



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year Reception - Summer Term 2
Main Themes: Summer Adventures
Cultural Capital/Enrichment: Pirate Day

End Points	<p>By the end of this half term the children be independent and confident learners. They will have learnt about the church. They will be able to name some parts of the church and what they are used for. They will talk about and act out the Sacrament of Baptism. The children will experience the changes of Summer and be able to talk about the weather and environment such as the change in trees. The children will explore floating and sinking and experiment with waterproof materials. They will design and make a boat. The children will explore force through hitting and pushing of balloons. They will be able to balance an object on a bat or a racket with control. Within phonics lessons, the children will be able to read phase 4 decodable words including phase 3 digraphs and trigraphs. They will be able to read a phonically decodable book. They will write short sentences and re-read to self-correct. The children will make their own instruments and observe what an orchestra is. They will performance a piece of music. In maths the children will be able to recall doubles, share and group amounts and discover if numbers are odd or even. They will able to apply number bond skills to adding and subtracting methods. They will compare lengths and continue to develop recall of number bonds. The children will learn about responsibility and how they can help care for others and the world. They will discuss changes and growing up. The children will know who help us and will meet a firefighter. The children will be able to draw a picture using a mouse and write a word to label the picture using the keyboard.</p>
Religious Education	<p>Children experience that a church is a special place where God's People gather to pray. They come to know that Sunday is a special day for the church family who come together to celebrate. They come to appreciate their friendship with Jesus through Baptism. Children will experience praying with others as a celebration. They will join in simple prayers and hymns. Know that we belong to our Church family. Be aware that we can all belong to this family.</p>



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	<p>Know that the members of the Church are called Christians. Be aware we are all welcome in the Church. Know why Sunday is a special day for the Church family. Reflect on ways we can pray when we go to church. Know about the Sacrament of Baptism. Be aware that we are all special friends of Jesus.</p>	
<p style="text-align: center;">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. <p>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. To create a friendship bracelet To toast using whittled sticks from previous session. To learn about fire safety inside the fire circle.</p>	
	Safeguarding Curriculum Links	Ten: Ten



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Personal, Social and Emotional Development	Changes and growing up- transition. Personal hygiene- sun & water safety. Firefighter visit (parent)		<p>You, me, us</p> <ul style="list-style-type: none"> • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. • That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) • About what harms and what improves the world in which they live <p>When I grow up</p> <ul style="list-style-type: none"> • About some different types of jobs • That having a job can help us to look after each other and the world • That God has given us all strengths, gifts and talents to do His work • About strengths and interests needed to do different jobs <p>People who help us</p> <ul style="list-style-type: none"> • There are lots of jobs designed to help us. • Paramedics help us in a medical emergency. • First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance 	
Communication & Language	Development Matters:	Vocabulary:	Poetry Basket/Nursery Rhymes:	Possible texts:
	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of	Water tray, water, Sieve, measuring tube, cotton wool, paper, bin bag, felt, cling film, tin foil, Empty, yoghurt pot, pebble, plasticine, plastic bottle, a plastic toy, cardboard box,	A little shell I climbed aboard a pirate ship A sailor went to sea	Rosie's Walk (Link to On the Move) Mr Gumpy's Outing Commotion in the ocean



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	<p>connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen (DT kapow).</p> <p>Ask questions to find out more and to check they understand what has been said to them (Snap science)</p> <p>Use new vocabulary through the day.</p>	<p>straws, sellotape, glue, attach, fix.</p> <p>Float, positional language, e.g. up, down, bottom, top, middle, above, below. sink, surface</p>		
Physical Development	Rackets, bats, balls and balloons		Development Matters	
	<p>Knowledge</p> <ul style="list-style-type: none"> • How we push/hit a balloon with control. • Why we have to focus on the balloon/object to keep control. • Why we have to push/hit a balloon with control. • How to balance objects on a racket/bat. • What we mean by control. Control: means keeping the balloon close to us, preventing it from touching the floor. <p>Skills</p> <ul style="list-style-type: none"> • Explore pushing/hitting a balloon with control. • Explore hitting a balloon with power into space. • Explore hitting/pushing (sending) a balloon with accuracy. 		<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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	<ul style="list-style-type: none"> Explore balancing an object on a racket/bat. 	
Literacy	<p style="text-align: center;">Literacy – Reading Development matters</p>	<p style="text-align: center;">Literacy-Writing Development matters</p>
	<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. Write short sentences with words with known letter sound correspondences with capital letter and a full stop.
Mathematics	<p style="text-align: center;">Phase: Find My Pattern</p>	<p style="text-align: center;">Phase: On the Move</p>
	Doubles Doubling Double Dice game Double Barrier Game Double Dominoes Sharing Picnic – Sharing More people! Grouping (1) Grouping (2) Even and Odd	Adding and subtracting Composition of number How many Legs? Problem solving Making Boats - Problem solving, how many marbles can the boat hold? Building Bridges – Which bridge is the longest? Cuisenaire Rods – Comparing lengths Cuisenaire Rods – Staircase Bean bag game – Composition of number and number bonds Patterns



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	One Odd Day Even and Odd (2) Match – Barrier Game How Many Cubes		Making maps Journey to school Obstacle course X marks the spot Designing mazes
Understanding the World	Natural World (Forest School & Snap Science)	People, Culture & Communities (Geography/RE/PHSE)	Past & Present (History)
	What Floats?- linked to EAD <ul style="list-style-type: none"> Children can talk about objects that float and sink, referring to the size, shape and mass of the object, and what it is made from, and link this to their first-hand experience. Summer- What is happening to the trees? <ul style="list-style-type: none"> Children can describe the physical changes they notice on and around a tree during the season of summer. Summer- What is the weather like today? <ul style="list-style-type: none"> Children can describe the observations of the weather they have made on a summer day. 	The Church Understand that some places are special to members of their community.	Adventures through time To recognise special achievements.



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Expressive Arts and Design	Creating with Materials (Art Kapow)	Creating with Materials (DT Kapow)	Being Imaginative & Expressive (Music Kapow)
	No unit this term	<p>Structures – Boats</p> <p>Knowledge</p> <p>Technical</p> <ul style="list-style-type: none"> To know that ‘waterproof’ materials are those which do not absorb water. <p>Additional</p> <ul style="list-style-type: none"> To know that some objects float and others sink. To know the different parts of a boat. <p>Skills</p> <ul style="list-style-type: none"> Designing a junk model boat. Using knowledge from exploration to inform design. Making a boat that floats and is waterproof, considering material choices. Making predictions about, and evaluating different materials to see if they are waterproof. Making predictions about, and evaluating existing boats to see which floats best. 	<p>Big Band</p> <p>What makes an instrument- to use recyclable materials to create a simple representation of a musical instrument</p> <p>Introduction to Orchestra- To learn what an orchestra is. To learn about the four different groups of musical instruments.</p> <p>Follow the beat- copy and follow a beat. Follow a beat using an untuned instrument.</p> <p>Tuned and untuned instruments- experiment playing instruments. Play in time to familiar songs.</p> <p>Big Band Performance- choose appropriate instruments to represent different parts of a song. Perform to a small audience.</p>



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		<ul style="list-style-type: none">• Testing their design and reflecting on what could have been done differently.• Investigating the how the shapes and structure of a boat affect the way it moves.	
Purple Mash Unit Application	Computing Knowledge		Computing Skills
	To know how to use a mouse to draw a picture. To find letters on a keyboard.		I can use a mouse to draw a picture. I can use a keyboard to write my name.