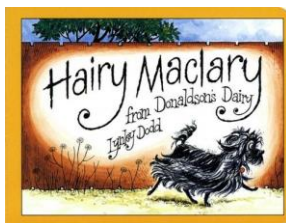
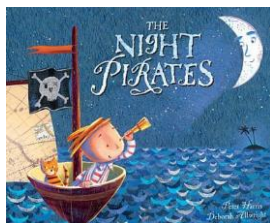


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Reading Focus this term:
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



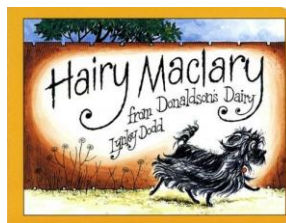
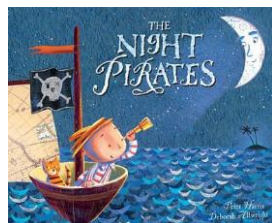
PSHCE		R.E.	
Intent	<p>PSHCE helps pupils to develop the knowledge, skills attitudes and understanding they need to fulfil their potential. Teaching children how to keep themselves healthy, safe and able to make informed decisions in their future life and work.</p> <p><u>EYFS Module 2: Created to Love Others:</u> Explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.</p> <p><u>EYFS Module 3: Created to Live in Community:</u> 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>	Intent	<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>

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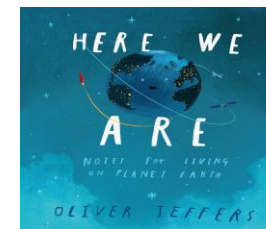
Reading Focus this term:
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Summer Term 1 Class Readers



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Implementation

Module 2 – Unit 1: Religious Understanding

This two-part session firstly helps children to understand why the Bible is so special to Christians, and secondly helps children to act out the Gospel account of Jesus washing His disciples' feet, showing that He loves us and is a role model for us to copy in loving one another.

Module 2 - Unit 2: Personal Relationships

Children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others.

Module 2 - Unit 3: Keeping Safe

Children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that 'privates are private') and the importance of talking to their 'special people' if anything troubles them. Children will meet animated

Implementation

We follow the 'Come & See' Religious Education Programme in line with guidance from the Hexham & Newcastle diocese.

This programme provides:

- opportunities for celebration, prayer and reflection in implicit and explicit ways.
- children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.
- 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.

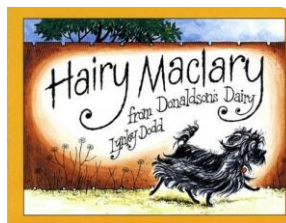
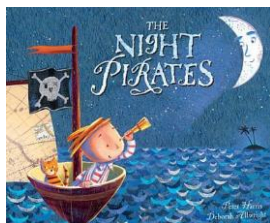
The three main topics this term are:

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expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies (a session that can be linked to the 'People Who Help Us' topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.

Module 3 - Unit 1 – Religious Understanding

Introduces 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.

Module 3 - Unit 2 – Living in the Wider World

Children extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.

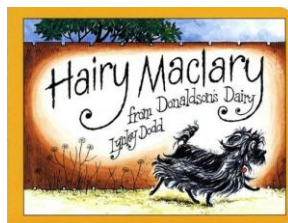
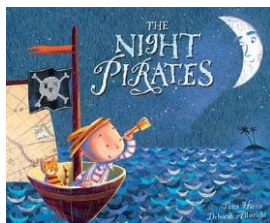
- **PENTECOST – SERVING: GOOD NEWS**
- **RECONCILIATION – INTER-RELATING: FRIENDS**
- **OUR WORLD: CARFOD**

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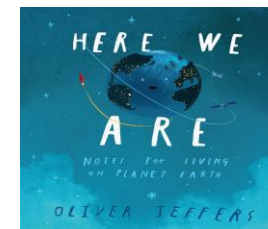
Reading Focus this term:
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Impact

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

Module 2 - Religious Understanding:

- We are part of God's family
- Jesus cared for others and wanted them to live good lives like him
- We should love other people in the same way God loves us

Module 2 - Personal Relationships:

- To identify special people (e.g. parents, carers, friends) and what makes them special
- The importance of the nuclear family and of the wider family
- The importance of being close to and trusting of 'special people' and telling them if something is troubling them
- How their behaviour affects other people and that there is appropriate and inappropriate behaviour
- The characteristics of positive and negative relationships
- About different types of teasing and that all bullying is wrong and unacceptable

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 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

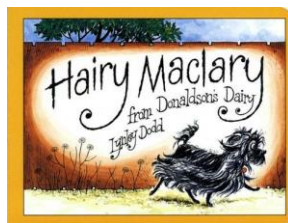
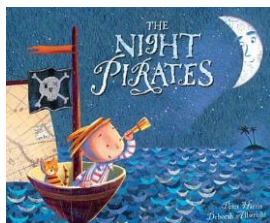
- Some children will begin to **talk** about their experiences and feelings about what a friend is.

