



# HALF TERMLY CURRICULUM OVERVIEW Summer Term (1) 2024 Year group Reception/ Year1

## Skill for Success – Co-operation

Week	1	2	3	4	5	6
DATE	15/4/24	22/4/24	29/4/24	6/5/24	13/5/24	20/5/24
Events	Class Photos 19/04/24			Bank Holiday 06/05/24		Garden Day 23/05/24
Visits and Visitors		Messy Church at St Eustachius' 23/04/24				21/05/24 Creative workshop with parents
English	Augustus and His Smile by Catherine Rayner To write a narrative showing what is lost and how it was found. Use more than one adjective to expand the noun to describe places in the story and things the character finds. Use commas in lists of adjectives. Use the co-ordinating conjunctions <i>and</i> , <i>but</i> and <i>or</i> to construct compound sentences as in the modelled text. Use verbs accurately in the past tense. Apply the spelling rules tough ted, er, est			The Tiny Seed – story writing To use expanded noun phrases, make choices on vocabulary to engage the reader and write a sequential story. To write in the present tense.		
Year 1 Phonics/ Spellings daily	All phase 2, 3, 5 Teach best fit for /oo/ oo,ew,u-e, ue Teach reading of tricky words: once, laugh  Spellings: school, new, blue, come, some, here	All phase 2, 3, 5 Teach best fit for /er/ er, ur,ir Teach reading of tricky words: because, eye  Spellings: once, farmer, purse, girl, ask, one	All phase 2, 3, 5 Teach best fit for /or/ or, au, aw Teach reading of tricky words: busy, beautiful  Spellings: fork, walk, claws, you, your, because	All phase 2, 3, 5 Teach best fit for /ai/ ai, ay, a-e, a Teach reading of tricky words: pretty, hour  Spellings: busy, stay, spade, train, our, said	All phase 2, 3, 5 Teach best fit for /igh/ igh, i, i-e, ie, y Teach reading of tricky words: move, improve  Spellings: pretty, night, time, sky, my, by	Phonics assessment preparation
Reception Phonics	Teach reading and spelling of short vowels within CVCC words.  Teach tricky words: said, so, have, like	Teach reading and spelling of short vowels within CVCC and CCVC words .  Teach tricky words: some, come, love, do.	Teach reading and spelling of short vowels within CCVCC words.  Teach tricky words: were, here, little, says	Teach reading CCCVCC words by blending  Teach compound words (When two little words join together to make a longer word e.g. air-port, airport)  Teach tricky words: their when, one, what.	Teach words ending in – ing/ed/est  Tricky words: out, today.	Phonics assessment week

Year 1 Books for Life (focus books)	Where the Wild Things Are by Maurice Sendak			Now We Are Six by A.A. Milne		Compare and contrast book read throughout the year
Reception Books for Life (focus books)	The Magic Porridge Pot			Hey Little Ant by Phillip and Hannah Hoose		
Year 1 Maths	<b>Unit 7- Addition and Subtraction Facts within 10</b>  Pupils double and halve numbers and explain what this means.	<b>Unit 8- Numbers 0 to 20</b>  Pupils explain that the digits in the numbers 11 to 19 express quantity. Pupils explain that the digits in the numbers 11-19 express position on a number line. Pupils use knowledge of '10 and a bit' to solve problems Pupils explore odd and even numbers within 20. Pupils use knowledge of addition and subtraction facts within 10 to add and subtract within 20.		<b>Unit 8 – Numbers 0-20</b>  Pupils measure length, estimate length and record this in a table.		<b>Unit 9 – Unitising and Coin recognition</b>  Pupils count efficiently in groups of 2, 10 and 5. Pupils recognise and explain the value of 2p,5p,10p
Reception Maths	<b>Focus: Cardinality, ordinality and counting</b> This week, the children will continue to engage with activities that draw attention to the purpose of counting – to find out ‘how many’ objects there are. The children will also revisit the concept of cardinality – the idea that the last number in the count tells us how many things there are altogether	<b>Focus: Subitising</b> This week, the children will continue to develop their subitising skills (seeing the quantity without counting) in increasingly complex arrangements.	<b>Focus: Composition</b> This week the children will consolidate their understanding of the composition of 5 and practise recalling the parts of 5 when 1 part is not visible	<b>Focus: Composition</b> This week, the children will review the composition of the numbers 6 to 9 using the ‘5 and a bit’ structure, and then begin to explore how 10 can be composed. They will also develop a sense of the ‘ten-ness of 10’ by making their own collections of 10 objects.	<b>Focus: Comparison</b> This week the children will focus on ordinality: considering where numbers to 10 are in relation to each other	Maths assessment

