



Darlinghurst School Connected Curriculum Overview



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| Term Summer 1  | Year Reception  |
| Subject Focus – Personal, Social and Emotional Development, Communication and Language and Understanding of the World.                                       |   |
| Starting Point   |   |
| Learning about different ways to make a journey through stories and non-fiction books, including Whatever Next, Q Pootle 5 Stories and The Pirate Next Door. | End Product<br>Understanding making journeys with different forms of travel.  |
| Homework & independent learning  | Reading - three or four times each week to family<br>Phonics/handwriting - focus letter<br>Speaking and listening - weekly talk task linked to current learning<br>Maths – practical activity for number recognition and counting   |
| Maths  | Mathematics learning based around patterns, 2D and 3D shapes, numbers up to 20, capacity, money, time, measuring.<br>Daily maths meeting- days of the week, months of the year, counting, missing number, one more, one less, addition and subtraction.<br>Daily input of number songs, rhymes and counting.  |
| Writing  | Penpals handwriting units 25-28.<br>Focus writing through topic activities; lists, labels, instructions, sentences, story language.<br>Daily writing and mark making opportunities available through continuous provision with children writing for a purpose.  |
| Reading  | Daily phonics and reading sessions with a focus sound each day<br>Explore a range of fiction and non-fiction books to identify and discuss story features including characters, settings and story language, including Whatever Next, The Man on the Moon, the Q Pootle 5 stories.<br>Identify features of non-fiction books about different forms of travel in space and on the sea. |
| Speaking and Listening   | Role play areas inside and outside – home corner, space station, shops, builder's yard, outdoor kitchen.<br>Focus activities including talking about space and pirates, celebrating St George's Day in England, reciting rhymes, talking about stories and numbers, daily snack time speaking activity.   |
| Knowledge and Understanding of the world- <b>People and Communities</b>  | People who are important to us - in our local community and the wider world.<br>Festivals – including celebrating St George's Day and May Day in England.   |
| Knowledge and Understanding of the world- <b>The World</b>   | Changes in environment-daily weather changes as Spring changes into Summer, focus of butterfly lifecycle by observing caterpillars developing into butterflies.   |
| Knowledge and Understanding of the world- <b>Technology</b>  | Access to i-pads and beebots.<br>Daily use of technology within the classroom: whiteboard, i-pad, camera, computers.  |

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| PHSE & British Values | Class animal/mascot to promote home school links.<br>Talking about our families, caring for each other, manners, healthy eating, school routines, dressing and personal hygiene.<br>Traditional Spring/Summer festivals, local and wider world. |
| Core skill            | Achievement of self and others, belonging, challenge, determination, excellence.  |
| Art                   | Drawing/painting themed on space and pirates, colour mixing using watercolours, seasonal arts and crafts.   |
| Music/Drama           | Exploring percussion instruments.<br>Role play home-life and jobs.<br>Characters from modern and traditional stories, including space and pirates.  |
| PE                    | Circuit training and skills for track events.<br>Health related fitness, including healthy heart, agility and speed.  |
| Outdoor learning      | Exploring different habitats in our school, including allotment, pond, Hagrid's hut.<br>Daily opportunities to practise skills and new learning outside.  |
| Trips and Visits      | TBC   |

**Characteristics of learning:**

**Playing and exploring – engagement**

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

**Active learning – motivation**

Being involved and concentrating  
Keeping on trying  
Enjoying achieving what they set out to do

**Creating and thinking critically – thinking**

Having their own ideas  
Making links  
Choosing ways to do things