

PRIME - Personal, Social and Emotional Development
CST - The Common Good Human Dignity

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.
See themselves as a valuable individual.
Identify and moderate their own feelings socially and emotionally.
Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.
Think about the perspective of other.

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 – Getting ready to move to Reception Class.
- ❖ Transition afternoons, playtimes in the big playground
- ❖ Participate in Sports Day.

PRIME - Communication and Language SPECIFIC Literacy
CST - Stewardship - 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.
Read individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known-letter sound correspondences.
Read some letter groups that each represent one sound and say sounds for them.
Read a few common exception words matched to the school's phonic programme.

Activities

- ❖ Extend and use their language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- ❖ Retell and sequence stories
- ❖ Write own name using correct letter formation
- ❖ Sound! Start Phonics for Letters and Sounds – Phase Two
- ❖ Begin to link phonemes to graphemes and orally segment and blend words.
- ❖ Identify rhyme through listening
- ❖ Writing captions, lists and labels linked to The Tiny Seed, The Very Hungry Caterpillar, Farmer Duck, . Oliver's vegetables and Handa's surprise

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.
Revise and refine the fundamental movement skills they have already acquired.
- Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing.
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/ movement and Parachute games.
- ❖ Learning to negotiate obstacles safely in the playground.
- ❖ Ball Skills and Games – Rugby Tots
- ❖ Develop own simple games and rules.
- ❖ Participate in Sports Day
- ❖ Explore the Water Wall/washing cars/washing dolls.
- ❖ Outside Area – Building sandcastles, writing names with chalk/water.
- ❖ Develop shoulder gate and upper body strength through outdoor apparatus
- ❖ Transporting large building materials and building own ideas

NURSERY – Summer Term

SPECIFIC - Expressive Arts and Design
CST - Family - Human Dignity

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
Respond to what they have heard, expressing their thoughts and feelings
Return to and build on their previous learning, refining ideas and developing their ability to represent them.
Create collaboratively sharing ideas, resources and skills.
Sing in a group or on their own, increasingly matching the pitch and following the melody.
Develop storylines in their pretend play.
Explore and engage in music making and dance, performing solo or in groups.

Activities

- ❖ Learn about Vincent Van Gogh and create/collage/paint a sunflower.
- ❖ Learn about Giuseppe Arcimboldi art with fruit.
- ❖ Design and make items for a wedding party – invitations, hats, flowers, cakes, rings...
- ❖ Learn songs to perform in an end of year Assembly
- ❖ Explore and use a variety of materials e.g. junk modelling, collage
- ❖ Access and use paint independently
- ❖ Explore different techniques e.g. printing, natural 'brushes', spray art, weaving etc.

SPECIFIC - Mathematics

Fast recognition of up to 3 objects, without having to count them individually (subitising).
Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
Count objects, actions and sounds.
Link the number symbol (numeral) with its cardinal number value.
Count beyond 10. Compare numbers.
Experiment with their own symbols and marks as well as numerals.
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.
Continue, copy and create repeating patterns.
Compare length, weight and capacity.

Activities

- ❖ Number recognition – Reciting, counting, matching, ordering, one more, fewer
- ❖ Number sense up to 5
- ❖ Counting songs, shape rhymes, number bond rhymes
- ❖ Solve simple addition problems explaining how they know.
- ❖ Write and order numbers using a multi-sensory approach.
- ❖ Describing 2d and 3d shapes using mathematical language.
- ❖ Recognise and recreate symmetrical patterns linked to butterfly flies
- ❖ Explore pattern and sequencing
- ❖ Use positional language.

The children will continue to have short family group teaching sessions everyday so that they have the opportunity to recap learning enabling them to continue to use and transfer their mathematical skills to other areas of the curriculum. Through continuous 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, pattern 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 - Stewardship - Family

Plant seeds and care for growing plants.
Understand the key features of the life cycle of a plant and animal.
Begin to understand the need to respect and care for the natural environment and all living things.
Explore the natural world around them.
Recognise some environments that are different to the one in which they live.

Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.
Compare and contrast characters from stories, including figures from the past.
Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways.

Activities

- ❖ Make a windmill/ streamer – linked to Pentecost
- ❖ Take part in Spanish Day and learn about a Spanish speaking country.
- ❖ A seed in need - The lifecycle of a sunflower. Use senses to describe and compare fruit.
- ❖ Life cycles
- ❖ Visit a farm to learn about mothers and their babies.
- ❖ Celebrate a wedding
- ❖ Describe different homes linked to stories.
- ❖ Describe and compare building materials, natural and man made.
- ❖ Geography – learning about the wider world through stories and special focus days e.g. St Patrick, Handa's surprise, Earth day etc
- ❖ Floating and sinking, investigating boats and bridges
- ❖ Special family events. How we grow and change. Family tree.
- ❖ Use Smart board programmes and Bee Bots.
- ❖ Use remote controlled toys

Religious Education
CST - Community - Family

Activities

- ❖ Easter – Alleluia, Pentecost – The air around us.
- ❖ May is the month of Mary. Begin to learn 'The Hail Mary'.
- ❖ Special Celebrations – The Wedding Feast of Cana
- ❖ Continuous Unit – Daily Prayers/Bible Stories
- ❖ Repeat RE Baseline
- ❖ Attend Whole School Masses.
- ❖ Plan with support the Celebration of the Word.
- ❖ Participate in 'SAINTS' times.