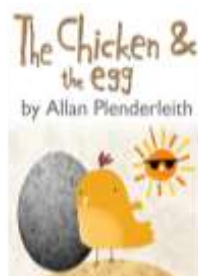


## Early Years Foundation Stage Curriculum Contents-Summer Term

**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



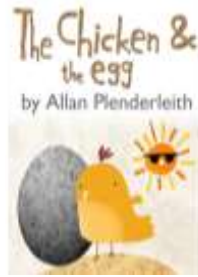
### Summer Term 2 Class Readers



PSHCE		R.E.	
<b>Intent</b>	<p>PSHCE helps pupils to develop the knowledge, skills attitudes and understanding they need to fulfil their potential. Teaching children how to keep themselves healthy, safe and able to make informed decisions in their future life and work.</p> <p><b><u>EYFS Module 3: Created to Live in Community:</u></b> explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:</p>	<b>Intent</b>	<p>As a Catholic school we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God. Religious Education respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality. Our Religious Education curriculum leads our children to aspire not to have more, but to be more; children are taught about God's love; they learn about their Christian responsibilities; children are provided with experiences of church, Catholic and Christian traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through Religious Education our children learn about their unique place within the home, school and parish community.</p>
<b>Implementation</b>	<p><b><u>Unit 1 – Religious Understanding</u></b> children will be introduced in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.</p>	<b>Implementation</b>	<p>We follow the 'Come &amp; See' Religious Education Programme in line with guidance from the Hexham &amp; Newcastle diocese.</p> <p><b><u>This programme provides:</u></b></p> <ul style="list-style-type: none"> <li>opportunities for celebration, prayer and reflection in implicit and explicit ways.</li> <li>children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.</li> </ul>

**Early Years Foundation Stage Curriculum Contents-Summer Term**

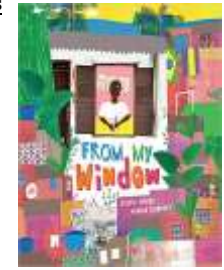
**Reading Focus this term:**  
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



**Unit 2 – Living in the Wider World** when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others.

- a 'systematic presentation of Christian event, message and way of life' in ways appropriate to the age and stage of development of the child.
- that for its implementation and production it requires the adults involved to understand the underlying theological as well as educational principles.
- appropriate materials about other faiths.
- academic respectability as in other curricular areas – utilising appropriate stages from the National Curriculum.

The three main topics this term are:

- Pentecost – Serving: Good News
- Reconciliation – inter-relating: Friends
- Our world: CAFOD

**Impact**

By the end of this term it is our intention that the vast majority of children will learn:

- That God is love: Father, Son and Holy Spirit
- That being made in His image means being called to be loved and to love others
- What a community is, and that God calls us to live in community with one another

**Impact**

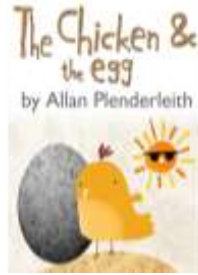
By the end of this term it is our intention that the vast majority of children will begin to:

**PENTECOST- SERVING: GOOD NEWS**

- Some children will begin to **talk about** how they feel when they have good news to share.
- Some children will begin to say what they **wonder** about the joy good news brings.
- Some children will begin to **recognise** the Pentecost story as a religious story.
- Some children will begin to use and **recognise**

## Early Years Foundation Stage Curriculum Contents-Summer Term

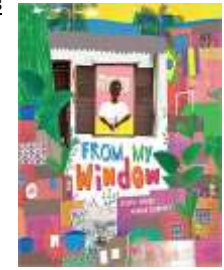
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



- Some Scripture illustrating the importance of living in a community
- No matter how small our offerings, they are valuable to God and He can use them for His glory.
- That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community
- That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.
- That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)
- About what harms and what improves the world in which they live

some religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit.

- Some children will begin to **recognise** that Christians are happy at Pentecost and go to church to celebrate the Good News.
- Some children will begin to **talk about** how they feel when they hear the Good News.
- Some children will begin to say what they **wonder** about Pentecost Day and the Holy Spirit.

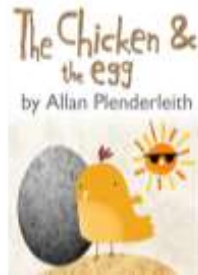
### RECONCILIATION – INTER-RELATING: FRIENDS

- Some children will begin to **talk** about their experiences and feelings about what a friend is.
- Some children will begin to **talk** about making friends and when friendships go wrong.
- Some children will begin to **wonder** about what makes people friends.
- Some children will begin to **recognise** that Christians show love for one another because Jesus asked them to do so.
- Some children will begin to **recognise** Jesus' rule for friends and his words 'love one another'.

### OUR WORLD: CARFOD

## Early Years Foundation Stage Curriculum Contents-Summer Term

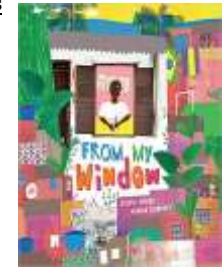
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



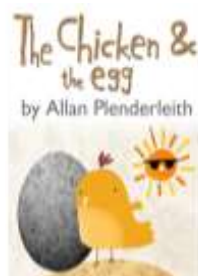
### Summer Term 2 Class Readers



			<ul style="list-style-type: none"> <li>• Some children will be able to <b>talk</b> about their own experiences of the world and that they love about our world.</li> <li>• Some children will be able to <b>wonder</b> about what makes people friends.</li> <li>• Some children will be able to <b>say</b> what fills them with wonder about the world.</li> <li>• Some children will recognise some words and phrases from the Psalms.</li> <li>• Some children will recognise that people want to take care of the world and share with others because they believe that God said, "Take care of my world!"</li> <li>• Some children will be able to say what they wonder about and how we can all work together to care for the world</li> </ul>
<b>Communication and Language – Listening and Attention</b>		<b>Communication and Language - Understanding</b>	
<b>Intent</b>	Communication and language is one of the three prime areas within the Early Years Foundation Stage and is broken down into three early learning goals: listening and attention, understanding and speaking. We recognise that language and communication are vital in all areas of a child's development and is therefore a consistent focus at St	<b>Intent</b>	Communication and language is one of the three prime areas within the Early Years Foundation Stage and is broken down into three early learning goals: listening and attention, understanding and speaking. We recognise that language and communication are vital in all areas of a child's development and is therefore a consistent focus at St Mary's. We support children's development by providing a rich language