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- Recognise when they have been unkind to others and say sorry.
- That when we are unkind, we hurt God and should say sorry.
- To recognise when people are being unkind to them and others and how to respond.
- That we should forgive like Jesus forgives.

Module 2 - Keeping Safe:

- About safe and unsafe situations indoors and outdoors, including online.
- That they can ask for help from their special people
- To know they are entitled to bodily privacy.
- That they can and should be open with 'special people' they trust if anything troubles them
- That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest

- 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.

OUR WORLD: CARFOD

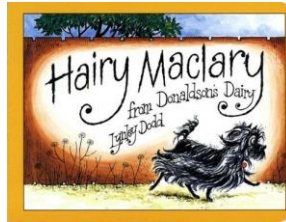
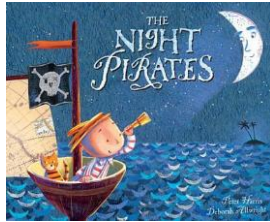
- Some children will be able to **talk** about their own experiences of the world and that they love about our world.
- Some children will be able to **wonder** about what makes people friends.
- Some children will be able to **say** what fills them with wonder about the world.
- Some children will recognise some words and phrases from the Psalms.
- 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!"
- Some children will be able to say what they wonder about and how we can all work together to care for the world

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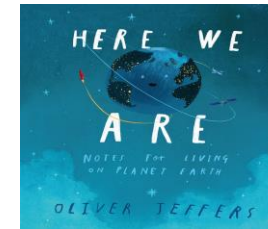
Reading Focus this term:
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Summer Term 1 Class Readers



Summer Term 2 Class Readers



- Medicines should only be taken when a parent or doctor gives them to us.
- Medicines are not sweets.
- We should always try to look after our bodies because God created them and gifted them to us.
- There are lots of jobs designed to help us.
- Paramedics help us in a medical emergency.
- First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance.

Module 3 – Religious Understanding

- 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
- 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.

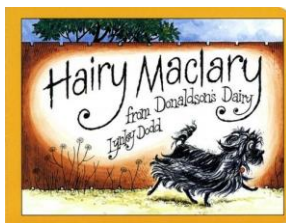
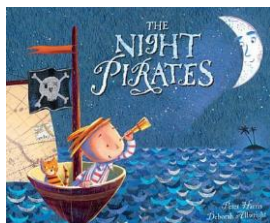
Module 3 – Living in the Wider World

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- 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

Communication and Language – Listening, attention and Understanding

Intent

Communication and language is one of the three prime areas within the Early Years Foundation Stage and is broken down into two early learning goals: listening, attention and 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

Communication and Language - Speaking

Intent

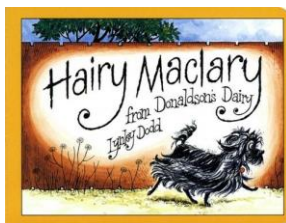
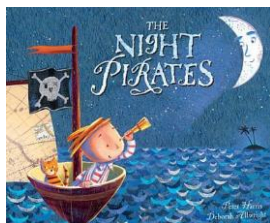
Communication and language is one of the three prime areas within the Early Years Foundation Stage and is broken down into two early learning goals: listening, attention and understanding and speaking. We recognise that language and communication are vital in all areas of a child's development and is 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

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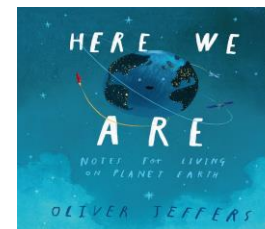
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Summer Term 1 Class Readers



Summer Term 2 Class Readers



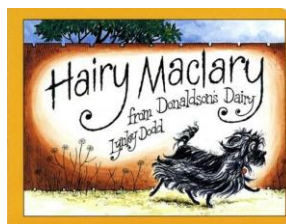
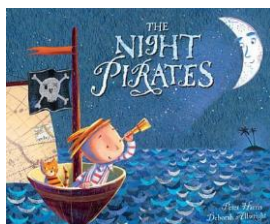
	<p>stories become a regular part of the children's day. This enables pupils to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.</p>		<p>skills in expressing themselves and to speak and listen in a range of situations.</p>
Implementation	<p>Pupils 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>The children learn to follow classroom routines and simple instructions from their first day of school. At St Mary's 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</p>	Implementation	<p>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.</p>

