

## St Patrick's Catholic Primary School Curriculum Overview Year R, Summer Term

### Early Years Foundation Stage

Four guiding principles shape the learning environment in Oak Class.

These are:

- every child is a **unique child**, made in God's image and likeness;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs.
- **children develop and learn in different ways and at different rates..**

We promote positive, life-long learning through;

- **playing and exploring** - children are encouraged to investigate and experience things, and 'have a go';
- **active learning** - children are taught to concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our planning incorporates ideas from the children of Oak Class. All areas of learning and development discussed below are inter-connected through our enabled environment and child initiated play. Our planning aims to ignite children's curiosity and enthusiasm for learning, and build upon their capacity to learn, form relationships and thrive.

<p><b>RE</b></p>	<p><b>Easter</b>  This unit should enable children to discuss and respond to the story of the resurrection. It should draw out the excitement and joy of the Easter season by reflecting on the emotions of those discovering the empty tomb. Easter is the most important and joyous of seasons. The tasks and discussions should reflect that.  The multi-faith element identifies Hinduism as a religion.</p> <p><b>Pentecost</b>  This unit enables pupils to listen to and act out the story of Pentecost. Opportunities are provided to explore the role of a disciple of Jesus. Pentecost is shown as being about the Father, Son and Spirit.</p> <p><b>Sacraments</b>  This unit introduces children to the idea of God's presence at all times in their lives. It allows them to become more familiar with special occasions in their own lives, the lives of others and the life of the Church. With plenty of discussion it will prepare pupils for future years work on sacraments. Pupils will have the opportunity to use the words associated with sacraments and explore the meanings, appropriate to their age.</p>
<p><b>Topic work</b></p>	<p>This half term our topic is "Mini beasts". In the final half term of the year we will be thinking about "People Who Help Us" and "Transitions".</p>
<p><b>Communication and Language</b></p>	<p>Children will experience a rich language environment through the enjoyment of topic based stories, rhymes and songs. They will develop their confidence and skills in expressing themselves; and will speak and listen in a range of situations. This will include opportunities to input their ideas, feelings and questions about our topics. <b>Listening and attention:</b> children will develop attentive listening skills in a range of situations, including during a bug hunt and during question and answer sessions with topical visitors. They will listen to mini beast stories such as the Hungry Caterpillar and anticipate key events. They will be encouraged to respond to what they hear with relevant comments, questions and creative play. <b>Understanding:</b> The children will answer 'how' and 'why' questions using nonfiction books, CDROMs, internet research and exploration through play. <b>Speaking:</b> Children will be encouraged to develop their own narratives and explanations by connecting ideas or events. Props including masks, puppets, malleable materials and remote controlled mini beasts will help promote opportunities for talk. Insects found on our numerous bug hunts will also create discussion and maybe a few squeals! As will our summer trip.</p>

<p><b>Physical Development</b></p>	<p>Children will have plenty of opportunities to be active and interactive; and to develop their co-ordination, control, and movement through a variety of experiences including junk modelling, large P.E apparatus, worm charming and bug digging.</p> <p><b>Moving and handling:</b> children will continue to develop good control and co-ordination in large and small movements. They will have opportunities to handle equipment and tools effectively, including pencils for writing up bug observations, scissors for creating masks, puppets, butterfly catchers and a range of joining and fastening techniques for junk modelling</p> <p><b>Health and self-care:</b> Children will manage their own basic hygiene and personal needs successfully, including dressing, going to the toilet independently, choosing snack from a snack bar and being responsible for making sensible choices in independent play.</p> <p><b>P.E:</b> Children will have the opportunity to enjoy using the large scale apparatus in the hall and will begin preparation for our Sports Day races and team games. Our "Let's Move" programme will provide a chance to explore expressive dance. Please ensure children have full, labelled PE kits in school at all times.</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Self-confidence and self-awareness:</b> As the children's first year of school comes to an end, our transition programme will help prepare them for the move into Year 1. We will continue to assist the children in developing a positive sense of themselves, and others. To understand appropriate behaviour in groups; and to have confidence in their own abilities. Particularly in relation to literacy and numeracy activities. Children will have plenty of opportunities to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities.</p> <p><b>Managing feelings and behaviour:</b> We will be revisiting our Class Charter and the children will discuss how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They will think about their part of a group or class, and understand the importance of rules in our school and society.</p> <p><b>Making relationships:</b> Children will play co-operatively, taking turns with others during independent play and whilst playing games such as mini beast lotto, dominoes and number tracks. Children will be pivotal in supporting the arrival of the new cohort of children in September. They will be given opportunities to reflect on their first year at school and celebrate the achievements they have made.</p>

