

The Good Shepherd Catholic Primary School



Reception

Summer Curriculum Newsletter

25-26

Thank you for all your support through the Autumn and Spring Term. We have now created our Summer curriculum newsletter. You will find information about the Prime and Specific areas your child will be working on this term.

Mrs Bonner and Mrs Ashby

Creator of all, thank You for summer!

*Thank You for the warmth of the sun and the increased daylight.
Thank You for the beauty I see all around me and for the
opportunity to be outside and enjoy Your creation.*

*Warm my soul with the awareness of Your presence, and light my
path with Your Word.*

Amen

Launch of EYFS CUSP Curriculum 2023

We have decided to implement the Unity Schools Partnership CUSP curriculum model written by Alex Bedford of Unity Schools Partnership.

Structured Story time

CUSP EARLY FOUNDATIONS Literature Spine Reception Good Shepherd 25-26

Autumn 1 Ourselves Family and Friends	Celebrations around the world Winter Autumn Spring Summer	-	I'm (almost) always kind - PSHE Links - Friendship - Kindness	What makes me a me? - Learning about self - Feelings - What makes people different	The Gingerbread Man - Traditional Tales - Repetition of language	-	
Autumn 2 Let's Celebrate!		The Dark - Talking about worries/ what they are scared of - PSHE links	The squirrels who squabbled - Autumn / Seasons - Friendship - PSHE links	Pumpkin Soup - Autumn Links - Vegetables - Links to DT	Celebrations around the world - Winter - Christmas - Festivals		
Spring 1 Places you could go!		Martha Maps it Out - Geography Links (local church walk/ forest map)		Mr Wolf's Pancakes - Pancake Day - Following Instructions - DT links	-	Shu Lin's Grandpa - Community - Understanding others Feelings	
Spring 2 Egg or no Egg?		Luna loves Art - Links to Art - Kandinsky, Mondrian, Yayoi Kusama - Primary and secondary colours		The wonder - Building imagination - Links to Art Curriculum Different jobs (people who help us link) -	Tad - Links to frogs spawn from school pond - Life cycles - Growing and Changing	Chicken Clicking - Internet Safer Day (7 th February 2024) - Computing Link	
Summer 1 Once Upon a Time		Mrs Noah's Garden - Growing and Changing - Seasons - Science links What makes plants grow?		Each Peach Pear Plum - Phonological awareness - Traditional Tale links -	Anansi and the Golden Pot Kindness		
Summer 2 Sofia the Sloth-Stewardship		Clean Up - Write a description of Beach School litter picking - Science links - Community	Standing up to Racism - Anti- Racism	The Story Orchestra Science links		It's a No Money Day - Community Links to School's Difference Makers	



SUBJECT	TOPIC INFORMATION
KEY EXPERIENCES	<p>In Summer 1 our focus will be, Once upon a time..... Through this overarching theme, we will delve into Fairy Tales. We will retell them using small world and role play. We will use these as a hook to our writing. We will explore what is the same and different between UK and other countries</p> <p>We will learn about repeated refrains from a great many Traditional Tales and try to write some of our own.</p> <p>To know what specific gardening words mean shoots, shallow drills, germinate.</p> <p>To know how important team work is.</p> <p>To know the story of Noah's ark.</p> <p>To know the nursery rhymes from the story</p> <p>To know the main events in Cinderella and The Three Bears.</p> <p>To know that the story is set in the past.</p>

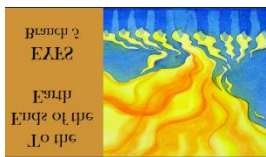
To know what a traditional tale is.
 To know where Ghana is / some traditional foods of Ghana.
 To know what being generous means.

Through our Focus, Sofia the Sloth -Stewardship we will explore minibeasts, looking at classification, similarities and differences both inside and outside the classroom.

To know what an island is.
 To know that animals are negatively impacted by litter / plastic pollution.
 To know that not everyone does the right thing with their litter.
 To know that people have different skin colour because of melanin
 To know that people should not be treated differently because of the colour of their skin or because they look different.
 To know that everyone should be treated equally.
 To know that music can be used to help us imagine things and create a feeling. To know a variety of animals and the way in which they move and the sounds they make.
 To know where a range of different creatures live.
 To know what a foodbank is.
 To know that some people in the world do not have enough food.
 To know that you do not need lots of money to

We will have " A Day at the Circus" experience from an outside provider

RELIGIOUS EDUCATION



EYFS Branch 5 - To the Ends of the Earth

These resources are designed to respond to the Religious Education Directory for EYFS, branch 5 – To the Ends of the Earth. The resource is designed to be used in conjunction with the RED EYFS document, which gives detail on content and delivery.

