

**St Hugh's Catholic Primary School – Reception Class 2024-2025  
Summer 1 – Half Term Plan**

R.E. - To Know You More Clearly  
Branch 5 – To the Ends of the Earth

<p align="center"><b><u>Literacy &amp; Phonics</u></b></p> <p>Talk Through Stories – Handa's Hen, Supertato &amp; Aliens Love Underpants. Daily ReadWriteInc phonics sessions. Story &amp; rhyme times. Shared reading, fiction &amp; non-fiction. Nursery Rhymes. Model writing daily. Enjoy independently exploring books. Retell stories, using story phrases. Recognise some written names. Read some phonically decodable words. Form some letters correctly. Create drawings &amp; write words &amp; sentences in response to experiences. Link sounds to letters &amp; write recognisable letters e.g. their name or a label.</p>	<p align="center"><b><u>Mathematics</u></b></p> <p>Number rhymes. Number Blocks. Explore composition of numbers within 10 and the pairs of numbers that make a larger number, including doubles. Explore more than, fewer than, less than and equal to. Order numbers to 10 and understand that each number is one more than the one before. Sort objects according to different criteria and look at even and odd numbers. Explore &amp; add to repeating patterns. Find the longer or shorter, heavier or lighter of two items. Using a variety of shapes, make models of increasing complexity. Begin to measure with timers and calendars. Use tens frames to organise counting.</p>	<p align="center"><b><u>Communication &amp; Language</u></b></p> <p>R.E. Weather &amp; calendar. Nursery Rhymes. Talk Through Stories – Handa's Hen, Supertato &amp; Aliens Love Underpants. Charanga – music activities. Key worker groups – stories &amp; rhymes. Story times. Vocabulary related to plant growth, magnets, floating &amp; sinking &amp; the beach. Talk &amp; listen to each other's experiences and ideas, developing conversations. Begin to use &amp; understand sentences that are more complex. Following instructions in a variety of activities.</p>	<p align="center"><b><u>Physical Development</u></b></p> <p>P.E. Negotiate space successfully when playing, avoiding obstacles. Experiment with different ways of moving, testing out ideas and adapting movements. Shows increasing control over an object in pushing, throwing, kicking or catching. Constructing with large blocks &amp; crates. Continue to develop skills to use equipment safely &amp; pencils effectively. Form recognisable letters independently, most of which are correctly formed. Shows some understanding that good practices with regard to exercise, eating, drinking water &amp; hygiene can contribute to good health.</p>
<p align="center"><b><u>Expressive Arts &amp; Design</u></b></p> <p>Nursery Rhymes. Charanga – Big Bear Funk. Join in singing songs. Explore musical instruments. Experiment with different ways of moving to music. Copy clapping a rhythm. Transient art. Sketching &amp; printing. Explore texture &amp; colours. Play cooperatively, to develop a storyline based on stories &amp; own experiences. Represent ideas through art, role-play &amp; stories.</p>	<p align="center"><b><u>Key Words</u></b></p> <p>R.E. – Easter, God, Jesus, Holy Spirit, Pentecost, Alleluia, Good News, family, parish family, together, share, church. Phonics sounds. Vocabulary from – Handa's Hen, Supertato &amp; Aliens Love Underpants. 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, shape names. Charanga vocabulary, instrument, sound, loud, quiet. Bee Bot, Coding Critter, forwards, backwards, turn, arrow, buttons, instructions. Exercise, hot, warm, heart, healthy, water. Magnetic, magnet. Plants, grow, flowers, water. Texture, colours, mix. Beach, sand, sea, shells.</p>		<p align="center"><b><u>Understanding the World</u></b></p> <p>Routine of school day. Daily calendar &amp; weather. Continue to develop respectful attitudes towards other cultures in our community. Observe changes in the outdoor environment, growth of plants, types of bugs. Talk &amp; listen to each other's experience of family life. Non-fiction information about plants, floating &amp; sinking. Trip the beach – talk about our experience, what we see and learn. Use Bee Bot &amp; Coding Critters – directing around a route.</p>
<p><b><u>PSED</u></b></p> <p>R.E. Key worker groups – circle time – stories &amp; rhymes. Continue to discuss school rules. Continue to develop friendships with other children &amp; begin to understand different points of view &amp; play together cooperatively. Understand that some actions &amp; words can hurt others' feelings. Talk about their own &amp; others' feelings. Practice skills of assertion, compromise &amp; negotiation. Enjoy taking part in daily tasks. Confidently choose resources &amp; persevere with their chosen activity. Begin to adapt behaviour in different social situations.</p>	<p align="center"><b><u>Characteristics of Effective Learning</u></b></p> <p>The ways in which each child engages with other people &amp; their environment underpins their learning &amp; development across all areas &amp; supports them to be an effective &amp; motivated learner.</p> <p><b>Playing &amp; exploring – engagement.</b> <b>Active learning – motivation.</b> <b>Creating &amp; thinking critically – thinking</b></p>		<p align="center"><b><u>British Values</u></b></p> <p>Class rules. Discuss uniqueness – our differences, gender, language, abilities &amp; culture.</p>
<p align="center"><b><u>Visits &amp; Parental Involvement</u></b></p> <p>Reading for pleasure – books home. Phonics ditties or reading books home. Bug hunt in the garden. Visit – to the beach.</p>	<p align="center"><b><u>Assessments</u></b></p> <p>Informal chats with parents. Observations, Weekly team meetings – to discuss planning, interventions, SEND. RWInc phonics assessments &amp; tracking data.</p>	<p align="center"><b><u>Safeguarding/Risk Assessments</u></b></p> <p>1 x First Aiders. Daily risk assessment of resources &amp; indoor &amp; outdoor environments. Visit – to the beach – Risk Assessments</p>	<p align="center"><b><u>Interventions/Support</u></b></p> <p>Monitor needs of all children and any cause for concern. Wellcomm Activities. EAL Activities.</p>