

Girton Glebe Primary School Curriculum Organiser

Reception (Ash Class)

Summer 2 2024

Each half term will have a succession of mini-topics within it. Within each topic we will use our professional knowledge to further the children's understanding and challenge them, we will also be listening carefully to their interests and incorporating them into the curriculum. The topics are broad to allow the children's interests to inspire all of our learning.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| All About Me Feelings Traditional Tales | Nursery Rhymes/Poetry Festivals | Animals at home and around the World- Animals | Living around the World Farms and Growing | Growing Plants and Animals Dinosaurs | Sharing the Planet People who help us Living things in Water |

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| <p><u>Characteristics of Effective Learning</u> This is one part of the Curriculum which supports all the others. Through the year we will focus on supporting your child to embed and develop their Characteristics of Effective Learning. These are the ways in which children engage with their learning.</p> <ol style="list-style-type: none"> 1. Playing and exploring - Children investigate and experience things and 'have a go'. 2. Active learning - Children concentrate and keep on trying if they encounter difficulties and enjoy their achievements. 3. Creating and thinking critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. <p>We will be celebrating the process of learning and will continue to discuss next steps. We will support the idea that learning takes practice, concentration, care and thinking and will be learning about how these skills help when you are learning.</p> | <p><u>Communication and Language</u> <u>Listening Attention and Understanding</u> Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Use language to reason. Learn and retell more complex stories including interesting vocabulary Hold a conversation with peers and adults with back-and-forth exchanges. Listen to and understand instructions while busy with another task.</p> <p><u>Speaking</u> Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason. Tell a story including a sequence of events and talk about stories in more detail describing characters and events. Ask a variety of questions about what they have heard Attend to others in play.</p> | <p><u>Personal Social and Emotional Development</u> <u>Self-Regulation</u> know that children think and respond in different ways to them. Can talk about their own abilities positively</p> <p><u>Managing Self</u> Confident to try new activities Talk about the benefits of resilience and perseverance. Get changed for P.E. independently.</p> <p><u>Building Relationships</u> Know how to make friends and solve friendship problems. Describe how to show respect to others and be a good friend</p> <p>JIGSAW: RELATIONSHIPS (Including Bullying)</p> |
| <p><u>Physical Development-(including P.E.)</u> Gross Motor Skills</p> | <p><u>Literacy</u> <u>Comprehension</u> Predict what might happen next. Think of our own questions with regards to stories.</p> | <p><u>Maths</u> <u>Number</u> Subitising – to 6, including in structured arrangements Composition – ‘5 and a bit’ Composition - of 10 Comparison – linked to ordinality Play track games</p> |

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| <p>Ball Skills - Develop group work and further develop ball skills. Further develop balance and physical literacy skills using obstacle course and the hanging and climbing opportunities in Forest School.</p> <p>Fine Motor Skills Use tools safely and continue to improve letter formation Draw with care both when drawing outlines and colouring in.</p> | <p>Use story language to retell Eric Carle Stories and imagine our own versions.</p> <p>Word Reading Blend consonant clusters and read suffixes. Talk about which GPCS or HRSW they need to learn next.</p> <p>Writing Write a few sentences as part of a story Use the Hungry Caterpillar as inspiration for our own writing. Write sentences independently as part of our continuous provision.</p> <p>ELS- Phase 4 phonics</p> <p>Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3</p> | <p>Numerical Patterns Counting – larger sets and things that cannot be seen. Count things which can or can't be moved using different techniques.</p> <p>Length, Height and Time Explore and compare length. Explore and compare height. Learn about lengths of time and order and sequence events chronologically.</p> <p>Explore 3D shapes Recognise and name 3D shapes and find 2D shapes in the 3D shapes. Find 3D shapes in the environment. Make and continue patterns and identify more complex patterns including ones in the environment.</p> |
| <p>Understanding the World</p> <p>Past and Present What was different in the time of the dinosaurs?</p> <p>People Cultures and community Who is part of my community? What is a community?</p> <p>The Natural World Observe Lifecycles of butterflies and other insects and compare with Frogs. Pond dip and identify any insects or small animals. Grow different plants and compare our plant growing with plants grown on farms.</p> <p>Computing After looking at different ways of communication the class will start emailing Alex the Alien. Alex would like to attend a school on planet Earth, but he doesn't know anything about the planet. Using apps and class discussions the pupils will read emails from Alex to ascertain what he would like to know, places he would like to go, do research for him, and then report their findings back at the end of the lesson. Pupils will finish the half term by sending Alex an email constructed by the class.</p> | <p>Expressive Arts and Design</p> <p>Creating with Materials Know which colours mix to make new colours Create their own songs or improvise a song around one they know Explore colour and colour mixing</p> <p>Being Imaginative and Expressive Tell a story including a sequence of events and talk about stories in more detail describing characters and events. Create our own alternatives to stories Play instruments with increasing control</p> <p>Music Sing Up! Five fine Bumblebees · Improvise a vocal/physical soundscape about minibeasts. · Sing in call-and-response and change voices to make a buzzing sound. · Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. · Listen to a piece of classical music and respond through dance · Seasonal/Topical Song</p> | <p>Important Info:</p> <ul style="list-style-type: none"> Monday- P.E. Please check they have a P.E. kit for Outdoor P.E. As we will be on the field unless it is really wet Tuesday – Forest School Tuesday- Computing and Music |