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| **Year: Reception Class**  **Summer 1**  **Topic - Growth** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | Records, using marks that they can interpret and explain.  Begins to identify own mathematical problems based on  own interests and fascinations.  To 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.  Use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.  To solve problems, including doubling, halving and sharing.  children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.  To recognise, create and describe patterns.  To explore characteristics of everyday objects and shapes and use mathematical language to describe them. |
| Communication and Language – Understanding | Listens and responds to ideas expressed by others in conversation or discussion  Children can follow instructions involving several ideas or actions.  They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. |
| Communication and Language – Listening | Two-channelled attention – can listen and do for short span.  Children listen attentively in a range of situations.  They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.  They give their attention to what others say and respond appropriately, while engaged in another activity. |
| Communication and Language – Speaking | Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  Introduces a storyline or narrative into their play.  Children express themselves effectively, showing awareness of listeners’ needs.  They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.  They develop their own narratives and explanations by connecting ideas or events. |
| Literacy – Phonics (Read, Write Inc scheme) | Set 1 and 2 embedding – introducing set 3 sounds  Set 1 and 2 blending and segmenting  Ditties and green story books |
| Literacy - Reading | Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Enjoy an increasing range of books.  Know that information can be retrieved from books and computers.  Read and understand simple sentences.  Use phonic knowledge to decode regular words and read them aloud accurately.  Read some common irregular words.  Demonstrate understanding when talking with others about what they have read. |
| Literacy - Writing | Write short sentences in meaningful contexts.  Use their phonic knowledge to write words in ways which match their spoken sounds.  They also write some irregular common words.  They write simple sentences which can be read by themselves and others. |
| Physical Development – Moving and Handling | Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.  Show good control and co-ordination in large and small movements.  Move confidently in a range of ways, safely negotiating space.  Handle equipment and tools effectively, including pencils for writing. |
| Physical Development – Health and Self Care | Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.  Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. |
| Personal, Social and Emotional – Self Confidence and Self Awareness | Describe self in positive terms and talk about abilities.  Confident to try new activities, and say why they like some activities more than others.  Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.  They say when they do or don’t need help. |
| Personal, Social and Emotional – Managing Feelings and Behaviour | 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.  Work as part of a group or class, and understand and follow the rules.  Adjust their behaviour to different situations, and take changes of routine in their stride. |
| Personal, Social and Emotional – Making Relationships | Initiate conversations, attends to and takes account of what others say.  Explain own knowledge and understanding, and asks appropriate questions of others.  Take steps to resolve conflicts with other children, e.g. finding a compromise.  Play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity.  Show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. |
| Understanding the World - Technology | Complete a simple program on a computer.  Use ICT hardware to interact with age-appropriate computer software.  Recognise that a range of technology is used in places such as homes and schools.  Select and use technology for particular purposes. |
| Understanding the world – People and Communities | Know about similarities and differences between themselves and others, and among families, communities and traditions.  Remember and talks about significant events |
| Understanding the world - World | Develop an understanding of growth, decay and changes over time.  Show care and concern for living things and the environment.  Know about similarities and differences in relation to places, objects, materials and living things.  Talk about the features of their own immediate environment and how environments might vary from one another.  Make observations of animals and plants and explain why some things occur, and talk about changes. |
| Expressive art and Design – Exploring media and materials | Use simple tools and techniques competently and appropriately.  Select appropriate resources and adapts work where necessary.  Select tools and techniques needed to shape, assemble and join materials they are using.  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. |
| Expressive art and Design – Being Imaginative | Engage in imaginative role-play based on own first-hand experiences.  Build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  Use available resources to create props to support role-play.  Create simple representations of events, people and objects. |
| Music – Charanga scheme  Unit – Big Bear Funk | To Continue to listen and appraise.  Learn about the interrelated dimensions of music through  singing, improvising and playing classroom instruments .  To perform and share |
| M.F.L | N/A |