



# ST. ANNE'S CATHOLIC PRIMARY SCHOOL

## Year Group: Reception Summer Term 1

### Prime-Personal, Social and Emotional Development

In PSHE we will be studying the Jigsaw theme "Relationships". In RSE our unit of work is: Created and loved by God – Life Cycles.

#### Self-Regulation

Uses Calm Me time to manage my feelings.

To use vocabulary to describe how they feel

To explore the concept of fairness and feelings associated with unfair situations.

Understand how emotions may cause people to behave in different ways.

#### Managing Self

Talk about ways to keep our whole body healthy.

Talk about healthy foods and treats.

Show good behaviour and know what is right and wrong.

#### Building Relationships

Talk with others and compromise to solve problems. Develop empathy and support friends.

### Theme:

## How does your garden grow?



### Prime-Communication and Language

#### Listening and Attention & Understanding

Begin to transfer understanding of stories. Analyse and create different versions of well-known texts.

Listen, respond, recall, retell, repeat a range of music, songs, rhymes, nonsense rhymes, poems and chants.

Listen with increased attention and concentration.

#### Speaking

Develop narratives in their play, using words such as: first, last, next, before, after, all, most, some, each, every.

Use talk to generate and order ideas, structuring ideas through sequencing, discussing how stories are built up and concluded.

Use talk for story-telling and story-making: imitate, innovate, invent, improvisation

Use expression to demonstrate character/ feeling etc and use talk to express thoughts, feelings, mood, ideas.

Recall 3-5 facts relating to the learning theme.

### Prime-Physical Development

In PE our GetSet4PE Unit of work is Ball skills – Unit 2.

#### Fine Motor

Develop and practise early Handwriting and drawing skills in a range of contexts.

Play games that include patterns that move across the body, from left to right.

Use muscles for self-help skills - zip, buckle, buttons.

#### Gross Motor

Move with confidence, imagination and safety

Use a range of more complex movements, hop, skip, use a skipping rope, peddle a trike, or skips on alternate feet

Use space and apparatus safely.

Play games co-operatively showing consideration of the rules.

Use increasing control over an object by touching, pushing, patting, throwing, catching or kicking it:

Practice and evaluate ability to follow a ball and moving to collect.

Demonstrate hand / foot-eye co-ordination in a range of activities-dribble a ball, travel and send/receive a ball in different ways.

### Talk for Writing

Our Talk for Writing unit is "The Little Red Hen"



Chant and act our story sequence. Change characters and events to create a new version through actions, language and writing.

### Religious Education

In RE our units of work are Easter and People Who Help us:

#### Easter

Know a story about the Resurrection of Jesus.

Understand that at Easter we celebrate Christ being alive.

Identify the Easter Candle as a symbol of this season.



#### People Who Help us

know some things about the work of the priest.

Know that the church building is a special place.

identify some artefacts in the church.

Recall a few features from the celebration of Mass.

Recall stories of Jesus that show him helping other people.





### Specific-Literacy

#### Comprehension

As readers children will learn to:

Talk about their understanding of what they have read  
Retell stories and narratives in their own words and make predictions.

#### Word Reading

Compare stories with own personal experiences.

Discuss story openings, actions and endings showing an understanding of recently introduced vocabulary.

Adapt stories and rhymes by changing the setting, character(s), events, etc.

Use information texts to find answers to simple questions in relation to the learning theme (where, who, why, how)

Read simple sentences and apply phonic knowledge to decode words.

Develop a secure knowledge of a range of common exception words.

#### Writing

As writers children will learn to:

Begin to use story openings, endings and story language in writing.

Make phonetically plausible attempts when spelling.

Write letters with increasing accuracy.

Write captions to match pictures

### Specific-Mathematics

#### Number

As mathematicians children will learn to:

Join in and respond to number rhymes, songs, stories and games saying and using number names to 20 and beyond.

Recognise and use correct number symbols to 20 and beyond

Select 2 groups of objects to make a given total up to and beyond 10.

Know that numbers greater than 9 are formed by combining more than one digit and that the 'teens' numbers start with the digit 1.

Remove a smaller number from a larger and find out how many are left, counting back from the larger number.

#### Numerical Pattern

Count forwards and backwards within the number sequence 1 to 10 / 1-20.

Say the numbers that come before and after a given number within the number sequence 1 to 20.

Continue a count, forwards or backwards, from any point in the sequence 0 to 20.

Compare 2 numbers up to 20 and say which is more / less / greater/ smaller.

