

St Hugh's Catholic Primary School – Reception Class 2023-2024
Summer 2 – Half Term Plan

Religious Education - To Know You More Clearly
Branch 6 – Dialogue and Encounter

<p align="center">Literacy & Phonics</p> <p>Talk Through Stories – Elmer, 5 Minutes Peace and The Lion Inside. Daily ReadWriteInc phonics sessions. Model writing daily. Story & rhyme times. Shared reading, fiction & non-fiction. Enjoy independently exploring books. Retell stories, using story phrases. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge. Read aloud simple sentences & books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed & simple phrases & sentences that can be read by others.</p>	<p align="center">Mathematics</p> <p>Number rhymes. Number Blocks. Use tens frames to organise counting. Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5. Automatically recall number bonds up to 5 & some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other. Explore & represent patterns within numbers up to 10, including evens & odds, double facts & how quantities can be distributed equally.</p>	<p align="center">Communication & Language</p> <p>R.E. Weather & calendar. Nursery Rhymes. Talk Through Stories – Elmer, 5 Minutes Peace and The Lion Inside. Charanga – music activities. Key worker groups – stories & rhymes. Story times including - The very Hungry Caterpillar, Handa's Surprise and Oliver's Fruit. Vocabulary related to plant growth, magnets, caterpillars, butterflies and zoo animals. Use & understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes & during role-play. Make comments about what they have heard & ask questions to clarify their understanding.</p>	<p align="center">Physical Development</p> <p>P.E. Negotiate space & obstacles safely, with consideration for themselves & others. Demonstrate strength, balance & coordination when playing. Move energetically, such as running, jumping, hopping & skipping. Hold a pencil effectively in preparation for fluent writing. Use a range of small tools, including scissors & paint brushes. Begin to show accuracy & care when drawing. Form recognisable letters independently, most of which are correctly formed. Shows some understanding that good practices with regard to exercise, eating, drinking water & hygiene can contribute to good health. Fruit tasting.</p>
<p align="center">Expressive Arts & Design</p> <p>Charanga – Reflect, Rewind & Replay. Making fruit faces – transient art. Safely use and explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function. Make use of props & materials when role playing characters in narratives & stories. Invent, adapt & recount narratives & stories with peers & their teacher. Sing a range of well-known nursery rhymes & songs. Perform songs, rhymes & stories with others, & – when appropriate – try to move in time with music.</p>	<p align="center">Key Words</p> <p>R.E – Jesus, God, religions. Phonics sounds. Vocabulary from – Elmer, 5 Minutes Peace & The Lion Inside. Rhyme, story, fiction, non-fiction, book, read. Number names 1 to 10, more than, fewer than, less than, equal to, part, whole, double, odd, even number, repeating pattern, longer, shorter, longest, shortest, heavier, lighter, subitise, number bonds. Caterpillar, butterfly, lifecycle. Names of zoo animals. Charanga vocabulary, instrument, sound, loud, quiet. Bee Bot, Coding Critter, forwards, backwards, turn, arrow, buttons, instructions. Exercise, heart, healthy eating, water, vegetables, fruit. Magnetic, magnet. Country names, environment, differences, similarities. Past, present.</p>	<p align="center">Understanding the World</p> <p>Routine of school day. Daily calendar & weather. Continue to develop respectful attitudes towards other cultures in our community. Observe changes in our caterpillars as they develop into butterflies, growth of plants, types of bugs. Release butterflies into the garden. Non-fiction information about plants, magnets, the butterfly lifecycle. Trip to the zoo – talk about our experience, what we see and learn. Continue to use Bee Bot & Coding Critters – directing around a route. Know some similarities & differences between things in the past & now. Know some similarities & differences between different religious & cultural communities. Explain some similarities & differences between life in this country & life in other countries.</p>	
<p align="center">PSED</p> <p>R.E. Key worker groups – circle time – stories & rhymes. Continue to discuss school rules. Continue to understand different points of view & play together cooperatively. Enjoy taking part in daily tasks. Confidently choose resources & persevere with their chosen activity. Work & play cooperatively & take turns with others. Show sensitivity & an understanding of their own feelings & those of others, & begin to regulate their behaviour accordingly. Explain the reasons for rules, know right from wrong & try to behave accordingly. Care for caterpillars.</p>	<p align="center">Characteristics of Effective Learning</p> <p>The ways in which each child engages with other people & their environment underpins their learning & development across all areas & supports them to be an effective & motivated learner.</p> <p align="center">Playing & exploring – engagement. Active learning – motivation. Creating & thinking critically – thinking</p>	<p align="center">British Values</p> <p>Class rules. Learn about different countries & foods. Mutual respect & tolerance.</p>	<p align="center">Visits & Parental Involvement</p> <p>Reading for pleasure – books home. Phonics ditties or reading books home. Releasing butterflies into the garden. Visit – Chester Zoo</p>
<p align="center">Assessments</p> <p>Informal chats with parents. Observations, Weekly team meetings – to discuss planning, interventions, SEND. RWInc phonics assessments. EYFSP – End of year data. Transition meetings.</p>	<p align="center">Safeguarding/Risk Assessments</p> <p>2 x First Aiders. Daily risk assessment of resources & indoor & outdoor environments. Visit – Chester Zoo – Risk Assessments</p>	<p align="center">Interventions/Support</p> <p>Monitor needs of all children and any cause for concern. Wellcomm Activities. EAL Activities.</p>	