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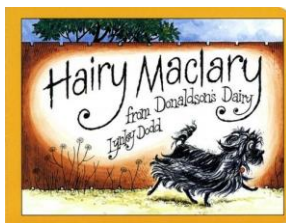
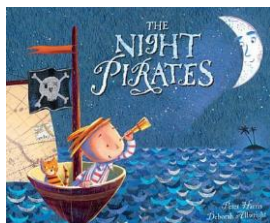
	inquisitive about the work of their peers.		
Impact	<p>By the end of this term it is our intention that the majority of children will be able to:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	Impact	<p>By the end of this term it is our intention that the majority of children will be able to:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including past, present and futures tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development – Self-Regulation		Personal, Social and Emotional Development – Building Relationships	
Intent	<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-regulation, building relationships and managing self.</p> <p>Through carefully planned adult led and child-initiated activities pupils learn to</p>	Intent	<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-regulation, building relationships and managing self.</p> <p>Through carefully planned adult led and child-initiated activities pupils learn to develop a positive sense of</p>

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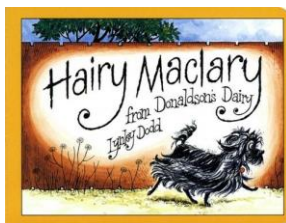
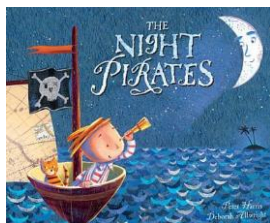
	<p>develop a positive sense of themselves and others. Our pupils learn to respect one another, develop their social skills and learn to manage their feelings which enables them to form positive relationships. The pupils understand what behaviours are considered appropriate and learn to have confidence in their own abilities.</p>		<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>
Implementation	<p>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 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, where they are taught to focus their attention on what others are saying and respond appropriately. We provide opportunities for our children to speak and perform in front of</p>	Implementation	<p>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 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>

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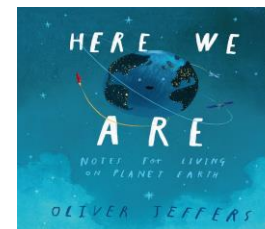
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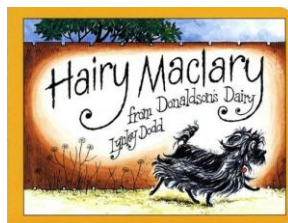
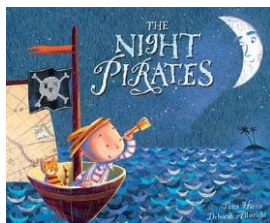
	familiar and unfamiliar audiences through whole class liturgies and school productions.		
Impact	<p>By the end of this term it is our intention that the majority of children will be able to:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	Impact	<p>By the end of this term it is our intention that the majority of children will be able to:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Personal, Social and Emotional Development – Managing Self			
Intent	<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-regulation, building relationships and managing self. 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.</p>		
Implementation	<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</p>		

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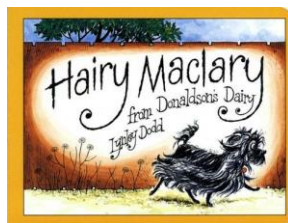
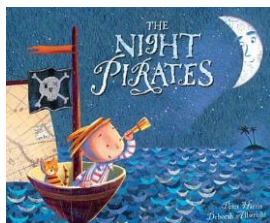
	<p>daily classroom routines such as tidy up time and are rewarded for their efforts during these times. Our pupils are encouraged to manage their own basic hygiene independently, including using the toilet and washing hands. Our school canteen offers several healthy food options for lunch which the children 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>	
Impact	<p>By the end of this term, it is our intention that the majority of children will be able to:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	
Physical Development – Gross Motor Skills		Physical Development – Fine Motor Skills
Intent	<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: gross motor skills and fine motor skills.</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</p>	<p>Intent</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: gross motor skills and fine motor skills.</p> <p>At St Mary's we strive for our pupils to be able to confidently hold a pencil for writing and use a range of small tools including scissors and cutlery. This ensures that our pupils develop strong muscles in their hands and fingers which will enable them to become</p>