The resource has been structured into 6 blocks, each based around one objective. This will allow schools some freedom with how long they choose to spend on each objective.

- Hear** – The first section for each unit is the 'Hear' section. This section of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. An age appropriate version of the scripture can be found at the end of the document. The scripture for this branch is based on: Acts 1: 6-11, Acts 2: 1-4, Acts 2: 42-47
- Believe** – This section details the Catholic belief and teaching related to this scripture and suggested ways to share this with the children.
- Live** – This section has a range of activities that you could use to help the children to respond to the scripture and belief to enable them to better understand it and how they can live it out. This section of the resource has a range of activities that you may choose – some are suited to adult led whole class or group delivery and some to continuous provision. You do not need to cover all the activities, there are a range of suggested activities and the children should have access to a range of learning opportunities across the whole topic. The amount of time and number of opportunities offered to children for RE – in both adult led activities and continuous provision – should be equal to that of literacy and mathematics.
- Celebrate** – This section suggests ways in which the children can express their wonder and awe and learn to pray, praise and celebrate their faith.

Vocabulary – the key words for the children to learn, use and understand in this topic are: Heaven, Holy Spirit, Fire, Wind, Languages, Fruits, Church, Tabernacle, Family, Community, Pray, Share, Good News.

Dialogue
and
Encounter

EYFS
Branch 6



EYFS Branch 6 - Dialogue and Encounter

These resources are designed to respond to the Religious Education Directory for EYFS, branch 6 – Dialogue and Encounter. The resource is designed to be used in conjunction with the RE0 EYFS document, which gives detail on content and delivery.

The resource has been structured into two separate blocks, one for the Dialogue part of the Branch and the other for the Encounter.

Dialogue – In the Early Years curriculum, the first principles of dialogue are laid out: to understand how to listen when others speak, develop attitudes of respect, and embrace similarities and differences. Many children will begin to encounter Christianity for the first time. Developing these behaviours and understandings forms part of good Early Years provision. Throughout their time in Early Years, children should experience diverse representations of Christianity to appreciate that it is a global faith. They will study this under the title of ‘Friends of Jesus’ which they will hear a simple life of **St Peter and St Paul**, friends of Jesus (linking to their feast day). They will also listen to someone from their local parish talk about their faith and why it matters to them to be a friend of Jesus.

Children will begin to engage with another Catholic tradition by exploring a range of pictures of Jesus from a non-European tradition – **The Catholic Coptic church icons**.

Encounter – Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum to explore the music, food, smells, tastes, and specific clothing worn, to enrich understanding and foster respect. Teachers should decide which community to encounter based on the daily experiences of the children and the aim is to enrich their understanding of a different religious and cultural tradition that they encounter each day – e.g. in members of their class, school community or locality. Teachers should use visitors to the school (where possible), create spaces for children to talk about their beliefs and religious practices with each other, and begin to understand what it means to be a good neighbour.

Vocabulary – the key words for the Dialogue lessons are: Friends, Apostles, Saint, Peter, Paul, believe, follow, live, Icon, Coptic, Art. Key vocabulary for the Encounter lessons will be determined by the faith of the local community or school member that you have chosen to explore with the children.

ENGLISH

**Reading and
Comprehension**

Develop their phonological awareness to:

- Recognise and use rhyme in daily conversation.
- Use sound buttons to segment and read words.
- Can identify words containing the same digraph or trigraph e.g. ay- may, day, play.

Learning to read

Developing phonemic knowledge through Read Write Inc and other phonic opportunities.

Developing a knowledge of stories including rhyme and identify the rhyming words within them.

Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.

Reading to learn

Developing their skills and abilities in retelling familiar stories.

Recognising that books have information that helps them to learn.

Reading for enjoyment

Routinely accessing picture books and stories

Listening to others expressively tell stories.

Learning that stories and books can put them in imaginary worlds full of adventure and excitement.

Writing

Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.

Learning to Write

Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.

To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.

