

**Big Question**  
**What talents has God given to you?**



**Reception**  
**Summer 1**



**ESSENTIAL KNOWLEDGE**

By the end of this half term, the children will know...

- That Eastertide is a time for sharing Good news.
- The story of Pentecost and be able to role play.
- How to plant a seed.
- How to name some parts of plants and flowers and know how to help them grow.
- How to use Phase 2 and Phase 3 sounds to read longer words in Phase 4.
- How to retell the story of 'The Extraordinary Gardener' through words and song.
- How to write short sentences using Phase 2 and Phase 3 sounds.
- How to compare amounts.
- How to represent numbers to 10 using a tens frame and rekenrek.

**Caritas Theme**

**Option for the Poor and Vulnerable**

Helping everybody to be happy by playing, sharing and learning together

Using our gifts to help others

**CST**

Spreading Good News – Making People Smile  
Throughout the half term

Fundraising Day for Caritas Theme  
22<sup>nd</sup> May

**Holy Days**

Eastertide  
All half term

May – Month of Mary

Pentecost  
24<sup>th</sup> May (during the holidays)

**Celebrations**

Mental Health Awareness Week  
11/5/26-15/5/26

# Specific Areas of Learning

## Religion

### Branch Five: To the Ends of the Earth

#### Hear

Jesus went back to his Father.  
He sent a special friend, the Holy Spirit, to look after us.  
Story of Pentecost (Simple Telling).  
The early Christian community (Acts 2:42-47).

#### Believe

The Holy Spirit is our friend. The Holy Spirit looks after us.  
Coming of the Holy Spirit at Pentecost.  
The Good News of Jesus lived out by the early Christian community.

#### Celebrate

The parish church is a special place where we meet our friends. We sing and say prayers.  
Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate

#### Live

The parish church. We gather with friends at church, especially on Sunday.  
**CST** Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. *We Are Called to Live as Family and Community.*  
**CST** All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family — God's family. *Solidarity*

## Mathematics

Children will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

- Continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- Compare quantities and numbers, including sets of objects which have different attributes
- Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

## Literacy

#### Phonics

- Phase 4
- Teaching of new word structure to include CVCC
- Build vocabulary and consolidate reading words with adjacent consonants
- Teach compound words
- Reach words with suffixes - -ed, -er, -est

#### Literacy

##### **The Extraordinary Gardener by Sam Boughton**

**GENRE:** Narrative – A plant growing theme

**GENRE:** Instructions – How to grow a garden plant/vegetable

Represent words in print segmenting using growing number of GPCs to make attempts at spellings

Spell the common words: is, I, the, to, into, no, go, so, he, we, me, she, was, my, by, her, you, they, all, are, said, have, like, some

Orally rehearse sentences and word count the number of words spoken in a piece of writing

Combine words to make labels, captions, lists, phrases and short sentences

Retell stories using some of the exact words and some of their own words

Join words and clauses using and

Letter formation and separation of words with spaces

Capital letters and full stops

Sequence sentences to form a short written narrative

## Expressive Arts and Design

#### Being Imaginative and Expressive

- To learn the song and rhymes for our Easter Bonnet assembly
- Observational drawing – daffodils.
- Role play – Dressing up as the characters from the traditional stories, garden centre

#### Creating with Materials

Artist: Wassily Kadinsky/Mark Rothko/Paul Klee

- Adding black to paints to make it darker - shades
- Use a variety of tools.
- Recognise and name the primary colours being used.
- Mix and match colours to different artefacts and objects.
- Explore working with paint on different surfaces and in different ways
- Leaf and flower printing

<b>Specific Areas of Learning</b>	<b>Prime Areas of Learning</b>
<b>Understanding the World: Past and Present</b> <ul style="list-style-type: none"> <li>Look at Seesaw blog from the year – discuss past events</li> <li>Look at pictures of our local area and our school in the past – discuss what has changed</li> </ul>	<b>Communication and Language</b> <ul style="list-style-type: none"> <li>Talk about their experiences of celebrating Easter.</li> <li>To ask questions about how things grow.</li> <li>To explain how to plant a seed and help it grow.</li> </ul>
<b>Understanding the World: People, Culture and Communities</b> <ul style="list-style-type: none"> <li>Keeping safe when out and about</li> <li>Look at our local area again using large maps – discuss what we have in our local area</li> <li>Use maps to look at our local area</li> <li>Produce class maps showing symbols for road, church, park etc.</li> <li>Maps available in class of the world</li> <li>Opportunities for children to draw their own maps with symbols</li> <li>Local area walk</li> <li>Look at the different houses in our local area – consider how houses are similar and different</li> </ul>	<b>Physical Development</b> <ul style="list-style-type: none"> <li>Fine motor – dough – make a flower garden using cutters, pinching and moulding techniques</li> <li>Fine motor – use tweezers or pincer fingers to pick up and place seeds into small pots</li> </ul>
<b>Understanding the World: The Natural World</b> <ul style="list-style-type: none"> <li>Seasonal changes – Summer/Spring</li> <li>New Life - Lifecycle of a frog and butterfly</li> <li>Growing and planting – Seed germination</li> <li>Investigate roots of plants</li> <li>What does a seed need?</li> <li>Parts of a plant</li> <li>Planting</li> </ul>	<b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>Hygiene – hand washing</li> <li>Healthy eating</li> </ul> <p><b>Created and Loved by God</b></p> <ul style="list-style-type: none"> <li>Learn that there are natural life stages from birth to death and what these are</li> <li>How we have changed and grown so far</li> <li>Understand that change is part of growing up</li> <li>God is with us every step of the way as we grow and change</li> </ul>