## Early Years Foundation Stage Curriculum Contents-Summer Term

**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



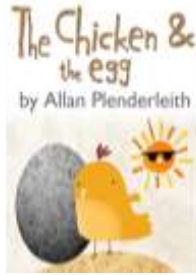
	<p>Mary's. We support children's development by providing a rich language environment, both inside and outside of the classroom, where conversations, singing and sharing stories become a regular part of the children's day. This enables pupils to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.</p>		<p>environment, both inside and outside of the classroom, where conversations, singing and sharing stories become a regular part of the children's day. This enables pupils to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.</p>
<p><b>Implementation</b></p>	<p>Pupils in Reception are taught to sit and listen from the onset in both whole class and small group contexts. Through daily phonics lessons pupils are taught to discriminate between different sounds, for example environmental (the noise animals make), instrumental and body percussion. They are also taught to distinguish between the different sounds in words.</p> <p>Our pupils have access to our school library weekly and have regular story times throughout the school day where they are encouraged to sit and listening attentively, often joining in with repetitive phrases or rhymes.</p>	<p><b>Implementation</b></p>	<p>Pupils in reception learn to follow classroom routines and simple instructions from their first day of school. At St Mary's our reception pupils have a 'helping hands board' where children are instructed to support with tidying one area of provision each day. Our pupils are also taught to follow instructions through simple games such as Simon says</p> <p>The children listen to stories several times a day and respond to the stories by answering simple how and why questions. The children are also questioned throughout the day about their creations and imaginative play when engaging in the areas of provision. This encourages the children to become inquisitive about the work of their peers.</p>

## Early Years Foundation Stage Curriculum Contents-Summer Term

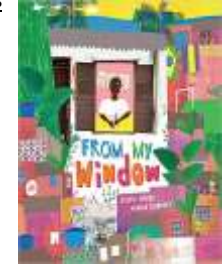
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



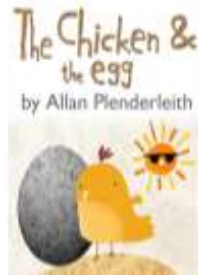
<b>Impact</b>	By the end of this term it is our intention that the vast majority of children will be able to: <ul style="list-style-type: none"> <li>• listen attentively in a range of situations.</li> <li>• listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul>	<b>Impact</b>	By the end of this term it is our intention that the vast majority of children will be able to: <ul style="list-style-type: none"> <li>• follow instructions involving several ideas or actions.</li> <li>• answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>
<b>Communication and Language: Speaking</b>			
<b>Intent</b>	Communication and language is one of the three prime areas within the Early Years Foundation Stage and is broken down into three early learning goals: listening and attention, understanding and speaking. We recognise that language and communication are vital in all areas of a child's development and is therefore a consistent focus at St Mary's. We support children's development by providing a rich language environment, both inside and outside of the classroom, where conversations, singing and sharing stories become a regular part of the children's day. This enables pupils to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.		
<b>Implementation</b>	Pupils will be taught to communicate through adult led and child initiated activities both inside and outside of the classroom. Pupils will have the opportunity to work in groups of different sizes; in pairs, small groups, large groups and as a whole class to encourage language development. All of the continuous provision areas within the classroom enable the children to develop their speaking, in particular the role play area and small world area where the children are able to express themselves in an imaginative way and take on the role of different characters.		
<b>Impact</b>	By the end of this term it is our intention that the vast majority of children will be able to: <ul style="list-style-type: none"> <li>• express themselves effectively, showing awareness of listeners' needs.</li> </ul>		

## Early Years Foundation Stage Curriculum Contents-Summer Term

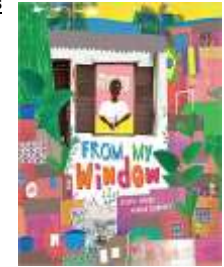
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



- use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- develop their own narratives and explanations by connecting ideas or events.

### Personal, Social and Emotional Development – Self-confidence and self-awareness

#### Intent

Personal, social and emotional development is one of the three prime areas within the Early Years Foundation Stage and is broken down into three early learning goals: Self-confidence and self-awareness, making relationships and managing feelings and behaviour.

Through carefully planned adult led and child initiated activities pupils learn to develop a positive sense of themselves and others. Our pupils learn to respect one another, develop their social skills and learn to manage their feelings which enables them to form positive relationships. The pupils understand what behaviours are considered appropriate and learn to have confidence in their own abilities.

#### Implementation

Our pupils are taught to explore the continuous provision areas independently and participate in new activities daily. Through weekly plan, do, review, sessions our children are given the opportunity to choose which

### Personal, Social and Emotional Development – Making Relationships

#### Intent

Personal, social and emotional development is one of the three prime areas within the Early Years Foundation Stage and is broken down into three early learning goals: Self-confidence and self-awareness, making relationships and managing feelings and behaviour.

