



## Reception Class

### Summer Term

Subject	Content
<b>Religious Education</b>	<p><b>Easter</b></p> <ul style="list-style-type: none"><li>• know a story about the Resurrection of Jesus and understand that at Easter we celebrate Christ being alive</li><li>• be able to identify the Easter Candle as a symbol of this season children will know parts of the story of Pentecost and recognise some of the changes that took place in the Apostles</li></ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"><li>• know some of the symbols the Church uses to celebrate the Feast of Pentecost</li></ul> <p><b>Prayer</b></p> <ul style="list-style-type: none"><li>• know that prayer is an important form of communication with God</li><li>• be able to recall some forms of prayer and say why they are important</li><li>• take part in some in prayer liturgies and write some prayers of praise and thanks</li><li>• know some of the prayers of the Church and they will be able to voice their own prayers and eventually be able to write them</li><li>• understand and be able to explain some of the words used in the prayers of the Church</li></ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"><li>• listen attentively in a range of situations</li><li>• listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</li><li>• give their attention to what others say and respond appropriately, while engaged in another activity</li><li>• children follow instructions involving several ideas or actions</li><li>• answer 'how' and 'why' questions about their experiences and in response to stories or events</li><li>• children express themselves effectively, showing awareness of listeners' needs</li><li>• use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li></ul>

	<ul style="list-style-type: none"> <li>• develop their own narratives and explanations by connecting ideas or events</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• read and understand simple sentences</li> <li>• use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• also read some common irregular words</li> <li>• demonstrate understanding when talking with others about what they have read</li> <li>• use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>• write some irregular common words</li> <li>• write simple sentences which can be read by themselves and others</li> <li>• some words are spelt correctly and others are phonetically plausible</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number</li> <li>• using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer</li> <li>• solve problems, including doubling, halving and sharing</li> <li>• use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</li> <li>• recognise, create and describe patterns</li> <li>• explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> </ul>
<b>Physical Development</b>	<p><b>Invasion</b></p> <ul style="list-style-type: none"> <li>▪ show an awareness of space</li> <li>▪ throw a ball underarm</li> <li>▪ roll a ball wards a target</li> <li>▪ bounce a ball</li> <li>▪ pass and receive a ball</li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>▪ develop appropriate running technique</li> <li>▪ jump over different sized obstacles</li> <li>▪ throw wards a set target</li> <li>▪ competently catch a ball or beanbag</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• try new activities with confidence, and say why they like some activities more than others</li> <li>• confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</li> <li>• say when they do or don't need help</li> </ul>

	<ul style="list-style-type: none"> <li>• talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable</li> <li>• work as part of a group or class, and understand and follow the rules</li> <li>• adjust their behaviour to different situations, and take changes of routine in their stride</li> <li>• play co-operatively, taking turns with others</li> <li>• take account of one another's ideas about how to organise their activity</li> <li>• show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</li> </ul>
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### **Creative Curriculum**

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. **In Foundation Stage these subjects come under the headings "Understanding the World" and Expressive Arts and Design"**

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle)

<p><b>Year A</b></p> <p><b>Summer 1- Sport and Leisure/ Team work</b></p> <p><b>Main Focus: design Technology– Expressive Arts and Design-</b></p> <p><b>Make a picture with moving parts.</b></p> <ul style="list-style-type: none"> <li>• explore moving picture books and talk about what they like</li> <li>• experiment with different ways cutting and sticking</li> <li>• use different fixings that allow movement</li> <li>• assemble a moveable toy</li> <li>• use construction equipment to make moveable and fixed pieces</li> </ul> <p><b>Secondary focus – Understanding the World</b></p> <ul style="list-style-type: none"> <li>• find out about sport and how we like to spend our time</li> <li>• discuss how toys and games have changed over the years</li> <li>• make up their own playground games using small and large equipment</li> </ul>	<p><b>Year B</b></p> <p><b>Summer 1- Our Wonderful World</b></p> <p><b>Main Focus: Music – Expressive Arts and Design-</b></p> <p><b>Exploring Tempo and Dynamics</b></p> <ul style="list-style-type: none"> <li>• explore ways of playing instruments</li> <li>• compose music through a structured story</li> <li>• explore tempo- fast and slow</li> <li>• begin to control the dynamics – loud and quiet</li> <li>• sing songs, make music and dance, and experiment with ways of changing them</li> <li>• represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li> </ul> <p><b>Secondary focus – Understanding the World</b></p> <ul style="list-style-type: none"> <li>• explore the world through story</li> <li>• talk about the features of their own immediate environment and</li> </ul>
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<ul style="list-style-type: none"> <li>• safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> </ul>	<p>how environments might vary from one another</p> <ul style="list-style-type: none"> <li>• make observations of animals and plants and explain why some things occur, and talk about changes</li> <li>• safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• use what they have learnt about media and materials in original ways, thinking about uses and purposes</li> </ul>
<p><b>Year A</b></p> <p><b>Summer 2- Beside the Seaside</b>  <b>Main Focus: Music – Expressive Arts and Design-</b>  <b>Exploring Tempo and Dynamics</b></p> <ul style="list-style-type: none"> <li>• explore ways of playing instruments</li> <li>• compose music through a structured story</li> <li>• explore tempo- fast and slow</li> <li>• begin to control the dynamics – loud and quiet</li> <li>• sing songs, make music and dance, and experiment with ways of changing them</li> <li>• represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li> </ul> <p><b>Secondary focus – Understanding the World</b></p> <ul style="list-style-type: none"> <li>• explore seaside pictures and places</li> <li>• talk about the features of their own immediate environment and compare to the seaside</li> <li>• talk about past holidays and what the seaside was like for their grandparents</li> <li>• safely use and explore a variety of materials, tools and techniques,</li> </ul>	<p><b>Year B</b></p> <p><b>Summer 2 – Food Glorious Food</b>  <b>Main focus- DT; cookery, healthy eating, healthy bodies and exercise</b></p> <ul style="list-style-type: none"> <li>• combine ingredients to make sandwiches and other simple food</li> <li>• explore where our food comes from</li> <li>• experiment with growing food and looking after plants</li> <li>• explore the idea of keeping healthy by eating and exercising</li> <li>• ask why things happen and how things work</li> <li>• use ICT to support learning</li> </ul> <p><b>Secondary focus – Understanding the World</b></p> <ul style="list-style-type: none"> <li>• talk food in relation to the past in their own lives and in the lives of family members</li> <li>• explore similarities and differences between themselves and others, and among families, communities and traditions involving food</li> <li>• recognise that a range of technology is used in places such as homes and schools</li> <li>• select and use technology for particular purposes</li> </ul>

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