Writing to learn

Write independently to communicate their thoughts and ideas about their lived experiences.

Write words and sentences to help them to remember what they have done.

Writing for enjoyment

Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.

Physical Development

Gross Motor

- 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, precision and accuracy when engaging in activities that involve a ball.
- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Moving and Dancing

To respond to music, including individual instruments with movement and dance

To match movements to the rhythm and pulse of a piece of music

Fundamentals

To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.

To use their core muscle strength to achieve a good posture.

To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Ball Skills

To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.

To use their core muscle strength to achieve a good posture.

To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Games

To negotiate space and obstacles safely, with consideration for themselves and others.

To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Gymnastics

To negotiate space and obstacles safely, with consideration for themselves and others.

To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group

Dance

To use a more fluent style of moving, developing control and grace.

To combine different movements with ease and fluency.

Fine Motor

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Using materials

Hold tools like pencils, paint brushes, scissors with increasing precision

Experiment with using different every day and art materials to explore colour, texture and form

Exploring and playing

To explore the range of sounds made by different instruments.

To use a range of percussive instruments to enhance songs and rhymes.

To know the names of instruments that they have explored and used.

Learning to Write

Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.

Know and talk about the different factors that support their overall health and wellbeing:

- Regular physical activity
- Healthy heating
- Tooth brushing
- Sensible amounts of 'screen time'
- Having a good sleep routine
- Being a safe pedestrian

Food

To recognise different foods as either healthy or unhealthy
 To know how to use basic cutlery and utensils to make and eat food
 To follow simple instructions to make different foods
 To know when we make food for other people that it needs to be appealing.

Phonics – Read, Write, Inc

- Children are assessed every term and phonics groups are mixed age ranges dependent on needs.

**Week 6
 A day at the Circus –
 Wednesday 8th July**

The big top- all about the circus
 Olivia saves the Circus by Ian Faulkner.
 Vacation, audience, infection, all the different acts in a circus- lion tamer, trapeze etc.

Structured story times FS2

CUSP	Supporting Quality Texts
Mrs. Noah's Garden	Noah's Ark Mrs. Noah's Pockets
Each Peach pear plum	Recipes' Disgusting Sandwich
Anansi Golden Pot	1 is a snail and 10 is a crab

Structured story times FS2

CUSP	Supporting Quality Texts
Clean Up	Recycling – Catholic Social Teaching Sofia the Sloth.
Stand up to Racism	Elmer
The Story Orchestra Carnival of Animals	The Snail and the Whale Kapow Music – Big band
No Money Day	

Throughout this theme the children will explore the repeated language within this genre.
 Once upon a time, happily ever after, good character, bad character, problem, happy ever after.

Communication and language

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

Evaluate

To talk about their constructions / products, and what they are pleased with
 To talk about their constructions and say how it could be even better
 To talk about everyday objects that they like and say why they are good

		<p>Hearing and listening To listen to live and recorded music, hearing lyrics, rhymes and instruments. To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</p> <p>Comparing and evaluating work Recognising and exploring the colour, patterns and shapes in other artist's work. Expressing opinions and feelings in response to their own art work and other artist's work. Sharing their work with other people, talking about what they have created it.</p> <p>Knowledge of places Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to place</p> <p>Using language associated with the past Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past</p> <p>Remembering and discussing their own lives Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order</p> <p>Talking about things they have done with people that are special to them Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order.</p> <p>Recognising chronology within stories Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past.</p>
MATHS	Subitizing	<ul style="list-style-type: none"> • Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • Be encouraged to identify when it is appropriate to count and when groups can be subitised.
	Cardinality, Ordinality and Counting	<ul style="list-style-type: none"> • Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • Continue to develop confidence and accuracy in both verbal and object counting.
	Composition	<ul style="list-style-type: none"> • Explore the composition of 10.
	Comparison	<ul style="list-style-type: none"> • Order sets of objects, linking this to their understanding of the ordinal number system.
	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p>Number To count confidently To show a deep understanding of numbers up to 10</p>	

