

PRIME – Personal, Social and Emotional Development
CST Dignity of the Human Person

Develop their sense of responsibility and membership of community.
Develop appropriate ways of being assertive. Do not always need an adult to remind them of a rule.
Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas.
Talk with others to solve conflicts.
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Begin to understand how others might be feeling.
See themselves as a valuable individual.
Identify and moderate their own feelings socially and emotionally.
Express their feelings and consider the feelings of others

Activities

- ❖ Extending our friendship groups by initiating conversations.
- ❖ Circle Time – Speaking & Listening.
- ❖ Talking about and understanding our feelings and those of our friends and teachers.
- ❖ Work together as a team to tidy up encouraging others to join in.
- ❖ Class/School rules – Our class is happy when...
- ❖ Play, explore, try new activities and make links through role play.

PRIME – Communication and Language SPECIFIC Literacy
CST Care for the Common Good

Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.
Develop their phonological awareness so that they can, spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary.
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list.
Write some or all of their name.
Form lower-case and capital letters correctly.
Spell words by identifying the sounds and then writing the sound with letter/s.

Activities

- ❖ Extend and use their language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- ❖ Write own name using correct letter formation and begin to write letters sitting on the line.
- ❖ **Sound! Start Phonics for Letters and Sounds – Phase One**
- ❖ Begin to link phonemes to graphemes and orally segment and blend words.
- ❖ Sequence stories and make predictions.
- ❖ Writing captions, lists and labels linked to Goldilocks and the 3 Bears, Goldilocks and the 1 Bear, Beware of the Bears, The 3 Billy Goats Gruff, The 3 Little Pigs

PRIME – Physical Development
CST Participation

Use a comfortable grip with good control when holding pens and pencils.
Start taking part in some group activities which they make up for themselves or in teams
Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Develop their small motor skills so they can use a range of tools competently, safely and confidently.
Further develop the skills they need to manage the school day successfully

- Lining up and queuing
- Meal times
- Personal hygiene

Activities

- ❖ Funky fingers – To continue to develop fine motor skills.
- ❖ Funky Feet – Dance and Parachute games.
- ❖ Learning to negotiate obstacles safely in the playground.
- ❖ PE – Movement (Running and walking, slithering, shuffling, skipping, crawling) Ball skills
- ❖ Explore malleable materials (Rolling, squeezing, patting)
- ❖ Outside Area – riding scooters, bikes, negotiating spaces, climbing, balancing, throwing at a target and catching a variety of resources.

NURSERY – Summer 1 'One Two Three'

SPECIFIC – Expressive Arts and Design
CST Participation

Develop their own ideas and the decide which materials to use to express them.
Join different materials and explore different textures.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
Respond to what they have heard, expressing their thoughts and feelings.
Sing the pitch of a tone sung by another person. (pitch match)

- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively sharing ideas, resources and skills.

Activities

- ❖ Make a _ is for _ weekly linked to the letter of the week.
- ❖ Design and make famous landmarks, buildings and maps, bridges and boats.
- ❖ Learn songs, rhymes and movements linked to traditional tales.
- ❖ Explore instruments and tap a rhythm to a tune.

Religious Education Floquent and Truthful
CST Family and Community Solidarity

Activities

- ❖ Easter 'Alleluia'
- ❖ May is the month of Mary. Begin to learn 'The Hail Mary.'
- ❖ Listen to stories about Jesus loving and caring for others including - The Man who couldn't walk.
- ❖ Understanding how we are all part of God's Family.
- ❖ Plan, with guidance, Prayer and Liturgy on a regular basis. Participate in SAINT time throughout the week. Participate in whole school collective worship.

SPECIFIC – Mathematics

Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round.
Understand position through words alone with no pointing.
Make comparisons between objects relating to size, length, weight and capacity.
Fast recognition of up to 3 objects, without having to count them individually (subitising).
Say one number for each item in order: 1,2,3,4,5.
Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
Show 'finger numbers' up to 5.
Link numerals and amounts.
Experiment with their own symbols and marks as well as numerals.

Activities

- ❖ Number recognition – Reciting, counting, matching, ordering, one more, fewer
- ❖ Begin to learn number bonds to 5 and 10.
- ❖ Counting songs, shape rhymes, number bond rhymes
- ❖ Solve simple problems explaining how they know.
- ❖ Write and order numbers using a multi-sensory approach.
- ❖ Describing 2d and 3d shapes using mathematical language.

The children will continue to have short family group teaching sessions everyday so that they have the opportunity to revise and address loss of learning enabling them to continue to use and transfer their mathematical skills to other areas of the curriculum. Through continuous topic based provision the children will have access to a wide range of activities that will able them to independently investigate and develop their understanding of number and shape and allow them to reason, explain their thinking and solve problems. The children will begin working independently in small groups to complete an activity in readiness for transition to Reception Class.

SPECIFIC – Understanding the World
CST Care for the Common Good Stewardship

Use all their senses when exploring natural materials.
Explore collections of materials with similar and/or different properties.
Talk about what they see, using a wide vocabulary.
Explore how things work.
Explore and talk about different forces they can feel.
Talk about the differences between materials and changes they notice.
Recognise some environments that are different to the one in which they live.
Begin to make sense of their own life-story and their families history.
Show interest in different occupations.
Compare and contrast characters from stories, including figures from the past.
Draw information from a simple map.

Activities

- ❖ Describe different homes.
- ❖ Describe and compare building materials, natural and man made.
- ❖ Geography – what is a map. Where would you like to live?
- ❖ Name geographical physical features, build a simple 3d map to retell a story.
- ❖ Use Google Earth, what can we identify?
- ❖ Floating and sinking. Investigating boats and bridges.
- ❖ Special family events. How we grow and change. Family tree.
- ❖ The Royal family. Simple time line linked to family tree.
- ❖ Ramadan Eid

