

# The Good Shepherd Catholic Primary School



## Pre-School

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 Hancy

*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*

CUSP EARLY FOUNDATIONS Literature Spine – Pre- School September 25-26

Autumn 1 C ourselves, family and friends	<b>The Same but Different</b> what opposite means some similarities and differences between themselves and others that it is okay to be different to their friends.	<b>Worrysaurus</b> what a worry is and how a worry might feel how <b>Worrysaurus</b> overcame his worries some strategies to try if they are feeling worried		<b>Home is where the Birds Sing</b> that everyone's homes are different, and everyone lives with different people that being at home should make you feel comfortable and loved	<b>Tidy</b> that it is okay to make mistakes as long as we try to fix them that we should look after the woods / forest that underground is an important part of the forest for animal homes / food.
Autumn 2 My Technicolour World	<b>My Hair</b> that people have different hair people can choose to wear their hair however they like. that sometimes different hairstyles are linked to religion or culture.	-	<b>The Suitcase</b> that some people have to leave their homes and countries for safety that people who leave their country for safety are called refugees that we should try to help people in need.	<b>A great Big Cuddle</b> that some poems have rhyming words that some poems are fun to perform that poems can share ideas, feelings and stories.	-
Spring 1 People who help us	<b>All Through the Night</b> that some people have to work during the night to keep things running that people do lots of different jobs the name of some jobs people do at night.	<b>The Dot</b> that people get better at things over time that teachers can help us what an art show is.	<b>Astro Girl</b> what an astronaut is and some of the things they need to be able to do in space some simple facts about space some healthy foods found in packets.	-	<b>The Way back Home</b> that machines and vehicles can break down and need fixing that some people believe there are Martians in space that it is important to help other people.
Spring 2 Who will help me plant this seed?	<b>The Extraordinary Gardener</b> what your imagination is what seeds need to grow and some ways to look after plants that it feels good to share.	-	<b>Errol's Garden</b> what seeds need to grow that fruits and vegetables can be grown in a garden that it feels good to work together.	-	
Summer 1 Nursery Rhyme Time 5	<b>The 3 little Pigs</b> that certain materials are not suitable to make a house out of that most houses are made of bricks that putting in hard work and effort is sometimes the best thing to do, even if it takes longer.	-	<b>The Queens Hat</b> that wind is a type of weather that England have a royal family and the Queen was the head of the royal family but now the King is the names of some famous landmarks in London.	-	-
Summer 2 And they all lived Happily Ever After.	<b>Our Body Book</b> that non-fiction books are true and can be read in any order some people have disabilities / that everyone is different the names of some body parts and have a basic understanding of how they work.	<b>Splash (Sports Day)</b> Working hard - Winning a medal	<b>What Happened to you?</b> that disability is normal that it is impolite to ask strangers personal questions.	<b>You Choose Fairy Tales</b> a range of well-known fairy tales what a fairy tale is and that fairy tales follow the same structure - that stories are created by the choices the author makes.	

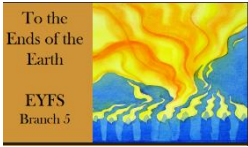


\*This is an example, not the example. You know your children best...

SUBJECT	TOPIC INFORMATION	
KEY EXPERIENCES	<b>Summer 1</b>	<p>Home and Away</p> <p>To know that wind is a type of weather</p> <p>To know that England have a royal family and the Queen was the head of the royal family but now the King is</p> <p>To Know the names of some famous landmarks in London.</p> <p>To Know that certain materials are not suitable to make a house out of.</p> <p>To Know that most houses are made of bricks.</p> <p>To know that putting in hard work and effort is sometimes the best thing to do, even if it takes longer.</p> <p>To know a range of well-known fairy tales .</p> <p>To know what a fairy tale is and that fairy tales follow the same structure.</p> <p>To know that stories are created by the choices the author makes.</p> <p>We will learn about repetition and the repeated refrain.</p> <p>We will re-enact stories using roleplay and small world.</p> <p>We will explore subitising to 3 and practise this skill.</p>

	<p><b>Summer 2</b></p>	<p>I am Strong</p> <p>To Know that non-fiction books are true and can be read in any order.</p> <p>To know that some people have disabilities / that everyone is different.</p> <p>To know the names of some body parts and have a basic understanding of how they work.</p> <p>To know that disability is normal.</p> <p>To know that it is impolite to ask strangers personal questions.</p> <p>To know that they can be anything they want to be.</p> <p>To know that being good at something takes practice.</p> <p><i>We will explore 5, we will use five frames and become familiar with the patterns for each number.</i></p> <p><i>We will also introduce 10 frames.</i></p> <p><i>We will learn our Rolling Numbers the 1's</i></p>
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RELIGIOUS EDUCATION



To the Ends of the Earth  
EYFS Branch 5

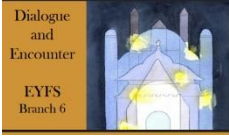
**EYFS Branch 5 - To the Ends of the Earth**

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 RED 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 led 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 these 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 lens are: Friends, Apostles, Saint, Peter, Paul, believe, follow, live, Icon, Coptic, Art. Key vocabulary for the Encounter lens will be determined by the faith of the local community or schools member that you have chosen to explore with the children.

