

**Big Question**  
**What is change?**



**Reception**  
**Summer 2**



**ESSENTIAL KNOWLEDGE**

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

- That Jesus is our friend and had special friends called the Disciples.
- How to begin to recognise some Phase 5 sounds ready for Year 1.
- That they are moving on to Year 1 and engage in transition activities.
- Songs and rhymes for our transition assembly for parents.
- How to retell the story of 'The Storm Whale' through words and song.
- How to write short sentences that can be read by others using correct letter formation.
- How to recognise one more and one less in numbers to 10.
- Number bonds to 10.
- How to identify some sea creatures.
- About seaside holidays now and then.

**Caritas Theme**

**The Dignity of Work**

Everybody's work is valuable and important for the community.

Working together to build up our school family.

**CST**

The Great Big Green Week  
8/6/26 - 12/6/26

Empathy Week  
8/6/26 - 12/6/26

Refugee Week  
14/6/26 – 20/6/26

**Holy Days**

Feast of Ss Peter and Paul  
28<sup>th</sup> June

**Celebrations**

Refugee Day  
20<sup>th</sup> June

# Specific Areas of Learning

## Religion

### Branch Six: Dialogue and Encounter

#### Dialogue

Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day).  
Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus.  
Explore a range of pictures of Jesus from a non-European tradition.

#### Encounter

Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them.  
Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.

## Literacy

### Phonics

- Phase 5

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ ay	/oi/ oy	/w/ wh	/or/ au	Review	/igh/ i_e
/ow/ ou	/ur/ ir	/f/ ph	/ee/ ey		/oa/ o_e
/igh/ ie	/oo/ ue	/oo/ ew	/ai/ a_e		/oo/ u_e
/ee/ ea	/or/ aw	/oa/ oe	/ee/ e_e		/s/ c

- HRS words: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very

### Literacy

#### The Storm Whale by Benji Davies

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

**GENRE:** Poems – Seaside creature poems

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, come

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

## 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.

- Begin to generalise about 'one more than' and 'one less than' numbers within 10
- Continue to identify when sets can be subitised and when counting is necessary
- Develop conceptual subitising skills including when using a rekenrek

## Expressive Arts and Design

### Being Imaginative and Expressive

- Ice cream shop role play
- Songs and rhymes
- Bubble paintings
- Holiday role play – packing a suitcase

### Creating with Materials

- Colour tinting – adding white to paints to make tints
- Building boats from a variety of found objects and junk materials
- Junk model sea creatures
- Transient art with natural materials and textures – shells, sand, rocks, pebbles etc.
- Sea paintings

Specific Areas of Learning	Prime Areas of Learning
<h3 data-bbox="114 215 1083 282">Understanding the World: Past and Present</h3> <ul data-bbox="177 305 1486 462" style="list-style-type: none"> <li>• Seaside holidays in the past – Punch and Judy on the promenade</li> <li>• Grace Darling – real life hero who put her life at risk to save survivors of a shipwreck</li> <li>• Celebrating our last birthdays – discuss the toys that they got for their birthdays and the toys that their parents got on their 5<sup>th</sup> birthday</li> </ul>	<h3 data-bbox="1607 215 2280 282">Communication and Language</h3> <ul data-bbox="1638 305 2521 462" style="list-style-type: none"> <li>• To talk about seasonal changes and ask questions.</li> <li>• Talk about how to keep safe in the sun.</li> <li>• Talk about their experiences of holidays through photos sent on Seesaw.</li> <li>• Talk about similarities and differences of people who live in other countries.</li> </ul>
<h3 data-bbox="114 855 1448 923">Understanding the World: People, Culture and Communities</h3> <ul data-bbox="177 945 1511 1158" style="list-style-type: none"> <li>• Visits to church for whole school mass</li> <li>• Look at land and ocean around the world – world maps</li> <li>• Celebrate our neighbours that live near to us and far away.</li> <li>• Talk about people who live in other countries around the world. Talk about the similarities and differences.</li> <li>• Learn about lifeboat crews and how they help at sea</li> </ul>	<h3 data-bbox="1607 855 2089 923">Physical Development</h3> <ul data-bbox="1638 945 2280 1114" style="list-style-type: none"> <li>• Gross motor: Bikes, scooters and large ball skills</li> <li>• Jumping – pencil, star, tuck etc.</li> <li>• Fine motor – dough – sea creatures</li> <li>• Fine motor - weaving</li> </ul>
<h3 data-bbox="114 1495 1130 1563">Understanding the World: The Natural World</h3> <ul data-bbox="177 1585 1105 1821" style="list-style-type: none"> <li>• Seasonal changes – Summer</li> <li>• New Life - Lifecycle of a butterfly</li> <li>• Looking after our environment – Sea pollution</li> <li>• Exploring natural materials and textures – shells, sand, rocks, pebbles etc.</li> <li>• Learning names of sea/ocean animals</li> <li>• Floating and sinking</li> </ul>	<h3 data-bbox="1607 1495 2572 1563">Personal, Social and Emotional Development</h3> <p data-bbox="1607 1585 2026 1630"><b>Created to Live in Community</b></p> <ul data-bbox="1638 1653 3004 2046" style="list-style-type: none"> <li>• Learn that God is love: the Father, Son and Holy Spirit</li> <li>• Being made is God's image means being called to be loved and to love others</li> <li>• Know what a community is and that God calls us to live in a community with one another</li> <li>• We all belong to different communities, such as home, school parish, the wider local area, nation and global community</li> <li>• We should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</li> <li>• We have a duty of care for others and the world that we live in</li> <li>• Know about some different types of jobs that people do</li> <li>• Know that money helps us to buy things but we don't always need the things we want</li> </ul>