



Ash

Girton Glebe Primary School Curriculum Inquiry

Class (Reception) – Summer 2

<h2>Sharing the Planet</h2>	<p>Central Idea: Our planet is special and we need to look after it.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • An inquiry into who looks after us. (function) • An inquiry into how we can look after our planet at home and school.(responsibility) • An inquiry into how the seaside is used.(perspective) 		
<p><u>Characteristics of Effective Learning</u></p> <p>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 achievements. 3. Creating and thinking critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 	<p><u>Physical Development-(including P.E.)</u></p> <p>Gross Motor Skills</p> <p>Swimming- Develop water confidence and early stroke work. Improve core body strength.</p> <p>Fine Motor Skills</p> <p>Form most letters correctly and begin to be able to regulate their size</p>	<p><u>Personal Social and Emotional Development</u></p> <p><u>Self Regulation</u></p> <p>Able to identify and moderate own feelings.</p> <p>See themselves as a unique and valued individual.</p> <p>Can seek out a challenge and enjoy the process</p>	
	<p><u>Communication and Language</u></p> <p><u>Listening Attention and Understanding</u></p> <p>Attend to others in play.</p> <p>Explain why listening carefully is important</p> <p>-</p> <p><u>Speaking</u></p> <p>Make comments and clarify thinking with questions.</p> <p>Speak in well-formed sentences with some detail.</p> <p>-</p> <p>Use past, present, and future tenses in conversation with peers and adults.</p> <p>Use conjunctions to extend and articulate their ideas</p>	<p><u>Managing Self</u></p> <p>Learn about how to brush your teeth.</p> <p>Explain how we change as we grow.</p> <p>Know how to respect our bodies.</p> <p>Get Changed independently for Swimming</p> <p>-</p> <p><u>Building Relationships</u></p> <p>Show sensitivity to others' needs and feelings.</p> <p>-</p> <p>JIGSAW: CHANGING ME</p>	



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	<p>Hold a conversation with peers and adults with back and forth exchanges where the subject of the conversation is mutually driven</p> <p>Discuss what the similarities and differences might be in Year 1.</p> <p>-</p> <p><u>Show and Tell:</u></p> <p>Ask Varied questions about their peers show and tell, showing they have listened to what has been said.</p>	SRE- NSPCC – SPeak out stay safe/Pantosaurus			
<p>Key Concepts:</p> <ul style="list-style-type: none">• Function• Responsibility• Perspective	Key Vocabulary				<p>Approaches to Learning:</p> <ul style="list-style-type: none">• Self management- Self Motivation• Social skills- resolving conflict- I listen carefully to others• Thinking skills - Reflection
	Police officer	firefighter	doctor	nurse	
	care	Look after	responsible	planet	
	earth	reduce	reuse	recycle	
	respect	beach	sand	sea	
	tides	beachgoers	Shingle	pebbles	
<ul style="list-style-type: none">• Line of Inquiry: An inquiry into who looks after us. (function)					
<p>In this Line of Inquiry, we will cover the following :</p> <p>People Cultures and community</p> <p>We will learn about how different professions help us and look after us. We will learn about what it is like to work in one of these professions and how they look after us in different ways.</p>					
<ul style="list-style-type: none">• Line of Inquiry: An inquiry into how we can look after our planet at home and school.(responsibility)					
<p>In this Line of Inquiry, we will cover the following :</p> <p><u>The Natural World</u></p> <p>We will learn about how rubbish and other environmental factors can influence the Natural world and what we can do to help look after it.</p>					



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Line of Inquiry: An inquiry into how the seaside is used. (perspective)

In this Line of Inquiry, we will cover the following :

The Natural World

Comparing environments and habitats . We will compare the beach to other places that we know, thinking about how animals and people use a beach. We will use maps to help compare different places and make our own maps. We will make sculptures of a beach .

Important Info:

- Tuesday- Forest School
- Monday and Thursday – Swimming

Focus Children – These will be sent out in the first week. During this week we spend time learning alongside your child and hope to post some of this on Tapestry.

Show and Tells – These can be done on any day during your child's week and we will make sure everyone gets a go before the end of term.

Forest School-

Investigate and describe the forest in Summer

Expressive Arts and Design

Creating with Materials

Making Sculptures using different media- Modroc, junk modelling, playdoh, pasta
Play instruments with increasing control

Being Imaginative and Expressive

Understand how to express themselves in different ways

Respond to what they have heard, expressing their thoughts and feelings

Literacy

Comprehension

Predict what might happen next based on the story. Suggest more than one appropriate possibility.

Explore a wide range of books and engage in discussion about them.

Word Reading

Independently read books at an appropriate level using their phonics skills.

Writing

- Form lower case and capital letters correctly
- Make our own books
- Write letters to people who look after us

ELS- Introduction to phase 5 phonics

Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words Year 1/Primary 2 Autumn 1 and 2 • Revision of previously taught Phase 5 GPCs • 2 new GPCs • 9 new HRS words

Maths

Mastering Number/White Rose

Number

Subitise to 5

Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10

Numerical Patterns

Compare Number patterns

Visualise Build and Map

Create our own pattern rules, describe position, give instructions to build. Explore mapping representing maps with models and creating our own maps.

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