COMMUNICATION AND LANGUAGE

**Listening attention and understanding.**

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

**Speaking**

- Be able to express a point of view to debate when they disagree with an adult or friend, using words as well as actions.
- Develop their pronunciation but may have problems saying:
  - Some sounds: r, j, th, ch and sh
  - Multi syllabic such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.

KEY TEXTS  
Vocabulary

**Structured story times FS1**

CUSP	Supporting Quality Texts
The Three Little pigs	Stories of 3
The Queens Hat	
	Dear Zoo
You Choose	

**Structured story times FS1**

CUSP	Supporting Quality Texts
The Body Book	The Hungry Caterpillar
What Happened to you	
Splash	

Wellcomm Speech and  
Language  
CLL

Continue with the program.

PERSONAL < SOCIAL  
AND EMOTIONAL

**Self-regulation**

- o Develop appropriate ways to be assertive.
- o Talk with others to solve conflicts.

**Managing Self**

- o Remember rules without needing an adult to remind them.

**Building relationships**

- o Develop their sense of responsibility and membership of a community.

PHYSICAL  
DEVELOPMENT

**Gross motor skills**

- o Choose the right resource to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- o Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- o Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

**Fine motor skills**

- o Show preference for a dominant hand.
- o Use scissors confidently.
- o Use a comfortable grip with good control when holding pens and pencils.

**Health and self-care**

- o Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly.
- o Make healthy choices about food, drink, activity and tooth brushing.

LITERACY

**Word reading**

- o Develop their phonological awareness to:  
Spot rhymes in familiar stories and poems.  
Count or clap syllables in a word.  
Recognise words with the same initial sound.

		<ul style="list-style-type: none"> <li>○ Begin to read individual letters by saying the sounds for them.</li> </ul>
	<b>Comprehension</b>	<ul style="list-style-type: none"> <li>○ Engage in extended conversations about stories, learning new vocabulary.</li> <li>○ Repeat new vocabulary in a context of a story.</li> <li>○ Repeat words and phrases from familiar stories.</li> </ul>
	<b>Writing</b>	<ul style="list-style-type: none"> <li>○ Write their first name independently.</li> <li>○ Sequence a familiar story, using pictures or props to support.</li> <li>○ Can add captions to their pictures using initial sounds.</li> </ul>
MATHS	<b>Number</b>	<ul style="list-style-type: none"> <li>○ Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</li> <li>○ Estimate and guess how many there might be before counting.</li> </ul>
	<b>Numerical Patterns</b>	<ul style="list-style-type: none"> <li>○ Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'.</li> <li>○ Become familiar with some two-digit numbers and start to notice patterns within them.</li> <li>○ Distribute items evenly from a group.</li> </ul>
	<b>Shape</b>	<ul style="list-style-type: none"> <li>○ Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</li> <li>○ Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>○ Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>○ Notice and correct an error in a repeating pattern.</li> </ul>
UNDERSTANDING the WORLD	<b>Past and present</b>	<ul style="list-style-type: none"> <li>○ Comments on recent pictures of experiences in their own life. "This was me at the farm..."</li> </ul>
	<b>People cultures and communities</b>	<ul style="list-style-type: none"> <li>○ Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.</li> </ul>
	<b>Natural world</b>	<p><b>Use of the Nursery Garden, bordering Forest School</b></p> <ul style="list-style-type: none"> <li>○ Explore and talk about different forces they can feel.</li> <li>○ Talk about the difference between materials and changes they notice.</li> </ul>
EAD	<b>Creating with materials</b>	<ul style="list-style-type: none"> <li>○ Show different emotions in their drawing and paintings, like happiness, sadness, fear etc.</li> <li>○ Explore colour and colour-mixing.</li> </ul>
	<b>Being imaginative and expressive</b>	<ul style="list-style-type: none"> <li>○ Sing the pitch of a tone sung by another person ('pitch match').</li> <li>○ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>○ Create their own songs, or improvise a song around one they know.</li> </ul>
Heart Smart	<b>Fake is a Mistake! (I tell the truth)</b>	<ul style="list-style-type: none"> <li>○ I can differentiate between words that are true and untrue.</li> <li>○ I can be kind and encouraging to others.</li> <li>○ I can understand that it is important to be honest and always tell the truth.</li> <li>○ I can understand that being yourself is the best you can be.</li> <li>○ I can list the things I am thankful for.</li> <li>○ I can tell others something special about my home and family.</li> </ul>
	<b>'No Way Through' isn't True (I can do it!)</b>	<ul style="list-style-type: none"> <li>○ I can understand that making mistakes is normal and helps us to learn.</li> <li>○ I can have a go at and complete a series of different challenges.</li> <li>○ I can keep trying when something is difficult.</li> <li>○ I understand that I can do anything if I work hard and don't give up.</li> <li>○ I can keep going to complete an activity.</li> <li>○ I can express how we feel about change.</li> </ul>

**OUR LADY  
IMMACULATE**  
CATHOLIC ACADEMIES TRUST