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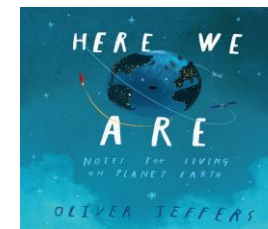
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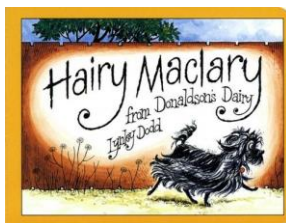
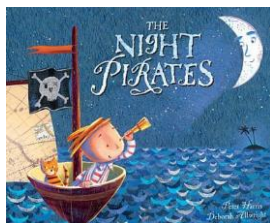
	that the children are active and develop their co-ordination, control and movement.		fluent writers as they progress in their education.
Implementation	<p>At St Mary's our reception children receive two PE lessons every week.</p> <p>During the summer term we will cover the following skills and the children will be taught to:</p> <p><u>Physical Skills</u></p> <ul style="list-style-type: none"> • Use footwork to move in line with the ball when receiving a ball. • Focus on accuracy and weight when sending a ball. • When rolling/receiving a ball, bend knees to get low to the ground. <p><u>Health and Fitness Skills</u></p> <ul style="list-style-type: none"> • Identify changes to the body after exercise including increased heart rate. • Understand that exercise, among other things, strengthens our heart. • Understand that exercise can have a positive effect on our mood and how we feel. <p>During the summer term our children will learn four fundamental skills and will be taught to:</p>	Implementation	<p>At St Mary's our pupils engage in weekly adult-led fine motor activities, some of which include: continuing patterns, colouring, letter formation and play dough. Through daily phonics lessons our children are taught how to form each letter correctly and learn a rhyme to support them with this. At St Mary's our children are taught a pre-cursive handwriting style through 'Letterjoin', and this is implemented into our phonics lessons and daily writing activities. Additionally, our continuous provision areas are set up with a variety of equipment to support the development of the children's fine motor skills through child-led activities, including: scissors, tweezers, threading beads and playdough.</p>

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Summer Term 1 Class Readers



Summer Term 2 Class Readers



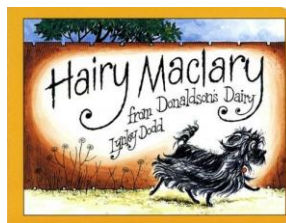
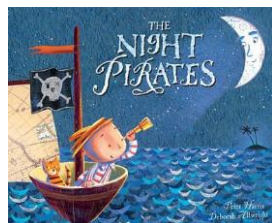
	<p><u>Fundamental Skills: Coordination - Sending and Receiving</u></p> <ul style="list-style-type: none"> • Use backswing and follow through. • Keep their eyes focused on the ball. • Adopt a good 'ready position' (weight on balls of feet, wide base). <p><u>Fundamental Skills: Agility - Reaction/Response</u></p> <ul style="list-style-type: none"> • 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). <p><u>Fundamental Skills: Agility - Ball Chasing</u></p> <ul style="list-style-type: none"> • 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. <p><u>Fundamental Skills: Static Balance - Floor Work</u></p> <ul style="list-style-type: none"> • Keep their hands in line with their shoulders. • Keep their knees in line with their hips. • Keep their back straight and tummy tight. 		
Impact	By the end of this term it is our intention that the vast majority of children will be able to:	Impact	By the end of this term it is our intention that the majority of children will begin to:

Early Years Foundation Stage Curriculum Contents- Summer Term

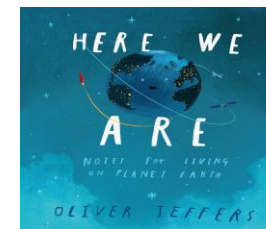
Reading Focus this term:
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

As a result of weekly PE lessons the majority of children will be able to:

Physical Skills

- Move confidently in different ways
- Perform a single skill or movement with some control.
- Perform a small range of skills and link two movements together
- Perform a range of skills with some control and consistency.
- Perform a sequence of movements with some changes in level, direction or speed.

Health and Fitness Skills

- Say how their body feels before, during and after exercise.
- Use equipment appropriately, move and land safely.

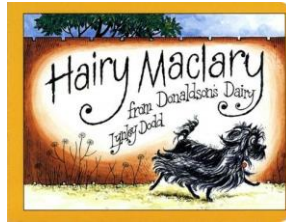
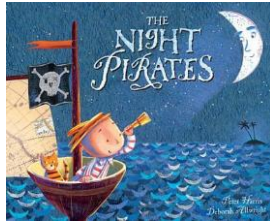
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

Early Years Foundation Stage Curriculum Contents- Summer Term

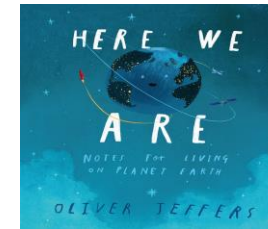
Reading Focus this term:
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



- 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

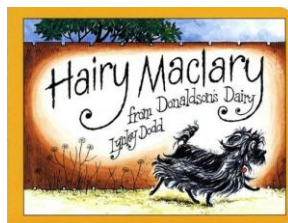
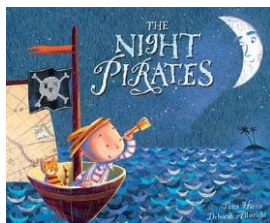
- Hold mini-front support position.

