



St John's Catholic Primary School
Curriculum Overview – Summer Term 2022 - Reception



Subject	Summer 1	Summer 2
Religious Education <i>The Way, the Truth and the Life</i>	† New Life Begin to understand that because Jesus rose from the dead and experience Easter joy through a celebration using music/drama/dance etc/Know the story of the disciples discovering the empty tomb (John 20) and know that Jesus appeared to the disciples and why these stories are important/Begin to understand the special gift of joy and peace that Jesus gave to the disciples (John 20: 19-21)/Hear the story of Jesus going back to his Father in heaven and that one day we can go there.	† Our Church Family To know that we call the Church the family of God and that we can all belong to this family/Know that a church building is a holy place where we can all pray and are welcome/Know that Jesus is present in a special way in the Blessed Sacrament and he invites us to be with him/Know and be thankful that lots of people help look after the church for us/Know why Sunday is a special day for us/Know that we call the Church the family of God and that we can all belong to this family.
Personal, Social and Emotional Development And Relationships Education	As in Term 1 and 2: <ul style="list-style-type: none"> Self-Regulation – Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG) Managing self – Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge (ELG) Building relationships- as new pupils join our classroom this term, we look at building new friendships and building relationships as a class. Work and play cooperatively and take turns with others (ELG). To form positive attachments to adults and friendships with peers (ELG). Our topics will focus on healthy lifestyles – brushing our teeth, getting dressed independently, screen time, sleep and road safety.	As in Term 1 and 2: <ul style="list-style-type: none"> Self-Regulation – Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (ELG) Managing self – Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG) Building relationships- continuing to form positive relationships and Show sensitivity to their own and to others' needs. (ELG). Also we will be preparing for change as children get ready for Year One, to have confidence and independence. A Journey in love- <i>The wonder of being special and unique.</i> <i>The aims is to wonder of being special and unique. The intentions are to recognise the joy of being a special person in my family, to recognise that we are all different and unique and to celebrate the joy of being a special person in God's family</i>
Communication & Language	Listening, attention and understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions and to make comments about what they have heard and ask questions to clarify their understanding (ELG). Speaking: Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher (ELG)	Listening, attention and understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions and to hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG). Speaking: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG).
Physical development	As in Term 1 and 2: Fine Motor: Using tools and materials – Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG). Use a range of small tools, including scissors, paint brushes and cutlery (ELG) Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others (ELG). To move energetically, such as running, jumping, dancing, hopping, skipping, and climbing (ELG) This term we will focusing on consolidating our skills learnt so far.	As in Term 1 and 2: Fine Motor: Using tools and materials – Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG). Begin to show accuracy and care when drawing. (ELG) Gross Motor: Athletics- Negotiate space and obstacles safely, with consideration for themselves and others (ELG). To move energetically, such as running, jumping, dancing, hopping, skipping, and climbing (ELG) and to demonstrate strength, balance and coordination when playing (ELG). Our P.E topic is Athletics.
Literacy	Comprehension: To anticipate events in a story (ELG) and begin to make predictions.	Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced.