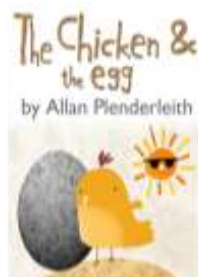
Through carefully planned adult led and child initiated activities pupils learn to develop a positive sense of themselves and others. Our pupils learn to respect one another, develop their social skills and learn to manage their feelings which enables them to form positive relationships. The pupils understand what behaviours are considered appropriate and learn to have confidence in their own abilities.

#### Implementation

Through weekly PHSCE lessons and daily collective worships our pupils are taught to be kind, caring and considerate of others. Our reception children choose which areas of provision they access each day and we encourage the children to alternate this daily. This

## Early Years Foundation Stage Curriculum Contents-Summer Term

**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers

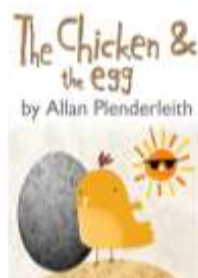


	<p>areas they want to access, plan what they are going to do and evaluate and reflect upon their learning through a whole class circle time.</p> <p>Our pupils participate in whole class and small group discussions daily, through various lessons such as literacy and PHSCE. We provide opportunities for our children to speak and perform in front of familiar and unfamiliar audiences through whole class liturgies and school productions.</p>		<p>enables the children to learn how to share the resources, take turns and provides them with the opportunity to play with a variety of children. Our reception pupils engage in small group work daily and as a result of this positive relationships are formed with their peers.</p>
<b>Impact</b>	<p>By the end of this term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> <li>• be confident enough to try new activities, and to say why they like some activities more than others.</li> <li>• be confident enough to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities.</li> <li>• say when they do or don't need help.</li> </ul>	<b>Impact</b>	<p>By the end of this term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> <li>• play cooperatively, taking turns with others.</li> <li>• take account of one another's ideas about how to organise their activity.</li> <li>• show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>
<b>Personal, Social and Emotional Development – Managing Feelings and Behaviour.</b>			
<b>Intent</b>	<p>Personal, social and emotional development is one of the three prime areas within the Early Years Foundation Stage and is broken down into three early learning goals: Self-confidence and self-awareness, making relationships and managing feelings and behaviour.</p> <p>Through carefully planned adult led and child initiated activities pupils learn to develop a positive sense of</p>		



## Early Years Foundation Stage Curriculum Contents-Summer Term

**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



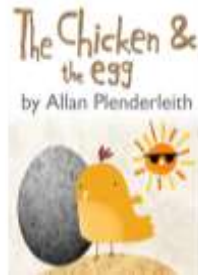
### Summer Term 2 Class Readers



	<p>themselves and others. Our pupils learn to respect one another, develop their social skills and learn to manage their feelings which enables them to form positive relationships. The pupils understand what behaviours are considered appropriate and learn to have confidence in their own abilities.</p>	
<b>Implementation</b>	<p>At St Mary's we promote resilience and encourage a positive attitude to learning. Our reception pupils are introduced to our traffic light behaviour system and school rules and grow to learn how to follow these independently. The children are expected to follow daily classroom routines such as tidy up time and are rewarded for their efforts during these times. They are shown the importance of sharing and are taught how to do this without the support of an adult.</p>	
<b>Impact</b>	<p>By the end of this term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> <li>• talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable.</li> <li>• work as part of a group or class, and understand and follow rules.</li> <li>• adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>	
<b>Physical Development – Moving and Handling</b>		<b>Physical Development – Health and Self-care</b>
<b>Intent</b>	<p>Physical development is one of the three prime areas within the Early Years Foundation Stage and is broken down into two early learning goals: moving and handling and health and self-care.</p> <p>At St Mary's we strive for our pupils to understand the importance of physical activity and therefore we provide them with the opportunities to develop their competence and skills through weekly P.E lessons so that they are able to compete in sports and other activities. This also ensures that the</p>	<p>Physical development is one of the three prime areas within the Early Years Foundation Stage and is broken down into two early learning goals: moving and handling and health and self-care.</p> <p>At St Mary's we strive for our pupils to understand the importance of physical activity and therefore we provide them with the opportunities to develop their competence and skills through weekly P.E lessons so that they are able to compete in sports and other activities. This also ensures that the children are active and develop their co-ordination, control and movement.</p>

## Early Years Foundation Stage Curriculum Contents-Summer Term

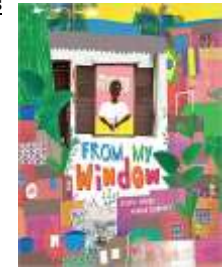
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



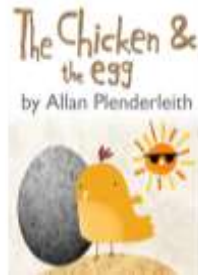
### Summer Term 2 Class Readers



	<p>children are active and develop their co-ordination, control and movement.</p> <p>ST Mary's is an accredited healthy school and therefore we aim to teach our children the importance of making healthy choices in relation to food.</p> <p>In addition to the above, it is our aim that the children learn how to manage their own basic hygiene needs and learn how to dress themselves independently.</p>		<p>ST Mary's is an accredited healthy school and therefore we aim to teach our children the importance of making healthy choices in relation to food.</p> <p>In addition to the above, it is our aim that the children learn how to manage their own basic hygiene needs and learn how to dress themselves independently.</p>
<p><b>Implementation</b></p>	<p>At St Mary's our reception children receive two PE lessons every week.</p> <p>During the summer term we will cover the following skills and the children will be taught to:</p> <p><b><u>Physical Skills</u></b></p> <ul style="list-style-type: none"> <li>• Use footwork to move in line with the ball when receiving a ball.</li> <li>• Focus on accuracy and weight when sending a ball.</li> <li>• When rolling/receiving a ball, bend knees to get low to the ground.</li> </ul> <p><b><u>Health and Fitness Skills</u></b></p> <ul style="list-style-type: none"> <li>• Identify changes to the body after exercise including increased heart rate.</li> <li>• Understand that exercise, among other things, strengthens our heart.</li> </ul>	<p><b>Implementation</b></p>	<p>At St Mary's our reception children receive two PE lessons every week to help them to understand the importance of physical exercise and a healthy lifestyle. From starting reception, we encourage our pupils to be independent in their self-care and therefore we teach them how to get dressed for PE without the support of an adult.</p> <p>Our pupils are encouraged to manage their own basic hygiene independently, including using the toilet and washing hands.</p> <p>Our school canteen offers several healthy food options for lunch which the children can choose from and we strive to encourage them to try a range of food types where possible. Furthermore, our pupils are taught to eat using their knife and forks and to attempt to cut up their own food, although help is provided when necessary.</p>