Early Years Foundation Stage Curriculum Contents- Summer Term

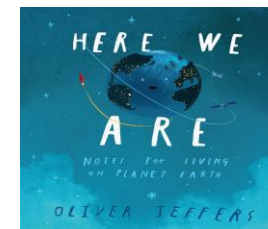
Reading Focus this term:
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



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

Literacy - Comprehension

Intent

Literacy is one of the four specific areas within the Early Year's Foundation stage and is broken down into three early learning goals: comprehension, word 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 by sight. At St Mary's we aim to teach our pupils to read confidently, fluently, accurately and with understanding. Pupils are encouraged to develop the habit of reading for both pleasure and information. Confident reading enables pupils to acquire knowledge and build on what they know.

Implementation

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

Literacy – Word Reading

Intent

Literacy is one of the four specific areas within the Early Year's Foundation stage and is broken down into three early learning goals: comprehension, word 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 by sight. Additionally, we aim to teach our pupils to read confidently, fluently, accurately and with understanding. Pupils are encouraged to develop the habit of reading for both pleasure and information. Confident reading enables pupils to acquire knowledge and build on what they know.

Implementation

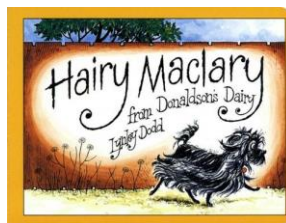
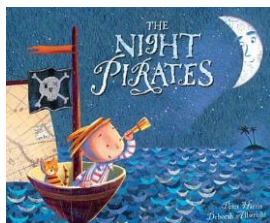
At St Mary's we follow the rigorous and highly successful Read, Write Inc. programme faithfully so that the children meet good outcomes for reading, with almost all children passing the Year One phonics

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



During this sequence, the children will arrive to class to find a treasure map. They go on to hide and hunt for pirates before sharing the story. They write in role as pirates and then learn a song about being a pirate before being invited to join the Night Pirates – a job for which the children apply by writing letters. Once accepted, they are asked to help a character write a 'How to be a Pirate' guide.

Hairy Maclary

During this sequence, the children set up and create labels for an Animal Shelter. Some cats and dogs arrive and the children help settle them before reading Hairy Maclary. They play Match the Mutt, create a Character Splat, research and write some facts about cats and then devise a story not dissimilar to Hairy Maclary but this time about a group of cats who are frightened away by Riptail Paw – a dog version of Scarface Claw, the menace of a cat who appears in Hairy Maclary.

Here We Are

Focusing on themes of family, love, conservation, health and belonging, this non-fiction text dedicated to the author's child Harland, is a guide to life, of

screening. The children learn the phonemes (letter sounds) in the following order throughout the year:

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

In addition to learning the phonemes, our children also learn how to segment and blend simple CVC words. This is achieved through daily adult led activities such as bingo, word jigsaws and interactive online phonics games.

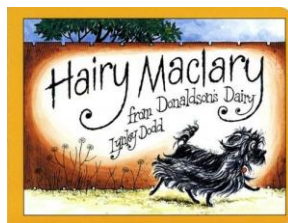
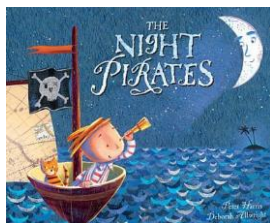
At St Mary's our children are provided with reading books as soon as they start school and read several times a week with an adult. These begin with picture books which allow our pupils to become familiar with looking at books, turning pages and talking about what they can see in illustrations. As they 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

Early Years Foundation Stage Curriculum Contents- Summer Term

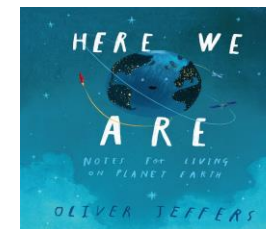
Reading Focus this term:
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



sorts. Children arrive to class to discover a mysterious box marked 'A Brain of Curiosity' with the shape of a brain on the outside and the idea of filling one's head with thoughts, ideas and dreams is explored. As the text is shared, children go on to explore the Earth's beauty and use literary language to write some non-narrative poetry. Ideas around how to look after ourselves and each other are generated and after identifying and discussing the text's themes, the children go on to plan then write an own version of 'Notes for living on planet Earth...in the form of a leaflet.