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	<p>📖 Word Reading: To finish learning all phase three sounds. To ensure children can link letter names to the alphabet. To say a sound for each letter in the alphabet and at least 10 digraphs (ELG). To recognise some tricky words when reading.</p> <p>✍ Writing: We will be using the book 'Silly Doggy' for our writing this half term. We will use phonic knowledge to write words in ways which match spoken sounds, spell some common irregular words, write simple sentences which can be read by themselves and others, apply taught digraphs and trigraphs into writing and write words.</p>	<p>vocabulary (ELG)</p> <p>📖 Word Reading: To ensure phase three is embedded and children can recognise digraphs within words. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception word (ELG) and Read words consistent with their phonic knowledge by sound-blending (ELG).</p> <p>✍ Writing: We will be using the book 'Supertato' for our writing this half term. We will be writing simple sentences which can be read by themselves and others (this will include taught phonics sounds and common irregular words). Children will have an awareness of capital letters at the start of a sentence and a full stop. To write phonetically plausible words. To write recognisable letters, most of which are correctly formed (ELG).</p>
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<p>Mathematical development</p>	<p>☐ Number ELG Have a deep understanding of number to 10, including the composition of each number, Subitise (recognise quantities without counting) up to 5, Automatically recall (without reference to rhymes, counting or other aids, number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>☐ Numerical Patterns ELG Verbally count beyond 20, recognising the pattern of the counting system, compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity and Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>☐ Number ELG Have a deep understanding of number to 10, including the composition of each number, Subitise (recognise quantities without counting) up to 5, Automatically recall (without reference to rhymes, counting or other aids, number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>☐ Numerical Patterns ELG Verbally count beyond 20, recognising the pattern of the counting system, compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity and Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Understanding the World</p>	<p>🌐 What moves? We will be investigating and learning about what moves? Children will be asked this question at the start of the term and they guide the topic. We can do investigations for sink and float, push and pull, friction, gravity, faster and slower movements. We will be using our comparing skills and stating similarities and differences too as well as reasoning skills.</p>	<p>🌐 What Changes? We will be investigating and learning about what changes? Children will be asked this question at the start of the term, and they guide the topic. This could be how much they have changed over the year as we prepare for year one – transition topics will begin this term. Children will have the opportunity to complete experiments on states of matter. Children will plant seeds and learn how to care for their seeds and observe how they grow. 🌐 Use technology independently - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p>Expressive Arts & Design</p>	<p>As in Term 1 and 2 plus: 🎵 Being Imaginative and Expressive- Sing a range of well-known nursery rhymes and songs (ELG) and perform these (ELG). To have access to instruments for their own creativity of music. 🎨 Creating with materials – to use felt material to create with. This will involve planning and evaluating their creation, cutting accurately, and learning to thread a needle and sew.</p>	<p>As in Term 1 and 2 plus: 🎵 Being Imaginative and Expressive- To continue to perform a wide range of plays, songs, stories, nursery rhymes (ELG). To invent, adapt and recount narratives with teachers and peers (ELG). To dance and begin to dance with the music. 🎨 Creating with materials – to use a wide range of materials to print. Linked to healthy eating children will be given the opportunity to use fruit and vegetables to print with. Linking printing with making patterns in mathematics. As a class we will be looking at Paul Klee's artwork and using our printing resources to create our own Paul Klee masterpiece.</p>

Special Events	Children's book week, Mental health awareness week, World Bee day, # Earth Day, St George's Day, Whitsun and Pentecost		Signs of Summer, World Ocean's Day, Queen Elizabeth II Birthday and Jubilee, Father's Day, Children's art week and Sport's Day
Homework	<p style="text-align: center;">Homework expectations:</p> <p>Reading: Two reading books are handed out on a Monday; both these books are to be read by Friday. Books are then changed, and one book is handed out for the weekend. Books can be read twice to improve speed, fluency, and recognition of sight words. You do not need to read the whole book in one sitting. Little and often can be more effective.</p> <p>Reading books and diaries must be in school every day. Please write a brief note in the Reading diaries each time you hear your child read at home, which should be daily - date and page numbers read. Books will not be changed if no comment has been written.</p> <p>On a Friday, Phonics and Maths homework will be set. Homework to be completed by Wednesday. Homework books will be handed in once a term.</p> <p>After the May Half Term, children will have spellings to learn and will complete a spelling test once a week. This is to prepare them for the change in Year One.</p> <p style="text-align: center;">Notes</p> <p style="text-align: center;">Our P.E day is Monday, please send your child to school in their P.E kit.</p> <p style="text-align: center;">'Fun at the Forest' will be every Thursday. Please send your child in old clothes and spares in their bag. Please ensure wellies and waterproofs are in school.</p>		