

CARDINAL NEWMAN CATHOLIC PRIMARY SCHOOL
RECEPTION TERMLY OVERVIEW – Summer 2024



Our Reception overview outlines specific teaching that will take place during the Summer term in Reception. We recognise the uniqueness of the individual child, especially at such an important time in their development. Although sectioned into weeks, this is a fluid document, and some skills will be ongoing across the year.

Week	Events	RE	Literacy	Maths	PSED	Communication and Literacy	Physical Development	Understanding the World	Expressive Arts and Design
EYFS Framework			Comprehension Word Reading Writing	Number Numerical Patterns	Self Regulation Managing Self Building Relationships	Listening, Attention and Understanding Speaking	Gross Motor Skills Fine Motor Skills	Past and Present People, Culture and Communities The Natural World	Creating with Materials Being Imaginative and Expressive
Ongoing skills			Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.			Learn new vocabulary Use new vocabulary through the day Listen carefully to rhymes and songs Learn rhymes, poems and songs Listen to an talk about stories to build familiarity and understanding	Develop the overall body strength – core strength, gross and fine motor Use a range of tools competently, safely, and confidently. (pencils, paintbrushes, scissors, knives, forks, and spoon.) Develop overall body-strength, balance, co-ordination, and agility.	Recognise the seasons and the effect on the natural world around us. Describe what can be seen, felt, heard. Recognise events from the past that we celebrate throughout the year. Have an awareness of the world around us and the different cultures and communities.	Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Engage in music making and dance, performing solo or in groups. Singing well known nursery rhymes, familiar songs and chants.
15.04		To the ends of the earth: Jesus went back to his Father.	Talk 4 Writing: Three Billy Goats Gruff High Quality Text: Three Billy Goats Gruff	White Rose: Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20)	TEN TEN: Module 3: Unit 1 To know that there are natural stages from birth to death.	Children’s listening skills continue to develop, they can listen in a range of situation and can listen while taking part in a guided task while remaining on task. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, asking children questions about stories or work they are completing.	Games and Ball Skills will be taught throughout the term. Gross Motor: Using equipment safely with consideration to others. Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing. Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing Children having access to a range of tools and equipment such as pens,	Talk about changes in our life times by creating our own personal timelines. Changes, baby, toddler, child, teenager, adult, elderly, ages Learning about life cycles of animals, learning about how we grow and change as people.	Skill: observational drawing - Sunflowers Show accuracy and care in their drawing. Observe, copy, look, notice, shape, colour, lines, represent, flower, sunflower, Van Gough Mark making area, creative area, modelling how to use equipment safely. Modelling observational skills, the use of colour and taking care and time. Music: Big red barn Introduce MAKATON

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22.04	St George's Day	To the ends of the earth: Jesus sent His friend – the Holy Spirit.	Talk 4 Writing: Three Billy Goats Gruff High Quality Text: Superworm	White Rose: Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20. Verbal Counting patterns.	Ten Ten Module 1 Unit 4 First Aid	Children are developing their attention skills to both listen and continue with an activity. Sitting, listening, joining in, help. Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	scissors, balls, rackets, cones to use – children reminded to use this carefully Fine Motor: Confidently using scissors and small tools. Beginning to use a tripod grip to draw and write accurately. Scissors, small tools, tripod, fingers, draw, pencils. Adults supporting children to develop their pencil grip. Scissors and small tools available for children as well as guided activities using these materials.	Children can name parts of a plant and what it needs to grow as part of their learning. Children are able to grow their own plants and take care of them. Children observe the plants and trees around them and how they have changed. Children are beginning to develop a good understanding of a life cycle – supported by our school trip to Gatton Park Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy, plant, stem, leaf, roots, bulb, shoot, seed, growth, flower, trunk, branches, life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.	Skill: observational drawing - Sunflowers Show accuracy and care in their drawing. Observe, copy, look, notice, shape, colour, lines, represent, flower, sunflower, Van Gough Mark making area, creative area, modelling how to use equipment safely. Modelling observational skills, the use of colour and taking care and time. Music: Big Red Barn
29.04	Red Class Mission Week	To the ends of the earth: The Holy Spirit is our friend	Talk 4 Writing: Three Billy Goats Gruff High Quality Text: What the ladybird heard	White Rose: Add more How many did I add?	TEN TEN: Module 3: Unit 1 To know that change is a part of growing up. To know that our experiences will help us with our transition to Year 1. To know that God	Children keep play going by conversing and extending conversation. Children ask and answer questions Join in, friends, pretend, compromise. Turn taking, fair, why, how, fiction, non-fiction, what, where, when, what could we do next. Children playing in provision with support of adults in regards to conversing if needed, children encouraged to ask and answer question,		Children talk about roles people have in society (both in the present and past). Children understand the need for these roles. Key worker, job, help, helpful, community, police, fire service, doctor, dentist Adults providing experiences, activities and inputs in the people in society in the present and in the past. Children comparing the past and present.	Skill: exploring shades of colour and how to make different shades. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades. Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore. Music: Big Red Barn – Explore animal sounds and their dynamics