## Early Years Foundation Stage Curriculum Contents-Summer Term

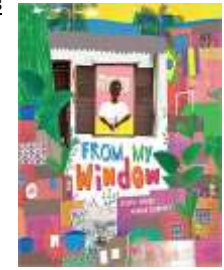
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



- Understand that exercise can have a positive effect on our mood and how we feel.

During the summer term our children will learn four **fundamental skills** and will be taught to:

**Fundamental Skills: Coordination - Sending and Receiving**

- Use backswing and follow through.
- Keep their eyes focused on the ball.
- Adopt a good 'ready position' (weight on balls of feet, wide base).

**Fundamental Skills: Agility - Reaction/Response**

- Push off hard with their feet.
- Keep their head steady and watch the ball.
- Move their feet to get to the ball (rather than stretching).

**Fundamental Skills: Agility - Ball Chasing**

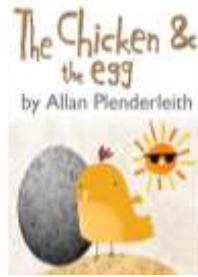
- Take up a good ready position and push off hard.
- Keep their head steady and watch the ball.
- Try rolling the ball at different speeds to get the right challenge.

**Fundamental Skills: Static Balance - Floor Work**

- Keep their hands in line with their shoulders.
- Keep their knees in line with their hips.

## Early Years Foundation Stage Curriculum Contents-Summer Term

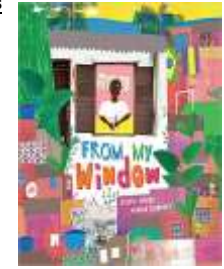
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



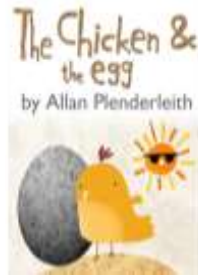
### Summer Term 2 Class Readers



<b>Impact</b>	<ul style="list-style-type: none"> <li>• Keep their back straight and tummy tight.</li> </ul> <p>By the end of this term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> <li>• show good control and coordination in large and small movements.</li> <li>• move confidently in a range of ways, safely negotiating space.</li> <li>• handle equipment and tools effectively, including pencils for writing.</li> </ul> <p>As a result of weekly PE lessons the majority of children will be able to:</p> <p><b><u>Physical Skills</u></b></p> <ul style="list-style-type: none"> <li>• Move confidently in different ways</li> <li>• Perform a single skill or movement with some control.</li> <li>• Perform a small range of skills and link two movements together</li> <li>• Perform a range of skills with some control and consistency.</li> <li>• Perform a sequence of movements with some changes in level, direction or speed.</li> </ul> <p><b><u>Health and Fitness Skills</u></b></p> <ul style="list-style-type: none"> <li>• Say how their body feels before, during and after exercise.</li> </ul>	<b>Impact</b>	<p>By the end of this term it is our intention that the vast majority of children will <b>begin</b> to:</p> <ul style="list-style-type: none"> <li>• know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</li> <li>• manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>
---------------	---	---------------	---

## Early Years Foundation Stage Curriculum Contents-Summer Term

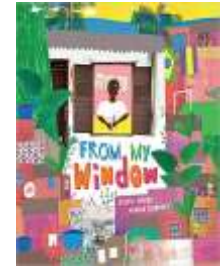
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



- Use equipment appropriately and move and land safely.
- Be aware of why exercise is important for good health.
- Be aware of the changes to the way they feel when they exercise.

**Fundamental Skills: Coordination - Sending and Receiving**

- Roll a large ball and collect the rebound.
- Roll a small ball and collect the rebound.
- Throw a large ball and catch the rebound with 2 hands.

**Fundamental Skills: Agility - Reaction/Response**

- React and catch large ball dropped from shoulder height after 2 bounces.
- React and catch large ball dropped from shoulder height after 1 bounce.

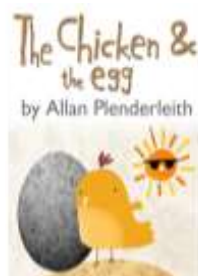
**Fundamental Skills: Agility - Ball Chasing**

- Roll a ball, chase and collect it in balanced position facing opposite direction.
- Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.

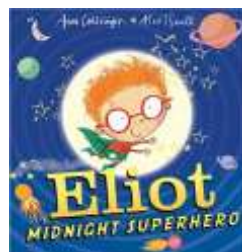
**Fundamental Skills: Static Balance - Floor Work**

## Early Years Foundation Stage Curriculum Contents-Summer Term

**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



- Hold mini-front support position.
- Reach round and point to ceiling with either hand in mini-front support.

### Literacy - Reading

#### Intent

Literacy is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: reading and writing. It is expected that in order to be successful within the specific areas of learning the children need to first succeed in the prime areas of learning. At St Mary's it is our aim that children within the Early Year's Foundation Stage are able to decode a range of regular and common irregular words whilst reading some on sight. We strive for our children to feel confident to read in a range of situations and be able to demonstrate an understanding of what they have read in a range of contexts.

