

PRIME – Personal, Social and Emotional Development
CST The Common Good

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others needs.

Activities

- ❖ Self-registration. Answering the register. Who is here today? How many children are here today?
- ❖ Circle Time – Learning to speak clearly and confidently & develop the ability to listen and respond.
- ❖ Initiating and participating in tidy up routines
- ❖ Morning, lunchtime and end of day routines
- ❖ Regulate behavior and continue using the Feeling Monsters.
- ❖ Play, explore, try new activities and make links through role play.
- ❖ Start of the day activities/talk partners.
- ❖ Participate in Assembly, Songs of Praise and attending Mass in Church.
- ❖ Continue to earn House points for their House Group.
- ❖ Participate in Story/Poetry/Singing/Movement sessions throughout the day.
- ❖ Participate in weekly RfE sessions sharing their thoughts and feelings about themselves and others.

PRIME – Communication and Language CST Family and Community

Understand how to listen carefully and why listening is so important. Learn new vocabulary. Describe events in some detail. Use talk to help work out problems and organise thinking and activities

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

SPECIFIC Literacy

Engage in story times. Re-read what they have written to check that it makes sense.

Read individual letters by saying the sounds for them.

Form lower-case and capital letters

Blend sounds into words, so that they can read short words made up of known-letter sound correspondences.

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Activities

- ❖ Use their language and new vocabulary as a powerful means of widening contacts, sharing feelings, experiences and thoughts about stories, poems and rhymes that have been read to them in class.
- ❖ Begin to independently write their own name, cvc words and short phrases with focus on good handwriting habits (posture, pencil hold, paper) and letter formation.
- ❖ Sound! Start Phonics for Letters and Sounds – Revision of Phase 2/3 Learning a Letter Lesson, Phase 3 Main Phonics Lesson. Daily Small Group Practise and Apply activities.
- ❖ Guided Reading sessions – x3 with an adult
- ❖ Shared and Independent Writing Activities linked to the sea.
- ❖ Voting Station – Daily vote for my favourite book. Book Corner/Reading Bears – Read one of your favourite books to me.

PRIME – Physical Development

CST Participation

Negotiate space and obstacles safely with consideration of themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Activities

- ❖ Continue to develop independence when toileting and learning good hygiene routines such as washing hands and using tissues. Become more independent when dressing and undressing with coats and uniform.
- ❖ Funky fingers/feet – To develop fine/small motor/gross skills using a wide variety of equipment.
- ❖ Learning to negotiate the climbing frame and obstacles in the playground.
- ❖ Move safely in the big playground with an awareness of those around them.
- ❖ PE – Movement (Rolling, crawling, walking, jumping, running, hopping, skipping and climbing)
- ❖ Move confidently with growing control in Dance and Yoga sessions.
- ❖ Explore malleable materials (Rolling, squeezing, patting) Explore the sand pit. Explore the Mud Kitchen.
- ❖ Talk about how we stay fit and healthy and the things that we do at each time of the day.
- ❖ Balancing and movement in PE.
- ❖ Participate in Sports Day
- ❖ Explore the Water Wall/washing cars/washing dolls.
- ❖ Outside Area – Building sandcastles, writing names with chalk/water.
- ❖ Sea themed activities

Reception Class – Summer 1 'Who lives there?' – The sea

SPECIFIC – Expressive Arts and Design
CST Human Dignity

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.

Activities

- ❖ Learn and perform poems from the Poetry Basket.
- ❖ Arts and crafts linked to the ocean, like making a pirate treasure chest
- ❖ Making Jam sandwiches linked to VE day.
- ❖ Participate in Story/Poetry/Singing/Movement sessions throughout the day
- ❖ Explore instruments/sounds, beat, rhythm.

SPECIFIC – Mathematics

Have a deep understanding of number to 10, including the composition of each number.

Subitise (recognise quantities without counting) up to 5.

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Verbally count beyond 20, recognising the pattern of the counting system.

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Activities

- ❖ Daily sessions linked to White Rose Maths and NCETM Mastering Number.
- ❖ Daily Opportunities to develop a deep understanding of number – Reciting, counting, matching, ordering, estimating.
- ❖ Daily Counting rhymes and songs.
- ❖ Independent role play activities that allow children to demonstrate their ability to transfer their mathematical understanding and problem solving skills into a wide range of different scenarios.
- ❖ Resources/Games for children to choose in 'Busy Learning' Time for example dice to play how many claps, jumps do I need to do.
- ❖ Continuous provision resources to promote number formation, representation of numbers and amounts, recognising, drawing and building with shapes
- ❖ Voting Station – comment on which book has won the vote using the correct mathematical vocabulary – more/fewer. Estimate and explain. Count to check.
- ❖ Sequence the different times of the day.

SPECIFIC – Understanding the World
CST Dignity of the Human Person Family and Community

Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

Talk about members of their immediate family and community. Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important process and changes in the natural world around them, including the seasons and changing states of matter.

Activities

- ❖ Find out about Spring.
- ❖ Linked to Literacy – the sea.
- ❖ Talk about their lives and how they compare to the characters in the story. What is the same? What is different.
- ❖ Develop an awareness of how information can be retrieved from computers.
- ❖ Learn about E-safety and how they can keep themselves safe whilst using it.
- ❖ Celebrating VE Day.
- ❖ Take part in Spanish Day and learn about a Spanish speaking country.
- ❖ Floating and sinking. Investigating boats.

Activities and books are subject to change so that we have the opportunity to follow the children's interests and world events as they happen.

Religious Education

CST Stewardship

Continue to develop positive attitudes about the differences between people.

Talk about

members of their immediate family and community. Understand that some places are special to members of their community. Talk about the lives of the people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.

Activities

- ❖ Easter – Alleluia, Pentecost
- ❖ May is the month of Mary. Continue to learn 'The Hail Mary'.
- ❖ Special Celebrations
- ❖ Continuous Unit – Daily Prayers/Bible Stories
- ❖ Repeat RE Baseline
- ❖ Attend assemblies and Whole School Masses
- ❖ Plan with support the Celebration of the Word.
- ❖ Participate in 'SAINTS' times. Recite the daily class prayers.
- ❖ Saint George's Day Learning from our Class Saint and following the example of Saint George.