<p>Science</p> <p>Plants and seasonal changes.</p>	<p><b>Plants</b></p> <p>Nature walk observing seasonal changes. Understand what seeds need to grow and planting cress heads. Begin recoding a 'Cress Diary'</p> <p>Identify and describe the basic structure of cress plants. Understand that plants take water through roots and stems.</p> <p>Identify the parts of a flowering plant. Name the different parts of a tree.</p>		
<p>Art</p>		<p><b>Colour mixing with pastels</b> - Producing images of flowers by mixing primary colours inspire by Georgia O'keeffe</p> <p><b>Colour mixing with paint</b> – Art work inspired by Eric Carle. Producing images of flowers by mixing primary colours.</p> <p><b>Clay and Textures</b> – Explore manipulating and applying different textures to clay to create a clay tile.</p>	
<p>Geography</p> <p>I know that different parts of the world have different weather</p>			<p><b>Comparing hot and cold climates</b></p> <p>Introduce the title Rainforest, generate questions and investigate what a rainforest is and what type of climate it is. .Learning about the 4 layers of the rainforest.</p> <p>Researching the different types of plants and animals that live in the rainforest.</p> <p>Introduction to a cold climate - Iceland</p> <p>Researching the day/night cycle of Iceland in winter and summer.</p> <p>Compare the climate of the Brazilian rainforest to Iceland.</p>

[illegible]

PE Within Outdoor Continuous Provision	Sports day practice beanbag throwing and receiving.	Sports day practice beanbag throwing and receiving.	Sports day practice fundamental movement skills as part of a race	Sports day practice maintaining balance and throwing activities.	Hand and eye coordination as part of a striking and fielding game.	Hand and eye coordination as part of a striking and fielding game.
Personal, Social, Health Economic and Relationships Education	Skills for Success - We understand the meaning of co- operation and give examples.	Basic first aid – to know how to call the emergency services.	Physical Health and fitness – Understand the importance of regular exercise	Healthy eating – what constitutes a healthy diet?	Healthy eating – preparing a healthy meal.	Respectful relationships – to identify and respect the differences and similarities between people.
Think Equal – social and emotional learnning  Think Equal Level 2 provided 3 days afternoons a week	<u>Story:</u> Biyu The Brave Pea <ul style="list-style-type: none"> <li>Experience empathy and the perspective of another</li> <li>Discuss nature and the cycle of life</li> </ul>	<u>Story:</u> Thabo and the trees <ul style="list-style-type: none"> <li>Show a sense of responsibility for the environment</li> <li>And interconnecte dness of all living things</li> </ul>	<u>Story:</u> See learning C in the resource book <ul style="list-style-type: none"> <li>List vocabulary words that describe various sensations</li> <li>Practise paying attention to sensations</li> <li>Learn 'help now!' strategies for regulating the body</li> </ul>	<u>Story:</u> Passing Clouds <ul style="list-style-type: none"> <li>Recognise and name different feelings</li> <li>Recall strategies to help them have control over their own feelings.</li> </ul>	<u>Story:</u> Yoshi is Different <ul style="list-style-type: none"> <li>Demonstrate confidence in themselves and their unique talents</li> <li>Show empathy towards others who have different ideas and / or interests.</li> </ul>	<u>Story:</u> Nisha and the Tiger Show compassion for all creatures and express empathy for others
RE Who do Christians say made the world?	We are learning to explore the idea that created things have creators, looking at nature.	We are learning to understand how some religions believe in a Creator of the world and the Genesis story.	We are learning to understand how some religions believe in a Creator of the world and the Genesis story.	We are learning what prayers Christians say to 'thank' God.	We are learning to explore questions we would ask a Creator?	Review key learning from term. What are we grateful for in our world?
Garden Days						Team building, flower art, leaf printing, natural dyes, tea and story. Links to English, Art.