#### Implementation

At St Mary's we follow the rigorous and highly successful Read, Write Inc. programme faithfully so that the children meet good outcomes for reading, with almost all children passing the Year One phonics screening. The children learn the phonics sounds in the

### Literacy - Writing

#### Intent

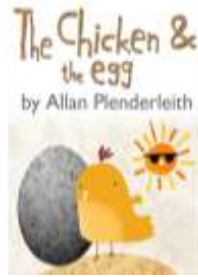
Literacy is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: reading and writing. It is expected that in order to be successful within the specific areas of learning the children need to first succeed in the prime areas of learning. Through use of the Read Write Inc. programme it is our aim that the children learn to link sounds to letters and learn how to form these correctly. Through daily literacy lessons the children engage with a variety of genres of writing which develops their confidence to write for a range of different purposes. At St Mary's we encourage our children to use capital letters, finger spaces and full stops from the onset in order to prepare the children for their journey into Year 1.

#### Implementation

At St Mary's Reception learn to read and write the phonics sounds in the following order:  
**Set 1 Sounds**  
m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

## Early Years Foundation Stage Curriculum Contents-Summer Term

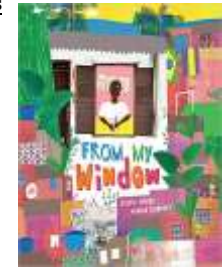
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



following order:

#### Set 1 Sounds

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h,  
sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

#### Set 2 Sounds

ay, ee, igh, ow, oo(moon), oo(look) ar, or, air,  
ir, ou, oy

Our children are provided with reading books as soon as they start school and read several times a week with an adult. These begin with picture books which allow our pupils to become familiar with looking at books, turning pages and talking about what they can see in illustrations. As they progress through the set 1 sounds and become confident with segmenting and blending simple CVC words the children will begin to receive books that contain simple words and sentences.

Through daily literacy lessons our children explore a range of different texts and genres of writing. In spring we will be covering the following units:

#### Spring Term 1

##### Unit 1: Animal Changes

#### Set 2 Sounds

ay, ee, igh, ow, oo(moon), oo(look) ar, or, air, ir, ou,  
oy

Pupils will develop their ability to write in a range of different styles through daily literacy lessons. In spring we will be covering the following units:

#### Spring Term 1

##### Unit 1: Animal Changes

**Speaking:** Talking about how animals change through growth

**Reading:** Using vocabulary influenced by books

**Writing:** Writing simple report sentences

##### Unit 2: Chicken Lifecycle

**Speaking:** Discussing promises and what they mean

**Reading:** Reading words and simple sentences

**Writing:** Writing a simple chronological report – lifecycle of a chicken

##### Unit 1: Help at Home

**Speaking:** Discussing being helpful, saying ‘thank you’ and ‘sorry’

**Reading:** Reading a repetitive text

**Writing:** Writing a thank you card message

##### Unit 2: Help in the Community

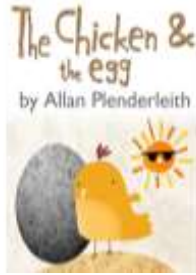
**Speaking:** Posing a question to a visitor

## Early Years Foundation Stage Curriculum Contents-Summer Term

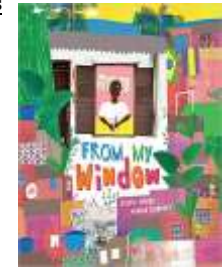
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



**Speaking:** Talking about how animals change through growth  
**Reading:** Using vocabulary influenced by books  
**Writing:** Writing simple report sentences  
**Unit 2: Frog Lifecycle**  
**Speaking:** Discussing promises and what they mean  
**Reading:** Reading words and simple sentences  
**Writing:** Writing a simple chronological report – lifecycle of a frog

#### **Unit 1: Help at Home**

**Speaking:** Discussing being helpful, saying 'thank you' and 'sorry'  
**Reading:** Reading a repetitive text  
**Writing:** Writing a thank you card message

#### **Unit 2: Help in the Community**

**Speaking:** Posing a question to a visitor  
**Reading:** Reading simple sentences  
**Writing:** Writing questions with question marks

#### **Unit 3: Emergency Services**

**Speaking:** Using new vocabulary  
**Reading:** Reading new vocabulary  
**Writing:** Writing captions for a class book

#### **Unit 1: Superpowers**

**Reading:** Reading simple sentences  
**Writing:** Writing questions with question marks

#### **Unit 3: Emergency Services**

**Speaking:** Using new vocabulary  
**Reading:** Reading new vocabulary  
**Writing:** Writing captions for a class book

#### **Unit 1: Superpowers**

**Speaking:** Discussing everyday superpowers  
**Reading:** Reading words and sentences about everyday superheroes  
**Writing:** Writing a description of their own superpower

#### **Unit 2: Superheroes**

**Speaking:** Describing superheroes using extended vocabulary  
**Reading:** Reading new words, using phonic skills  
**Writing:** Writing descriptive sentences

#### **Spring Term 2**

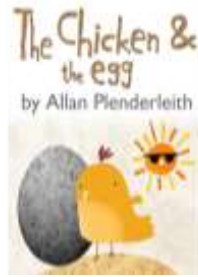
##### **Unit 1: Sleeping Beauty**

**Speaking:** Retelling a fairy tale from memory  
**Reading:** Reading a version of a fairy tale  
**Writing:** Writing a short retelling of a fairy tale



## Early Years Foundation Stage Curriculum Contents-Summer Term

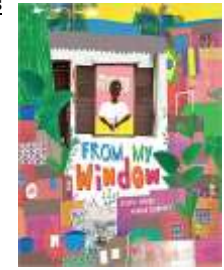
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