In addition to **Read Write Inc.** resources and daily literacy lessons, we have '**core books**' which we read frequently with the children. These are books that can be re-visited again and again, on different levels to support language development. The idea is that the children will develop their language and 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.

Impact

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

simple words and sentences. The children are asked simple questions about what they have read which allows them to demonstrate their understanding of the book and where appropriate, anticipate key events in stories.

Impact

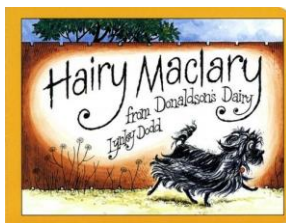
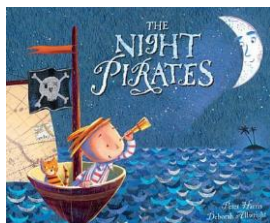
By the end of this term, it is our intention that the majority of children will begin to:

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



- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy - Writing

Intent

Literacy is one of the four specific areas within the Early Year's Foundation stage and is broken down into three early learning goals: comprehension, word 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

Set 2 Sounds

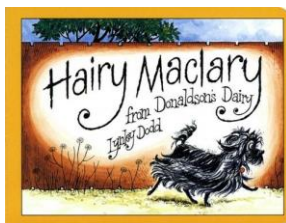
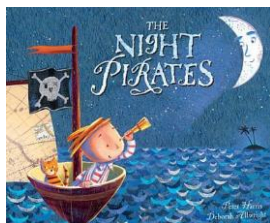
ay, ee, igh, ow, oo(moon), oo(look) ar, or, air, ir, ou, oy

Early Years Foundation Stage Curriculum Contents- Summer Term

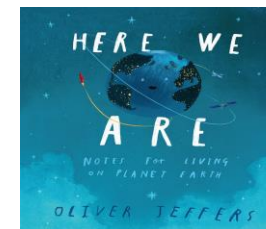
Reading Focus this term:
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



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

The Night Pirates

During this sequence, the children will arrive to class to find a treasure map. They go on to hide and hunt for pirates before sharing the story. They write in role as pirates and then learn a song about being a pirate before being invited to join the Night Pirates – a job for which the children apply by writing letters. Once accepted, they are asked to help a character write a ‘How to be a Pirate’ guide.

Hairy Maclary

During this sequence, the children set up and create labels for an Animal Shelter. Some cats and dogs arrive and the children help settle them before reading Hairy Maclary. They play Match the Mutt, create a Character Splat, research and write some facts about cats and then devise a story not dissimilar to Hairy Maclary but this time about a group of cats who are frightened away by Riptail Paw – a dog version of Scarface Claw, the menace of a cat who appears in Hairy Maclary.

Here We Are

Focusing on themes of family, love, conservation, health and belonging, this non-fiction text dedicated to the author’s child Harland, is a guide to life, of sorts. Children arrive to class to discover a mysterious box marked ‘A Brain of Curiosity’ with the shape of a brain on the outside and the idea of filling one’s head with thoughts, ideas and dreams is explored. As the text is shared, children go on to explore the Earth’s beauty and use literary language to write some non-narrative poetry. Ideas around how to look after ourselves and each other are generated and after identifying and discussing the text’s themes, the children go on to plan then write an own version of ‘Notes for living on planet Earth...in the form of a leaflet.

All of our provision areas are equipped with writing materials so that our pupils are able to demonstrate what they have learnt through daily literacy lessons and develop their confidence to write and mark make.

Impact

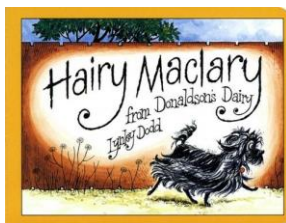
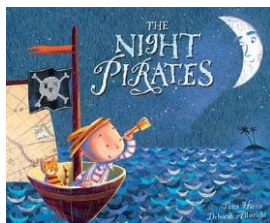
By the end of this term it is our intention that the majority of children will begin to:

Early Years Foundation Stage Curriculum Contents- Summer Term

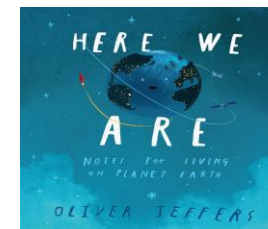
Reading Focus this term:
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Summer Term 1 Class Readers



Summer Term 2 Class Readers



- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sound in them and representing the sounds with a letter of letters
- Write simple phrases and sentences that can be read by others.