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<p>06.05 Bank Holiday Monday</p>		<p>To the ends of the earth: Jesus' friends spread the Good News about Him</p>	<p>Talk 4 Writing: Three Billy Goats Gruff High Quality Text: Click Clack Moo</p>	<p>White Rose: Take Away How many did I take away?</p>	<p>TEN TEN: Module 3: Unit 1 To know that God is love: Father, Son and Holy Spirit. To know that we are made in His image. To know what a community is and that God calls us to live in community with one another.</p>	<p>Children following clear instructions with 3 parts. Children using new knowledge and vocab in conversation and play. Children showing an understand questions through their talk and actions. Instructions, listening, follow, explain, repeat, non-fiction, how, why, where, when, what, because. Give children multiple instructions to follow verbally, explore a variety of texts together and their features, discussions around vocabulary and its meaning, ask and answer questions.</p>	<p>Children can name parts of a plant and what it needs to grow as part of their learning. Children are able to grow their own plants and take care of them. Children observe the plants and trees around them and how they have changed. Children are beginning to develop a good understanding of a life cycle – supported by our school trip to Gatton Park Tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy, plant, stem, leaf, roots, bulb, shoot, seed, growth, flower, trunk, branches, life cycle, egg, caterpillar, chrysalis, cocoon, butterfly, water, food, air Exploring plants and the parts of the plants, looking at lifecycles of plants, identifying plants.</p>	<p>Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types. Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference. Creative area, exploration of a range of media. Music: Big Red Barn – Introduce percussion</p>
<p>13.05</p>		<p>To the ends of the earth: The Parish is a special place.</p>	<p>Poetry: Nursery Rhymes High Quality Text: The Tiny Seed</p>	<p>White Rose: Select shapes for a purpose. Rotate Shapes Manipulate shapes. Explain shape arrangements/</p>	<p>Ten Ten Module 3 Unit 1 To listen and respond to scripture about the value of living in a community. To recognise that all our offerings are special to God.</p>	<p>Children explaining how things work, what has happened and why. Children solving problems, reasoning with others and fixing friendship issues through speech. Children adding detail to their sentences. Children describing things that have happened in their life to others. I think, because, why, when, does, and, because, next, after</p>	<p>Children are confident in comparing and contrasting the past and present and can describe and ask questions about the old and new. They notice similarities and differences independently and talk about these. Images, pictures, past, present, change, different, people, places, time, compare, comparison, same Children provided with images to compare with past and present as well as artefacts within the</p>	<p>Music: Big Red Barn – Identify percussion instruments for each animal.</p>

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						that, let's try, feelings, experience, went to, going to, please, thank you, Adults guiding children to solve their problems, sequencing stories pictorially and verbally as a class, discussing feelings through conversations and stories, encouraging children to articulate their own feelings.		environment. Discussions around past and present.	
20.05	Orange Class Mission Week	To the ends of the earth: Our Parish is a Family and a Community.	Poetry: Nursery Rhymes High Quality Text: From seed to Sunflower	White Rose: Compose Shapes. Decompose Shapes Copy 2D shape pictures Find 2D shapes within 3D shapes.	E-safety: How the internet can be used to find information.			Children can compare and contrast different places. Children show respect to one another and animals. Same, different, similar, features, environment, hot, cold, care, look, after, vets, food, water Children are taught about respect and caring for animals and pets.	Music: Big Red Barn – Final performance using Makaton and percussion