**Speaking:** Discussing everyday superpowers  
**Reading:** Reading words and sentences about everyday superheroes  
**Writing:** Writing a description of their own superpower

#### Unit 2: Superheroes

**Speaking:** Describing superheroes using extended vocabulary  
**Reading:** Reading new words, using phonic skills  
**Writing:** Writing descriptive sentences

#### Spring Term 2

##### Unit 1: Sleeping Beauty

**Speaking:** Retelling a fairy tale from memory  
**Reading:** Reading a version of a fairy tale  
**Writing:** Writing a short retelling of a fairy tale

##### Unit 2: Jack and the Beanstalk

**Speaking:** Discussing a fairy tale  
**Reading:** Reading and understanding simple story sentences  
**Writing:** Writing a letter in role

##### Unit 3: Hansel and Gretel

**Speaking:** Discussing 'what if?' story twists

#### Unit 2: Jack and the Beanstalk

**Speaking:** Discussing a fairy tale  
**Reading:** Reading and understanding simple story sentences  
**Writing:** Writing a letter in role

#### Unit 3: Hansel and Gretel

**Speaking:** Discussing 'what if?' story twists  
**Reading:** Sequencing and reading a simple tale  
**Writing:** Writing a new version of a fairy tale

#### Unit 1: Modes of Transport

**Speaking:** Talking about different forms of transport  
**Reading:** Talking about reading, demonstrating understanding  
**Writing:** Writing simple sentences

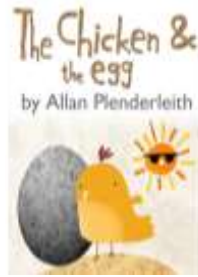
#### Unit 2: Map My Journey

**Speaking:** Discussing travel preparations  
**Reading:** Reading words and simple sentences  
**Writing:** Writing a simple recount

All of our provision areas are equipped with writing materials so that our pupils are able to demonstrate

**Early Years Foundation Stage Curriculum Contents-Summer Term**

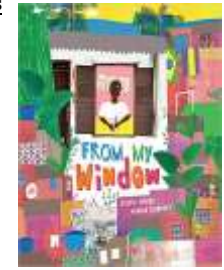
**Reading Focus this term:**  
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



**Reading:** Sequencing and reading a simple tale  
**Writing:** Writing a new version of a fairy tale

**Unit 1: Modes of Transport**

**Speaking:** Talking about different forms of transport

**Reading:** Talking about reading, demonstrating understanding

**Writing:** Writing simple sentences

**Unit 2: Map My Journey**

**Speaking:** Discussing travel preparations

**Reading:** Reading words and simple sentences

**Writing:** Writing a simple recount

In addition to **Read Write Inc.** resources and daily literacy lessons, we have ‘**core books**’ which we read frequently with the children. These books are the type of books that can be re-visited again and again, on different levels to support language development. The idea is that children will develop language and increase vocabulary in addition to gaining a love of books and will become very familiar with these known texts so that they can remember and re-tell them.

what they have learnt through daily literacy lessons and develop their confidence to write and mark make.

**Impact**

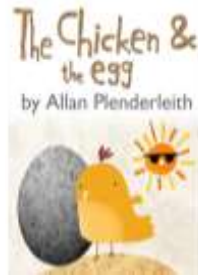
By the end of this term it is our intention that

**Impact**

By the end of this term it is our intention that the vast

## Early Years Foundation Stage Curriculum Contents-Summer Term

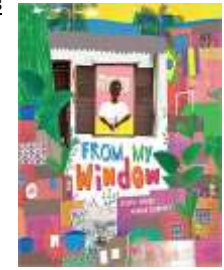
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



the vast majority of children will be able to:

- read and understand simple sentences.
- use phonic knowledge to decode regular words and read them aloud accurately.
- read some common irregular words.
- demonstrate an understanding when talking with others about what they have read.

majority of children will be able to:

- use their phonic knowledge to write words in ways which match their spoken sounds.
- write some irregular common words.
- write simple sentences which can be read by themselves and others.
- spell some words correctly and others phonetically which can be read by themselves and others.

### Mathematics - Number

**Intent**

Mathematics is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: number and shape, space and measure. It is expected that in order to be successful within the specific areas of learning the children need to first succeed in the prime areas of learning. At St Mary's it is our aim that the children have a high quality maths curriculum that is both challenging and enjoyable. We provide our children with opportunities to enjoy greater depth learning and strive to ensure that our pupils are confident mathematicians who are not afraid to take risks in their learning. In Reception we follow the Maths Mastery approach with an emphasis on studying key skills of number,

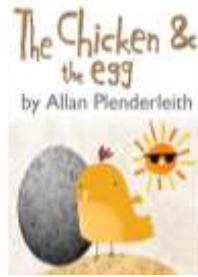
### Mathematics – Shape, Space and Measure

**Intent**

Mathematics is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: number and shape, space and measure. It is expected that in order to be successful within the specific areas of learning the children need to first succeed in the prime areas of learning. At St Mary's it is our aim that the children have a high quality maths curriculum that is both challenging and enjoyable. We provide our children with opportunities to enjoy greater depth learning and strive to ensure that our pupils are confident mathematicians who are not afraid to take risks in their learning. In Reception we follow the Maths Mastery approach with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language.

