

Barlaston CE (VC) First School

'Let your light shine'

Matthew 5:16



Curriculum Pack
Summer Term-Reception

Introduction

During each half term the staff and children explore big questions across each area of the curriculum. This is to provide the children with the knowledge and skills to answer the big question(s) and create a strong foundation of knowledge and skills to apply and develop as they progress through school.

They will explore each area with both adult led, and child initiated activities and challenges to help them flourish and showcase their true capabilities. For children who are finding a particular area challenging, timely interventions will be put in place and close monitoring will be completed to support each child.

Another key focus within the curriculum is the exposure and use of key vocabulary, this will be used and taught to the children during the year and we will encourage them to use this during their provision and in other contexts.

Each big question is linked to the progression of knowledge and skills within the national curriculum, school progression plans and the early learning goals. The 'Early Years Progression overview' can be found on the 'Early Years' area of the website, this illustrates where each big question is linked to the 17 ELGs.

At Barlaston we use class floor books to collect ideas and photographs for the children to revisit and look at during the year these are then passed up to their new class to help refresh their memory of subject knowledge and provide a strong familiar starting point for them to further develop their learning.

Key

UTW - Understanding the World

PSED - Personal, Social and Emotional Development

PD - Physical Development

EAD - Expressive Arts and Design

STEM - Science, Technology, Engineering and Maths

****Communication and Language****

Summer 1 (April-May)

Literacy (English)

Knowledge and skills covered:

Anticipate key events in the story.

Use introduced vocabulary accurately during child choice learning.

Use recently introduced vocabulary in different contexts.

Discuss a book or story.

Read the following words (short vowels): *CVCC, CCVC, CCVCC, CCCVC, CCCVCC.*

Read tricky words.

Read compound words.

Read words ending in: *ing, ed /t/, /id/, /est/*

Read simple sentences containing phase 3 sounds and compound words.

Begin to read sentences containing phase 4 words.

Write a simple sentence, sometimes using a capital letter and a full stop more frequently.

Begin to re-read work that they have written and make changes where needed.

To write an increasing number of tricky words correctly and independently.

Continue to develop writing compound words.

Comprehension

Reading

Writing

Key books covered:

- Handa's Surprise
- Whatever Next
- The Flying Bath
- Osbournes Oceans and Seas
- Britannica First big Book of Why

A range of vocabulary will be discussed during within these books.

Summer 2 (June- July)

Literacy (English)

Knowledge and skills covered:

Anticipate and justify key events in the story.

Use recently introduced vocabulary accurately in different contexts.

Have an extended discussion about stories.

Discuss their favourite book or story and offer explanation as to why it is.

Read the following words (long vowels): CVCC, CCCVC, CCV, CCVCC.

To be able to read phase 4 plurals.

To read words ending in: ing, ed /t/, /id/ / ed/, /est/, /d/

To be able to read sentences containing phase 4 words.

To begin to read sentences containing longer words

To write a simple sentence using a capital letter and full stop consistently.

To begin to extend sentences by using simple connectives such as and but until.

Re-read work what they have written and talk about/ make changes where needed.

To use a capital letter accurately e.g start of sentence and in their name.

Comprehension

Reading

Writing

Key books covered:

- Captain Duck
- On the Way Home
- It's my Weekend

A range of vocabulary will be discussed during within these books.

Summer 1 (April-May)

Maths (Maths)

Knowledge and skills covered:

Orally count beyond 20 accurately and consistently.

Explore the formal concept of addition and subtraction.

To further explore shapes through rotation, manipulation, composing and decomposing.

Explore the concept of doubling

Explore the concept of halving/ sharing.

To further develop and recall number bonds.

Begin to explore spatial reasoning

To further develop and recall number bonds.

Summer 2 (June - July)

Maths (Maths)

Knowledge and skills covered:

Consolidation of all knowledge and skills taught over the year.

Begin to explore spatial mapping.

Begin to explore the concept of sharing (division)

Explore sharing odd and even numbers.

To further explore and create rules for patterns.

To explore spatial mapping and further develop positional language in relation to maps and other objects.

To further develop and recall number bonds.

Summer 1 (April- May)

Summer 2 (Jun - July)

PSED (PHSE)

Big question:

Why is it important to look after ourselves?

How do we look after ourselves?

Key Vocabulary:

Healthy, Mental health

UTW (Science)

Big question:

What are the names of the parts of a sunflower? (Name and label)

Key Vocabulary:

Roots, stem, leaves, flower, petals, seed

UTW (Science)

Big question:

What is the life cycle of a frog?

Key Vocabulary:

Frogspawn, tadpole froglet frog

UTW (Geography)

Big question:

What are the different types of maps?

Key Vocabulary:

Road, treasure, world

UTW (Geography)

Big question:

Can I use a map to find the canal?

Key Vocabulary:

Canal, bridge, level crossing

UTW (History)

Big question:

How has air travel changed over time?

Key Vocabulary:

Propeller, wings, jet engine, cockpit

UTW (History)

Big question:

Can I tell the story of Captain Tom Moore?

Key Vocabulary:

Veteran, charity, significant

UTW (RE)

Big question:

Why is the story of Noah's ark important?

Key Vocabulary:

Faith, promise, worship

EAD (Art)

Big question:

Can I create my own art project?

Key Vocabulary:

Cutting, threading, pattern

PD (PE)

Big question:

How do I move around the parachute safely?

What is a team?

Key vocabulary:

Team, space, co-operation

EAD (Music)

Big question:

What are the different types of instruments?

Can I follow a beat with an instrument?

Key Vocabulary:

Beat, tuned, untuned

UTW (STEM)

Big question:

Can I design and build a rocket?

How do I program a rocket?

Key Vocabulary:

Program, forwards, backwards, left, right

Other activities...

- × Sports day
- × Enrichment day
- × Trip to monkey forest
- × Earth day parent visit
- × Wonderland trip
 - × Swimming
 - × Author visit
- × Cricket stay and play