Half Term
Monday 27th May – Friday 31st May

Week	Events	RE	Literacy	Maths	PSED	Communication and Literacy	Physical Development	Understanding the World	Expressive Arts and Design
			Comprehension Word Reading Writing	Number Numerical Patterns	Self Regulation Managing Self Building Relationships	Listening, Attention and Understanding Speaking	Self Regulation Managing Self Building Relationships	Past and Present People, Culture and Communities The Natural World	Creating with Materials Being Imaginative and Expressive
03.06	Inset Day 03.06	Dialogue and Encounter: Saint Peter was a friend of Jesus.	Talk 4 Writing: Trolls Non-Chronological Report High Quality Text: The Hungry Caterpillar <u>Vocab</u> lay eat very look leaf	White Rose: Explore sharing. Sharing. Explore grouping. Grouping..	Ten Ten resources Module 3 Unit 2 To recognise all the communities that we belong to. To know that we can help our communities.	Ongoing: Show and Tell Children show good listening skills and can listen to one another, adults and new people with great skill. Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. Carpet time, group work, assembly time, asking children questions and modelling questions.	Games and Ball Skills will be taught throughout the term. Gross Motor: Negotiate space and obstacles safely. Show strength, balance and coordination when playing. Move energetically in a range of different ways. Space, carefully, aware, surroundings, direction, speed, strength, coordination, play, playing, running, jumping, hopping, skipping, climbing, moving, travelling	Order experiences in relation to themselves and others, including stories. Event, special, what happened, then, next Discussions around events we have had at school such as school trips, visits etc Learning about life cycles of animals, learning about how we grow and change as people.	Skill: Collage using Eric Carle as inspiration Materials, textures, collage. Collage exploration, collage materials available to class. Music: Pirate Topic – treasure Island, learning chant
10.06	Year R trip to Gattton Park 14.06	Dialogue and Encounter: St Paul was	Talk 4 Writing: Trolls Non-Chronological Report	White Rose: Even and odd sharing.	Diversity Week: Communities we live in.	Show and Tell Children attend to others in play. Children	Adults prompting children to run safely, adults supporting children with	Children are confident at naming a range of animals and where they live (habitats) and can sort	Skill: symmetrical printing - butterflies as inspiration.

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		a friend of Jesus.	High Quality Text: Somebody Swallowed Stanley	Play with and build doubles.		show good levels of attention during learning tasks. Join in, game, pretend, friend, new, game, different. Carpet time, assembly time, group work, playing in provision – including outside, visual and verbal reminders to sit and listen.	gross motor skills by setting up activities and children having access to the equipment at all times. Fine Motor: Children using the tripod grip. Using a range of small tools. Showing accuracy when drawing. Tripod, pencil grip, skills, tools, pen, pencil, scissors, weaving, threading, accuracy, drawing, detail, tracing. Adults supporting children to develop their pencil grip. Scissors and small tools available for children as well as guided activities using these materials.	some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes. Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, insects, bugs, minibeasts Identifying, observing, and exploring British animals- in person, in books, videos etc.	Print, paint, choice, smudge, clear print, symmetry, the same, pattern, butterfly, shape, colour. Exploration of symmetry using a mirror, a line to repeat on each side, symmetrical butterfly printing, explored and then left in provision. Music: Pirate Topic – treasure Island, include percussion
17.06	Sports Day 21.06	Dialogue and Encounter: We are all invited to be a friend of Jesu.	Talk 4 Writing: Trolls Non-Chronological Report High Quality Text: The Extraordinary Gardener Vocab Imagination Wild Ordinary Roamed Soared Longed discovered	White Rose: Identify units of repeating patterns. Create own pattern rules. Explore own pattern rules.	Ten Ten Module 3 Unit 2 To know that we have a duty of care for others and the world we live in. To know what harms and what improves the world in which we live.	Show and Tell Children asking questions and for clarification on new knowledge. Children explaining themselves if misunderstood. Questions, why, what, when, how, explain, listen, heard, because. Modelling discussions on the carpet and answering questions and explaining reasoning e.g. using 'because'.		Seasonal Changes	Skill: children specifically using certain materials for their own ideas. Props, puppets, folding, technique, fan, book, material, feather, headdress. Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together, modelling and giving children the materials to access from. Music: Pirate Topic – treasure Island, sea shanties – pulse focus
24.06		Dialogue and Encounter: People all over the world are friends of Jesus.	High Quality Text: The Lighthouse Keepers Lunch	White Rose: Replicate and build scenes and constructions. Visualise from different positions. Describe positions.	Ten Ten Module 3 Unit 2 To know that there are different types of jobs and that having a job can help us to look after each other and the world.	Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their			Skill: Children building confidence and skill in using scissors independently and safely. Tools, cutting, scissors, care, safety, equipment, snips, small snips, large snips,

