

The Good Shepherd Catholic Primary School



Reception

Summer Curriculum Newsletter

23-24

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 Miller and Mrs Bonner

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 Good Shepherd 23-24

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



SUBJECT	TOPIC INFORMATION	
KEY EXPERIENCES		<p>Through our Focus, Creeping and Crawling we will explore minibeasts, looking at classification, similarities and differences both inside and outside the classroom. We will look at changes and look closely at life cycles. We will observe caterpillars change into butterflies first hand. We will learn about doubling numbers through direct teaching, songs and continuous provision. Whilst sharing the book Spinderella we will practically explore multiples whilst we solve the problems of teams and football boots for spiders. We will take part in the Sunflower project and learn about seeds. We will explore poetry and specifically Alliteration.</p> <p>After half term our focus will be, Once upon a time.....</p> <p>Through this overarching theme, we will delve into Fairy Tales. We will retell them using small world and role play. We will write using these as a reason to write, such as Invitations to the Ball. We will recap on maps, tracks and trails as we explore Hansel and Gretel. We will learn about repeated refrains from a great many Traditional Tales and try to write some of our own.</p>
RELIGIOUS EDUCATION	Pentecost- Good News	<p>Know and understand:</p> <ul style="list-style-type: none"> ○ That everyone has Good News to share – Explore ○ Pentecost: the celebration of the Good News of Jesus – Reveal ○ Acquire the skills of assimilation, celebration and application of the above – Respond
	Inter-relating- Friends	<p>Know and understand:</p> <ul style="list-style-type: none"> ○ We can make friends – Explore ○ Jesus had good friends; what Jesus tells us about friendship – Reveal ○ Acquire the skills of assimilation, celebration and application of the above – Respond
	Our world	<p>Know and understand:</p> <ul style="list-style-type: none"> ○ what we love and wonder about our world – Explore ○ God gave us this wonderful world – Reveal ○ acquire the skills of assimilation, celebration and application of the above – Respond
ENGLISH	Reading and Comprehension	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • 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. <p>Learning to read</p> <p>Developing phonemic knowledge through Read Write Inc and other phonic opportunities.</p> <p>Developing a knowledge of stories including rhyme and identify the rhyming words within them.</p> <p>Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.</p> <p>Reading to learn</p> <p>Developing their skills and abilities in retelling familiar stories.</p> <p>Recognising that books have information that helps them to learn.</p> <p>Reading for enjoyment</p> <p>Routinely accessing picture books and stories</p> <p>Listening to others expressively tell stories.</p>

		Learning that stories and books can put them in imaginary worlds full of adventure and excitement.
	Writing	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p>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.</p> <p>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.</p> <p>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.</p>
	Physical Development	<p>Gross Motor</p> <ul style="list-style-type: none"> • 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. <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Dance To use a more fluent style of moving, developing control and grace.</p>

		<p>To combine different movements with ease and fluency.</p> <p>Fine Motor</p> <ul style="list-style-type: none"> • 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 <p>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</p> <p>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.</p> <p>Learning to Write Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy heating - Tooth brushing - Sensible amounts of ‘screen time’ - Having a good sleep routine - Being a safe pedestrian <p>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.</p>
	Phonics – Read, Write, Inc	<ul style="list-style-type: none"> • Children are assessed every term and phonics groups are mixed age ranges dependent on needs.
KEY TEXT and VOCABULARY	Week 1	Doubles in Nature Same, different, double, multiple, group, grouping, array, symmetry, symmetrical.
	Week 2	Spinderella-Multiples Same, different, double, multiple, group, grouping, array, symmetry, symmetrical.
	Week 3	Sunflower project, Super Tato
	Week 4	Seed, grow, growth, shoot, root, cycle, food Vegetable names, plan, trap, supermarket (Small world, trolley belt, till, freezer, aisle)
	Week 6	Minibeast Poetry-Alliteration Mini beast names, movement – crawl, slither, jump, fly.
	Week 1	Elves and the shoe maker-Maths challenge
	Week 2	Footwear- boots, ballet, trainers, pattern, cobbler, kind.
	Week 3	Town mouse and country Mouse Same, different, city, country, transport, clothes, dangers, food.
	Week 4	Cinderella Ball, invitation, fairy godmother, kindness, unkind.

	Week 5	Rapunzel Rich, poor, tower, grow, long, longer, longest, kind, unkind, happy, sad, weaving.
	Week 6	Rumpelstiltskin Truth, lie, sad, happy. Rich, poor.
	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		<ul style="list-style-type: none"> • 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. <p>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> <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</p>

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

		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.
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>