## Early Years Foundation Stage Curriculum Contents-Summer Term

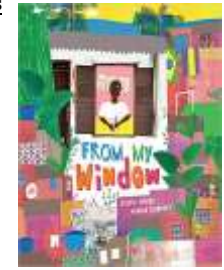
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



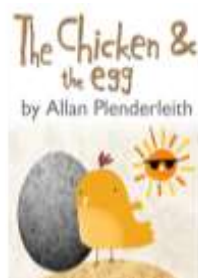
### Summer Term 2 Class Readers



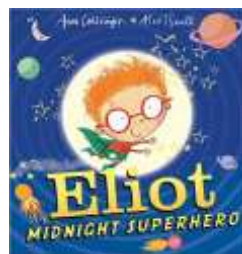
	<p>calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language.</p>		
<b>Implementation</b>	<p>In Reception our pupils have a whole class maths lesson daily and they engage in two small group adult led activities every week. Our children learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration of the continuous provision areas.</p> <p>In the summer term, we will be covering the following units:</p> <p><b><u>To 20 and Beyond</u></b></p> <ul style="list-style-type: none"> <li>• Building numbers beyond 10</li> <li>• Counting patterns beyond 10</li> </ul> <p><b><u>First then Now</u></b></p> <ul style="list-style-type: none"> <li>• Adding more</li> <li>• Taking away</li> </ul> <p><b><u>Find my Pattern</u></b></p> <ul style="list-style-type: none"> <li>• Doubling</li> <li>• Sharing and Grouping</li> <li>• Even and Odd</li> </ul> <p><b><u>On the Move</u></b></p> <ul style="list-style-type: none"> <li>• Deepening Understanding</li> </ul>	<b>Implementation</b>	<p>In Reception our pupils have a whole class maths lesson daily and they engage in two small group adult led activities every week. Our children learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration of the continuous provision areas.</p> <p>In the summer term we will be covering the following units:</p> <p><b><u>To 20 and Beyond</u></b></p> <ul style="list-style-type: none"> <li>• Spatial reasoning – Match, rotate, manipulate</li> </ul> <p><b><u>First then Now</u></b></p> <ul style="list-style-type: none"> <li>• Spatial reasoning – Compose and decompose</li> </ul> <p><b><u>Find my Pattern</u></b></p> <ul style="list-style-type: none"> <li>• Spatial reasoning – Visualise and Build</li> </ul> <p><b><u>On the Move</u></b></p> <ul style="list-style-type: none"> <li>• Spatial reasoning - Mapping</li> </ul>

## Early Years Foundation Stage Curriculum Contents-Summer Term

**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



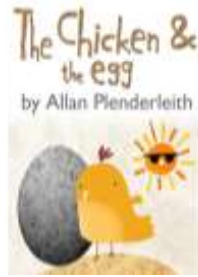
### Summer Term 2 Class Readers



<b>Impact</b>	<ul style="list-style-type: none"> <li>• Patterns and Relationships</li> </ul> <p>By the end of this term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> <li>• count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</li> <li>• use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer.</li> <li>• solve problems, including doubling, halving and sharing.</li> </ul>	<b>Impact</b>	<p>By the end of this term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> <li>• use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</li> <li>• recognise, create and describe patterns.</li> <li>• explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul>
<b>Understanding the World – People and Communities</b>		<b>Understanding the World – The World</b>	
<b>Intent</b>	<p>Understanding the World is one of the four specific areas within the Early Year's Foundation stage and is broken down into three early learning goals: people and communities, the world and technology. At St Mary's it is our aim to inspire children's curiosity about the world. We guide the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p>	<b>Intent</b>	<p>Understanding the World is one of the four specific areas within the Early Year's Foundation stage and is broken down into three early learning goals: people and communities, the world and technology. At St Mary's it is our aim to inspire children's curiosity about the world. We guide the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p>
<b>Implementation</b>	<p>At St Mary's our reception children are encouraged to speak about past and present events in their own lives and the lives of others through whole class circle</p>	<b>Implementation</b>	<p>The acquisition of key scientific knowledge is an integral part of our science lessons. Promoting science in school is highlighted by the use of 'Working</p>

## Early Years Foundation Stage Curriculum Contents-Summer Term

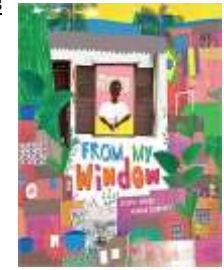
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



times, during exploration of the provision areas and through show and tell. The children explore different occupations through role play activities and receive visits from paramedics, firemen and police officers who talk to the children about their role in the community. Through religious education the children learn about other faiths such as Judaism and Islam and through our catholic ethos they take part in fundraising events to support organisations such as CAFOD. This enables the children to learn about communities in other parts of the world.

Scientifically' walls in each classroom, where key vocabulary is displayed for the duration of the topic alongside the working scientifically skills for each session. We aim to develop and promote the importance of developing scientific enquiry across year groups. Emphasis is placed on learning outside of the classroom, with each class having designated timetabled 'Forest School' time and where applicable educational visits are linked to developing children's science topical learning. Science specific home learning tasks, supporting parental engagement help support children's natural curiosity whilst enabling them to experience first-hand the science all around them.

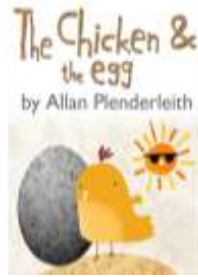
Through weekly understanding the world lessons our children will:

- Investigate the life cycle of a chicken.
- Investigate the life cycle of a butterfly.
- Investigate the life cycle of a frog.
- Investigate the life cycle of a ladybird.
- Plant and take care of their own sunflower seed.
- Name a variety of dinosaurs and describe their appearance.