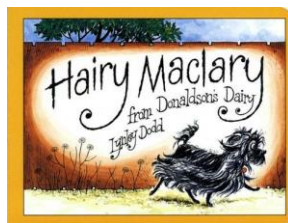
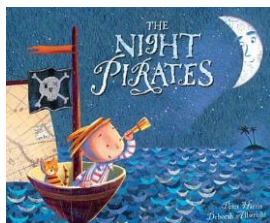
Mathematics - Number		Mathematics – Numerical Patterns	
Intent	Mathematics is one of the four specific areas within the Early Year's Foundation stage and is broken down into two early learning goals: number and numerical patterns. It is expected that in order to be successful within the specific areas 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.	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 numerical patterns. 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.
Implementation	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	Implementation	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

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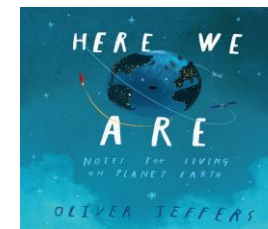
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Summer Term 1 Class Readers



Summer Term 2 Class Readers



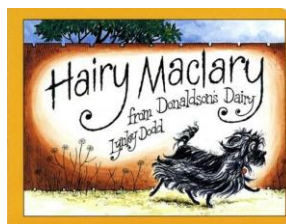
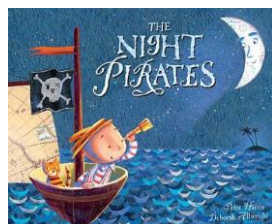
	<p>through games and tasks using concrete resources which are then rehearsed and applied to their own learning during exploration of the continuous provision areas.</p> <p>In the summer term, we will be covering the following units:</p> <p><u>To 20 and Beyond</u></p> <ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 <p><u>First then Now</u></p> <ul style="list-style-type: none"> • Adding more • Taking away <p><u>Find my Pattern</u></p> <ul style="list-style-type: none"> • Doubling • Sharing and Grouping • Even and Odd <p><u>On the Move</u></p> <ul style="list-style-type: none"> • Deepening Understanding • Patterns and Relationships 		<p>games and tasks using concrete resources 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><u>To 20 and Beyond</u></p> <ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 <p><u>First then Now</u></p> <ul style="list-style-type: none"> • Adding more • Taking away <p><u>Find my Pattern</u></p> <ul style="list-style-type: none"> • Doubling • Sharing and Grouping • Even and Odd <p><u>On the Move</u></p> <ul style="list-style-type: none"> • Deepening Understanding • Patterns and Relationships
Impact	<p>By the end of this term it is our intention that the majority of children will be able to:</p> <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number 	Impact	<p>By the end of this term it is our intention that the majority of children will be able to:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system

Early Years Foundation Stage Curriculum Contents- Summer Term

Reading Focus this term:
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Summer Term 1 Class Readers



Summer Term 2 Class Readers



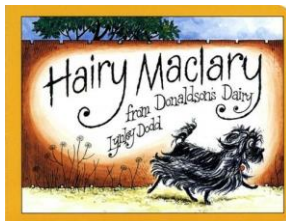
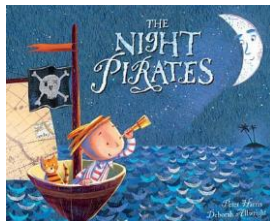
	<ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5 • Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts 		<ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World – People, Culture and Communities		Understanding the World – The Natural World	
Intent	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: past and present, people, culture and communities and the natural world. 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.	Intent	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: past and present, people, culture and communities and the natural world. 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.
Implementation	At St Mary's our reception 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	Implementation	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 Scientifically' walls in each classroom, where key vocabulary is displayed for the duration of the topic alongside the working scientifically skills for

Early Years Foundation Stage Curriculum Contents- Summer Term

Reading Focus this term:
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Summer Term 1 Class Readers



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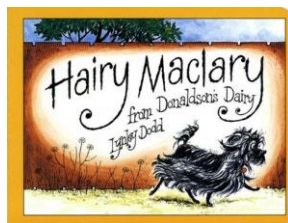
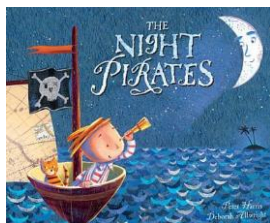
	<p>and through our catholic ethos they take part in fundraising events to support organisations such as CAFOD. This enables the children to learn about communities in other parts of the world.</p>		<p>each session. We aim to develop and promote the importance of developing scientific enquiry across year 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.</p>
Impact	<p>By the end of this term, it is our intention that the majority of children will be able to:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other 	Impact	<p>By the end of this term, it is our intention that the majority of children will be able to:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them,

Early Years Foundation Stage Curriculum Contents- Summer Term

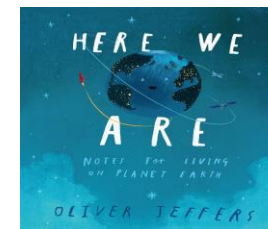
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Summer Term 1 Class Readers



