provision</p>	<p>The Forest School sessions will follow the 6 principles of Forest School:</p> <ol style="list-style-type: none">1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits. The cycle of planning, observation, adaptation and review links each session.2. Forest School takes place in a natural or woodland environment to support the development of a lifelong relationship between the learner and the natural world.3. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.4. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.5. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.6. Forest School uses a range of learner-centred processes to create a community for being, development and learning. <ul style="list-style-type: none">• To produce a spark with a fire steel• To identify a worm and its habitat• To identify a wood louse and its habitat• To identify a slug and its habitat



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	<ul style="list-style-type: none"> To develop the characteristics of effective learning (Playing and Exploring, Active Learning & Creating and Thinking Critically) through the outdoor continuous provision- water investigations; role play; building and constructing; mud kitchen; sand and gravel; gardening; growing and exploring nature; playing games & creative materials. 			
Personal Social Emotional Development	Gardening safety Rope safety Personal hygiene- sun & water safety.	God is love <ul style="list-style-type: none"> That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others Loving God, loving others <ul style="list-style-type: none"> What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community No matter how small our offerings, they are valuable to God and He can use them for His glory. 		
Communication and Language	Development Matters:	Vocabulary:	Poetry Basket/Nursery Rhymes:	Possible texts:
	Use new vocabulary in different contexts. Describe events in some detail. Use talk to help work out problems and organize thinking and activities to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives.	Science animal earthworm segments soil Fairytale, king, power, queen, royalty, rule,		Yucky worms Superworm 'British Kings and Queens' by Olivia Waller. 'The Queen's Hat' by Steve Antony. 'If I Were King' by Chelsea O'Byrne. 'Steam Train, Dream Team' by Sherri Duskey River;



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	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Cart, fan, hoop, new, old, past, present</p> <p>Aeroplane, bicycle, car, horse-drawn cart, motorbike, steam train, train</p>		<p>'Mr Grumpy's Motorcar' by John Burningham;</p> <p>'Mrs Armitage on Wheels' by Quentin Blake.</p>
Physical Development	Real PE			Development Matters
	<p>Sending and Receiving</p> <ul style="list-style-type: none"> Roll large ball and collect the rebound. Roll small ball and collect the rebound. Throw large ball and catch the rebound with 2 hands. <p>With accuracy when sending, appropriate power/weight when sending, a good position when receiving.</p> <p>Ball Chasing</p> <ul style="list-style-type: none"> Roll a ball, chase and collect it in balanced position facing opposite direction. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction. <p>With control when starting and stopping quickly, timing to get in the right position, balance/control when collecting the ball.</p>			<ul style="list-style-type: none"> Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Progress towards a more fluent style of moving, with developing control and grace.



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Literacy	Literacy – Reading Development matters	Literacy-Writing Development matters
	<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. • Re-read what they have written to check that it makes sense. • Read some letter groups that each represent one sound and say sounds for them (Phase 4) • Read a few common exception words matched to the school's phonics programme (Phase 4) • Read simple phrases and sentences made up of words with known letter sounds correspondences and, where necessary, a few exception words (Phase 4) • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. • VC, CVC and CCVC words • Phase 2 and Phase 3 tricky words • Construct a simple sentence independently. Write short sentences with words with known letter sound correspondences with capital letter and a full stop.
Mathematics	Phase: To 20 and Beyond	Phase: First, Then and Now
	Number Patterns Matching Pictures to numerals Ten frame fill Estimating Ten frame subtraction Missing Numbers Ordering Numerals to 20 Race to 20 Bingo Which holds the most? Find my match – shapes Find my match – Models	Counting On Adding More Adding Unknown Then Adding Unknown First Take Away with Pebbles Take Away Take Away Unknown Pass it on Making new shapes – Triangles Making new shapes – Squares Tangrams Pattern Blocks



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	Match and fill Replicate my shape Tangrams		
Understanding the World	Natural World (Forest School & Snap Science)	People, Culture & Communities (Geography/RE/PHSE)	Past & Present (History)
	What does an earthworm do? <ul style="list-style-type: none"> Children can talk about their observations of earthworms and what they notice them doing. Children continue to describe a range of familiar plants, including flowering and non-flowering species, naming and describing some simple features of these. 	Outdoor Adventures continued To use the senses to observe and talk about experiences whilst outside. Exploring Maps <ul style="list-style-type: none"> To find and name familiar features on maps. (Google maps of local area- identify roads, our school, houses and blue line representing river) To consider shapes and positions of features when making maps (use an aerial photograph of the school to create a collage to represent the shapes and positions) To describe a journey using found objects as prompts (walk to shady hallow and collect objects on the way- remember location of objects found). To explore a range of maps (carpet maps. To apply their knowledge of maps to make their own. 	Adventures through time part 2 To recognise some special items associated with kings and queens. To understand that the environment around us changes as time passes (Queen's Park). To compare modes of transport of the past with the present.



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Expressive Arts and Design	Creating with Materials (Art Kapow)	Creating with Materials (DT Kapow)	Being Imaginative & Expressive (Music Kapow)
	<p>Painting and Mixed Media- Paint my world</p> <p>Explore different ways to use paint and a range of media according to their interests and ideas. (SP2)</p> <p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes. (A2)</p> <p>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative. (FS)</p> <p>Use mixed-media scraps to create child-led artwork with no specific outcome.</p> <p>Enjoy looking at and talking about art.</p> <p>Talk about their artwork, stating what they feel they did well.</p>	No units this term	<p>Transport</p> <p>Exploring transport- To explore creating sound effects.</p> <p>Train- Explore making sounds at different speeds.</p> <p>Boats- Explore moving to different tempos</p> <p>Cars- Interpret symbols to show change in speed.</p> <p>Transport Journey- interpret simple score to show tempo changes.</p>
Purple Mash Unit Drawing	Computing Knowledge		Computing Skills
	<p>To know how to move a mouse and click.</p> <p>To know that the arrow keys help move around a computer.</p>		<p>I move a mouse and click effectively.</p> <p>I can use arrow keys to move up down left and right.</p>