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					<p>To know that God has given use all strengths, gifts and talents to do His work.</p>	<p>conversations and during discussions. Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth. Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.</p>		<p>paper, independence, lines, follow. Scissors in provision. A variety of shapes for children to cut, materials and pictures available for children to cut freely.</p> <p>Music: Pirate Topic – treasure Island, sea shanties – pulse focus</p>
01.07		<p>Dialogue and Encounter: People all over the world are friends of Jesus.</p>	<p>High Quality Text: Sharing a Shell</p>	<p>White Rose: Give instructions to build. Explore mapping. Represent maps with models.</p>	<p>Ten Ten To explore change and loss and the associated. (moving home, moving class, losing toys, pets or friends)</p>	<p>Show and Tell</p> <p>Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults. Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could, Small world props available daily to allow children to act out stories, support from adults to use the correct tense and speak in full sentences, conversations through whole class inputs,</p>	<p>Children can draw information from a simple map and identify landmarks of our local area walk Maps, mapping, environment, features, landmarks, local area Children going on a walk together around the local area to identify landmarks and create a map.</p>	<p>Skill: to be able to choose a particular colour for a purpose. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades. Creative area with paints set up for children to access and colouring pencils and crayons a range of art work examples.</p>

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						guided group work and 1:1 with peers and adults in the class to happen daily.		
08.07		Dialogue and Encounter: People all over the world are friends of Jesus.	High Quality Text: Commotion in the Ocean	White Rose: Create own maps from familiar places. Create own maps and plans from story situations.	Esafety Online Bullying	<p>Show and Tell</p> <p>Children can retell a story showing a good understanding. Children understanding and using a large number of words and new vocabulary in their conversations and during discussions.</p> <p>Book specific vocabulary, animals, man-made, Soon, early, late, square, triangle, circle, soft, hard, smooth.</p> <p>Modelling retelling stories in a variety of means, model categorising words explore a range of adjectives and how these can be used to verbally describe and also be used in writing.</p>	<p>Children can create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Maps, mapping, environment, features, landmarks, local area</p> <p>Children using the available materials to create their own maps as modelled by the adults in school.</p>	<p>Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved.</p> <p>Paint, painting, colour, choice, inspiration, feeling, emotion, imagination, observation, evaluate, like, dislike, change, similar, different, improve, better.</p> <p>Creative area, exploration of a range of media.</p> <p>Music: Pirate Topic – treasure Island, sea shanties – pulse focus</p>
15.07		Dialogue and Encounter: People all over the world are friends of Jesus.	High Quality Text: The Rainbow Fish	White Rose: Deepen understanding. Patterns and relationships.	Transition to Year 1	<p>Show and Tell</p> <p>Children creating an imaginary story of their own in play. Children speak clearly in well-formed sentences. Children using new vocabulary in different contexts. Children use past, present, and future tenses in conversation with peers and adults.</p> <p>Play, pretend, topic specific vocabulary, now, then, before, after, if, because, so, could,</p> <p>Small world props available daily to allow children to act out stories, support from adults to use the correct</p>		<p>Skill: to be able to create using own ideas and explain the choices.</p> <p>Print, paint, choice, smudge, clear print, ideas, explain, reason, why.</p> <p>Printing materials in provision for children to use independently.</p> <p>Music: Pirate Topic – treasure Island, Pirate adventure – Makaton and drums.</p>

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						tense and speak in full sentences, conversations through whole class inputs, guided group work and 1:1 with peers and adults in the class to happen daily.			
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