**Chick Fortnight:** After Easter, we will be taking part

## Early Years Foundation Stage Curriculum Contents-Summer Term

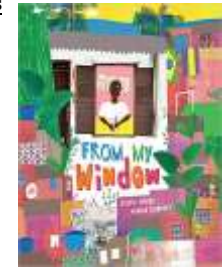
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers


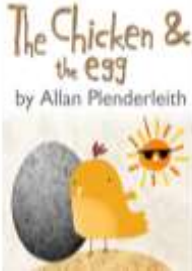
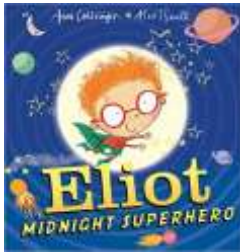

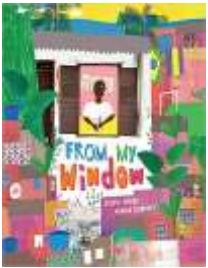


### Summer Term 2 Class Readers



			<p>in 'Living Eggs Ready to Hatch' a unique 10 day chick hatching programme experience. At school we will be incubating 10 Embryo Eggs in a custom designed incubator so children all get to experience observing a real life chick hatch in their classroom.</p>
<b>Impact</b>	<p>By the end of this term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> <li>talk about past and present events in their own lives and in the lives of family members.</li> <li>Understand that other children don't always enjoy the same things and are sensitive to this.</li> <li>understand about similarities and differences between themselves and others and among families, communities and traditions.</li> </ul>	<b>Impact</b>	<p>By the end of this term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> <li>understand about similarities and differences in relation to places, objects, materials and living things.</li> <li>talk about the features of their own immediate environment and how environments might vary from one to another.</li> <li>make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul> <p><b><u>Chick Fortnight:</u></b></p> <ul style="list-style-type: none"> <li>Observe how a chick hatches and understand how the egg and chick are well adapted for this purpose.</li> <li>Identify the needs of chickens and other baby animals and relate to man's essential needs for living.</li> <li>Relate students' experiences with other animals. Demonstrate knowledge and understanding of animals' needs by designing</li> </ul>

## Early Years Foundation Stage Curriculum Contents-Summer Term

<p><b>Reading Focus this term:</b> (See Cross curricular links documents)</p> 	<p><u>Summer Term 1 Class Readers</u></p>  	<p><u>Summer Term 2 Class Readers</u></p>  
---	--	---

			<ul style="list-style-type: none"> <li>a suitable environment for their chicks to live.</li> <li>Make links between different features of the environment and the specific needs of living things.</li> </ul>
--	--	--	---

### Understanding the World - Technology

<b>Intent</b>	Understanding the World is one of the four specific areas within the Early Year's Foundation stage and is broken down into three early learning goals: people and communities, the world and technology. At St Mary's it is our aim to inspire children's curiosity about the world. We guide the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
<b>Implementation</b>	At St Mary's our reception children have access to a class computer which they are able to use independently during child initiated learning. The children are able to access 'purple mash' which provides them with an interactive classroom where they are able to explore games that support their development in all seven areas of learning. All pupils have a school 360 account and are able to access weekly home learning activities on the programme 'busy things'. The children also independently operate our class CD player and have access to bee bots where they are able to complete simple programming activities.
<b>Impact</b>	By the end of this term it is our intention that the vast majority of children will begin to: <ul style="list-style-type: none"> <li>recognise that a range of technology is used in places such as homes and schools.</li> <li>select and use technology for particular purposes.</li> </ul>

### Expressive Arts and Design – Media and Materials

### Expressive Arts and Design – Being Imaginative

<b>Intent</b>	Expressive Arts and Design is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: media and materials and being imaginative. At St Mary's it is	<b>Intent</b>	Expressive Arts and Design is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: media and materials and being imaginative. At St Mary's it is our
---------------	---	---------------	---

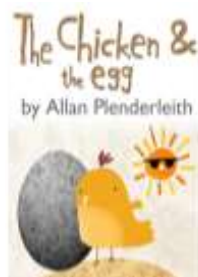


## Early Years Foundation Stage Curriculum Contents-Summer Term

**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



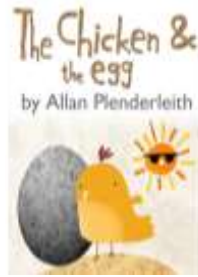
### Summer Term 2 Class Readers



	our aim that children explore a wide range of media and materials and construct with a purpose in mind. We strive to provide opportunities and encouragement for our pupils to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.		aim that children explore a wide range of media and materials and construct with a purpose in mind. We strive to provide opportunities and encouragement for our pupils to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.
<b>Implementation</b>	At St Mary's our children have access to a range of continuous provision areas both inside and outside that allows them to express their creative ability. These include the painting area, the malleable area and the cut and stick area. All areas are enhanced with a range of resources and tools which enables the children to plan, create and review their work and the work of their peers. In reception we incorporate singing and dancing into all lessons. The children have access to a class CD player and an outdoor music wall where they enjoy creating stages and putting on class shows. At St Mary's we host termly art days linked to a specific theme, for example 'winter art day'. The children create a piece of art work that is then displayed for the rest of the school to view in our 'St Mary's Art Gallery'.	<b>Implementation</b>	At St Mary's our children have access to a range of continuous provision areas both inside and outside that allows them to express their imaginative ability. These include the role play area, malleable area, small world area, construction area and the creative area. All areas are enhanced with resources such as costumes, puppets, clip boards and mark making materials linked to our class readers which allows them to learn and develop through their imaginative play. At St Mary's we host termly art days linked to a specific theme, for example 'winter art day'. The children create a piece of art work that is then displayed for the rest of the school to view in our 'St Mary's Art Gallery'.
<b>Impact</b>	By the end of this term it is our intention that the vast majority of children will be able to:	<b>Impact</b>	By the end of this term it is our intention that the vast majority of children will be able to:

## Early Years Foundation Stage Curriculum Contents-Summer Term

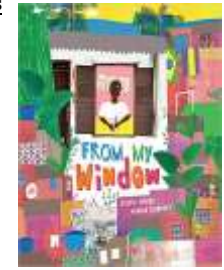
**Reading Focus this term:**  
(See Cross curricular links documents)



### Summer Term 1 Class Readers



### Summer Term 2 Class Readers



- sing songs, make music and dance, and experiment with ways of changing them.
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.