Summer Term 2 Class Readers



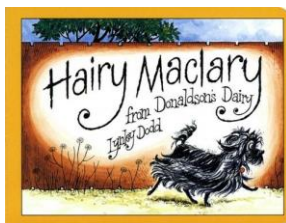
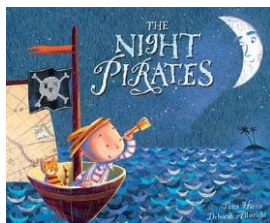
	countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps		including the seasons and changing states of matter
Understanding the World – Past and Present			
Intent	Understanding the World is one of the four specific areas within the Early Year's Foundation stage and is broken down into three early learning goals: past and present, people, culture and communities and the natural world. 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.		
Implementation	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 times, during exploration of the provision areas and through show and tell. Our children are given the opportunity to role-play past and present events in their lives and the people around them in our home-corner, small world area and during imaginative play in our construction area.		
Impact	By the end of this term, it is our intention that the majority of children will be able to: Talk about the lives of the people around them and their roles in society <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
Expressive Arts and Design – Creating with Materials		Expressive Arts and Design – Being Imaginative and Expressive	
Intent	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: creating	Intent	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: creating

Early Years Foundation Stage Curriculum Contents- Summer Term

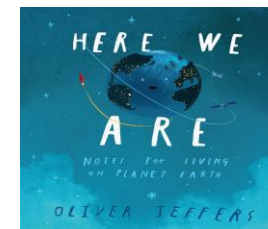
Reading Focus this term:
(See Cross curricular links documents)



Summer Term 1 Class Readers



Summer Term 2 Class Readers



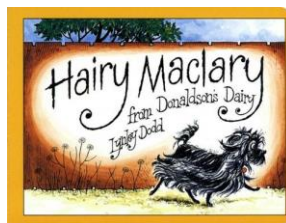
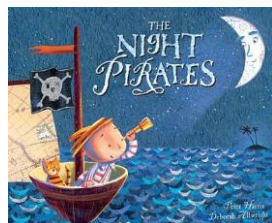
	<p>with materials and being imaginative and expressive. At St Mary's it is our aim that children explore a wide range of media and materials and construct with a purpose in mind. We strive to provide opportunities and encouragement for our pupils to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.</p> <p>At St Mary's we follow the highly successful music curriculum, Charanga. Through weekly music lessons our children are able to listen to, respond to and sing a variety of well-known nursery rhymes. This positively Impacts on their speech and language development too.</p>		<p>with materials and being imaginative and expressive. At St Mary's it is 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.</p> <p>At St Mary's we follow the highly successful music curriculum, Charanga. Through weekly music lessons our children are able to listen to, respond to and sing a variety of well-known nursery rhymes. This positively Impacts on their speech and language development too.</p>
Implementation	<p>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.</p>	Implementation	<p>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, reading 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. In Reception we incorporate</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



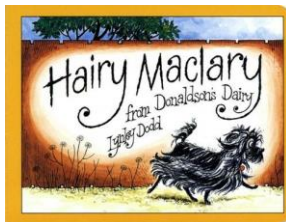
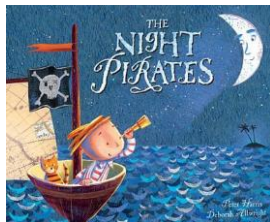
	<p>At St Mary's we host termly art days linked to a specific theme, for example 'mysteries'. The children create a piece of art work that is then displayed for the rest of the school to view in our 'St Mary's Art Gallery'.</p> <p>Our themes for the Summer term are:</p> <ul style="list-style-type: none"> • Mysteries • Here we are <p><u>Access All Arts Week</u> From 6th-10th June St Mary's will be taking part in an 'Access All' Arts week. Each day we will focus on a different artform, covering 3D mark making, poetry, instruments, drama and film. Every day, children will be invited to discover a different artistic expression, explore a new artform, make something themselves and then share it with their peers.</p>		<p>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.</p> <p><u>Access All Arts Week</u> From 6th-10th June St Mary's will be taking part in an 'Access All' Arts week. Each day we will focus on a different artform, covering 3D mark making, poetry, instruments, drama and film. Every day, children will be invited to discover a different artistic expression, explore a new artform, make something themselves and then share it with their peers.</p>
Impact	<p>By the end of this term it is our intention that the majority of children will be able to:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used 	Impact	<p>By the end of this term it is our intention that the majority of children will be able to:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs

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



- Make use of props and materials when role playing characters in narratives and stories

- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music