Estimate the size of a set of objects up to 20 and check by counting.

Shape, space and Measure

Name and discuss 3D and 2D shapes and use to make more complex models, pictures and patterns, in relation to experiences and activities.

Use language to describe position, direction and movement e.g. left and right, top, middle and bottom, on top of, in front of, above, between.

Talk about, recognise and make patterns observed in home/school/immediate community/wider community.

Use appropriate mathematical language to compare three or more quantities by mass/weight, capacity and length.

### Specific-Understanding the World

#### Past and Present

As historians children will learn to:

Know the seasons of the year and use some key features to compare and contrast past, present and future.

Explore and discuss a range of timelines and life cycles e.g. lifecycle of a bean.

Talk about and create a 'diary of a Bean plant'.

Talk about, Sequence and order events e.g. change/ growth

#### Natural World

As scientists and Geographers children will learn to:

Investigate the Natural world around them, making observations and drawing pictures of plants.

Name plants and their features in the local area.

Understand and talk about seasonal weather change (spring/summer)

Identify similarities and difference between two items e.g. plants, fruit and vegetables.

#### People and Communities

As Geographers children will learn to:

Develop knowledge of a range of cultures and beliefs and celebrate our own cultures and traditions. (Handa's Surprise, Food around the world).



### Specific-Expressive Art and Design

#### Creating with materials

As artists and designer's children will learn to:

Independently join materials, selecting appropriate resources and tools.

Select and use tools safely and purposefully across the provision.

Begin to understand some of the tools, techniques and processes involved food preparation.

#### Being Imaginative and expressive

As actors children will learn to:

Plan, invent, innovate stories in play and through discussion with others.

As dancers children will learn to:

Move in different ways/directions e.g. backwards, forwards, sideways, marching, rocking, swaying, left, right, etc.

Experience dance from a range of cultures and genres.

As musicians children will learn to:

Choose shapes to represent instruments for themselves and others to play.

Explore and engage in music making performing solo or in groups.

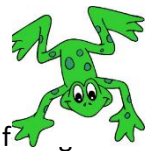
Listen to sounds and match to the object or instrument.

Name instruments and play untuned percussion 'in time' with a piece of music.

Select appropriate instruments to represent action and mood.

Experiment with playing instruments in different ways.

## Phonics –Read, Write, Inc



During this term children should be able to:

Read CVC and CVCC real and nonsense words e.g. d-o-g, f

Read Green RWI books

Read Word Time 1.6 and 1.7 (4/5 sounds) phonics green words with Fred Talk

Introduced to set 2 sounds and read set 2 green words

Secure recognition of red words (common exception words).

Reading for pleasure:

Children will continue to enjoy a wide selection of quality children's literature in school, linked to all areas of learning. Please continue to read regularly to your child at home to support their love of books and crucially their language and vocabulary development.

## Partnership with Families Home Learning

We love to hear and see what the children are doing at home and to celebrate their achievement and successes outside of school. Please send in any photographs and certificates etc.

Termly homework project outlined in blue homework book.

Daily Reading, word pots, spellings and reading ladder.

Follow @StAnnesCP on Twitter to see regular updates and pictures of your child and events in school.

Maths counting, rhymes and activities.

## Key Events

Autism Awareness Week

Mental Health Awareness Week

Walk to School week

Health Eating Week

## Continuous Provision

The children in Reception have daily access to our continuous provision in order to develop and embed a range of skills in all learning areas. We call this free choice learning time which also develops your child's Characteristics of Effective Teaching and Learning.

**Playing and exploring** – make independent choices.

**Active learning** – show resilience.

**Creating and thinking critically** – making links and problem solving.

Our language rich environment is supported by the adult play partner role. During this child led and child initiated learning your child has access to both outdoor and indoor provision. Opportunities include:

Outdoor – digging area, mud kitchen, sand play, water play, large scale activities e.g. construction, climbing frame, balance beams, ropes, fireman's pole, steps and slide, bikes, tunnels, growing area, prayer garden, writing opportunities e.g. paint brushes and water, chalk, reading, counting natural objects, problem solving, role play, instruments, investigation equipment e.g. magnifying glasses, binoculars.

Indoor – Sand play, water play, painting, play dough, small world play, arts and crafts, design and make, reading, writing opportunities and templates, maths opportunities and real objects to count, problem solve etc., role play, storytelling, puppets and props, construction activities, instruments, listening centre, ICT equipment.