	<p>To match numerals with a group of objects to show how many there are (up to 10)</p> <p>To be able to identify relationships and patterns between numbers up to 10</p> <p>To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways</p> <p>To add and subtract one in practical activities</p> <p>Measurement</p> <p>To measure themselves and everyday objects using a mixture of non-standard and standard measurements</p> <p>To develop spatial reasoning using measures</p> <p>To begin to order and sequence events using everyday language related to time</p> <p>To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars</p> <p>To explore the use of different measuring tools in everyday experiences and play</p> <p>Geometry</p> <p>To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them</p> <p>To use spatial language, including following and giving directions, using relative terms</p> <p>To develop spatial reasoning with shape and space</p> <p>To compose and decompose shapes, and understanding which shapes can combine together to make another shape</p>	
Understanding the World	People, Culture and Communities	<p>Locational Knowledge</p> <p>Know where they live</p> <p>Know how they travel to school</p> <p>Knowledge of places</p> <p>Talk about some of the differences they notice when they are in different places</p> <p>Talk about places when looking at books and watching tv/videos</p> <p>Talking about places they have been to</p> <p>Talk about places in stories</p> <p>Using language that relates to place</p> <p>Human and Physical geographical knowledge</p> <p>Recognise elements of their environment that are manmade and natural</p> <p>Using maps</p> <p>Make maps from stories</p> <p>Follow simple maps in play</p>
	Natural world	<p>Working Scientifically</p> <p>To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them</p> <p>To compare objects in their environment and talk about similarities and differences</p> <p>To ask questions about the world around them, and seek to find their own answers</p> <p>Plants</p> <p>To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them</p> <p>To compare objects in their environment and talk about similarities and differences</p> <p>To ask questions about the world around them, and seek to find their own answers</p> <p>Animals including humans</p> <p>To know what an animal is</p> <p>To recognise and name a variety of different animals</p> <p>To know the names of different body parts of humans and animals they have experience of</p> <p>Everyday Materials</p>

		<p>To recognise that different everyday objects are made from different materials To describe how different objects look and feel</p> <p>Seasonal Change To know about different types of weather To observe changes in trees and plants as the seasons progress</p>
	Past and Present	<p>Using language associated with the past Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past</p> <p>Remembering and discussing their own lives Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order Talking about things they have done with people that are special to them.</p> <p>Talking about things they have done with people that are special to them Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order.</p> <p>Recognising chronology within stories Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past.</p>
MUSIC EAD		<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Kapow Music		<ul style="list-style-type: none"> • Unit 4 -Big Band • To discuss what makes a musical instrument • To use recyclable materials to create a simple representation of a musical instrument • To learn what an orchestra is • To learn about the four different groups of musical instruments • To copy and follow a beat • To follow a beat using an untuned instrument • To experiment with playing tuned and untuned instruments • To play in time to familiar songs • To choose appropriate instruments to represent different parts of a song. • To perform a practised song to a small audience.
PE		<p>Physical Co-ordination- Sending and receiving Agility-Reaction/Response.</p> <ul style="list-style-type: none"> • I can perform a single skill or movement with some control. • I can perform a small range of skills and link two movements together • I can move confidently in different ways.

		<p>Health and Fitness Agility-Ball chasing Static Balance-Floor work</p> <ul style="list-style-type: none"> • I am aware of why exercise is important for good health. • I am aware of the changes to the way I feel when I exercise. <p>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, precision and accuracy when engaging in activities that involve a ball.</p>
PSHE PSE	Fake is a Mistake! (I tell the truth)	<ul style="list-style-type: none"> • I can differentiate between words that are true and untrue. • I can be kind and encouraging to others. • I can understand that it is important to be honest and always tell the truth. • I can understand that being yourself is the best you can be. • I can list the things I am thankful for. • I can tell others something special about my home and family.
	'No Way Through' isn't True (I can do it!)	<ul style="list-style-type: none"> • I can understand that making mistakes is normal and helps us to learn. • I can have a go at and complete a series of different challenges. • I can keep trying when something is difficult. • I understand that I can do anything if I work hard and don't give up. • I can keep going to complete an activity. • I can express how we feel about change.
		<p>Living in the wider world Shows care and concern for living things. Name and describe people who might help us in the local community (police, fire service, doctors and teachers).</p> <p>Health and wellbeing Managing their own personal hygiene and basic needs Shows an understanding of their own feelings; and those of others Being to regulate their behaviour Shows an understanding of how to stay safe in a range of common situations.</p> <p>Relationships Knows right from wrong and can explain why it is important to have boundaries and routines Working and play co-operatively and taking turns with others Recognise and show sensitivity to their own and others needs Recognise similarities and differences between themselves and others</p>