<p><b>Literacy</b></p>	<p>This term children will be revisiting phase 2 and 3 phonemes and introduced to phonemes from phase 4 and 5. Blending and segmenting skills will be consolidated through a variety of focussed group activities. These will include opportunities for outdoor, independent and interactive whiteboard activities. We will be writing about mini beasts, labelling pictures, playing phonics games, completing puzzles and much more to inspire children with the confidence to "have a go" and enjoy independent writing. Children will have access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.</p> <p><b>Reading:</b> using our new phonics resources and books, children will continue to read simple and more complex sentences. We will also continue to introduce common irregular words. During reading sessions, children will be encouraged to demonstrate their understanding and develop their own narratives through topic related role play, puppets and drama.</p> <p><b>Writing:</b> children will have plenty of opportunities to write and mark make during explorative play and teacher led activities. Independent writing will be promoted and children will be expected to use their phonic knowledge to write words in ways which match their spoken sounds. Any writing that is brought in from home will be celebrated amongst the class and possibly even the whole school!</p>
<p><b>Mathematics</b></p>	<p><b>Numbers:</b> Our focussed number groups will concentrate on developing counting skills, number recognition and addition and subtraction. We will also investigate sharing, doubling and halving with our ladybird work. Children will count in 1s, 2s, 5s and 10s and practice counting on and backwards from a given number. Number lines will be introduced to begin to build a repertoire of strategies for addition and subtraction.</p> <p><b>Shape, space and measures:</b> Bug shape pictures, butterfly symmetry, junk modelling and cooking activities will encourage conversation about shape, space and measures.</p>
<p><b>Understanding the world</b></p>	<p>Our topics this term will guide children in making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p> <p><b>People and communities:</b> Children will speak to members of our community and learn about the different roles they play. Children will share their ideas and feelings on a variety of different topics and will know that other children don't always enjoy the same things, and will be sensitive to this. They will know about similarities and differences between themselves and others.</p> <p><b>The world:</b> children will explore similarities and differences in relation to places, objects, materials and living things. Our</p>

	<p>mini beast hunt will promote discussion about the features of their own immediate environment and how environments might vary from one another. They will make observations of mini beasts and explain why some things occur, and talk about changes.</p> <p><b>Technology:</b> Children will continue to use a wide range of technology in their independent play. They will select and use technology for particular purposes. For example cameras to record important events, the interactive whiteboard to explore and research, remote controlled vehicles within their role play.</p>
<p><b>Expressive arts and design</b></p>	<p>Planning this term will enable children to explore a wide range of media and materials, as well as providing opportunities for sharing their thoughts, ideas and feelings through a variety of art, music, movement, dance, role-play, and design and technology.</p> <p><b>Exploring and using media and materials:</b> children sing topic based songs, make music and dance, and experiment with ways of changing them. They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being imaginative:</b> During child initiated play, children will use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will be encouraged to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Their imaginative endeavours will be celebrated amongst their peers to inspire further creativity and a strong learning through play ethos.</p>
<p><b>Homework</b></p>	<p>Weekly reading homework will continue and weekly high frequency word spellings will be sent home. There will be occasional creative tasks relating to our curriculum or topic.</p> <p>We are always incredibly happy to be able to share the children's independent work so please feel free to send in any work completed at home, whether it relates to our topic or not it will always inspire further learning!</p> <p>If you would like any further information on how to support your child at home please pop in and ask one of the team. You can also use your child's homework book to write any communication.</p>