

Class One Curriculum News Summer Term 2026 Out and About

This term the topic is Out and About but there will also be responsive planning sessions linked to the children's own ideas and interests.

<p>Personal, Social and Emotional Development</p>	<p>Through child initiated sessions, the children will develop independence, resilience, perseverance and confidence. By promoting positive relationships, the children will be encouraged to play cooperatively with others, take turns, share, follow simple rules and form positive friendships. We will also use regular circle times, stories and social language activities to explore feelings and address issues which arise.</p> <p>The main topics for the term are relationships, fair/unfair, sharing, resolving conflict and dealing with change.</p>
<p>Communication and Language, Literacy</p> <p>For more detail about Literacy and for information about phonics, please see the Literacy plan for this term.</p>	<p>Focused texts for the term</p> <p>Narrative Unit-The Very Hungry Caterpillar Non-fiction-Facts, Caterpillars and Butterflies Poetry Unit-Mad About Minibeasts</p>
<p>Mathematics</p> <p>For more detail, please see the Maths plan for this term</p>	<p>Through daily routines, rhymes, focused activities and in their play within the enabling environment, children will explore numbers to 10. They will subitise, count, sort, compare and represent numbers/quantities and solve story problems using a range of practical resources. The children will explore the composition of numbers, partitioning sets of objects and creating different number patterns. They will identify shapes within their environment, create shapes, combine shapes and sort shapes, identifying similarities and differences. Linked to the topic Out and About, the children will estimate, count, compare and sort minibeasts, create and describe journeys/routes using positional and directional language, measure hungry caterpillars, explore capacity and weighing at the minibeast café and create shape/pattern minibeast.</p>
<p>Understanding the World</p> <p>Personal, Social and Emotional Development</p> <p>RE Which places are special and why?</p>	<p>The children will reflect upon big questions and be encouraged to discuss their own I wonder ideas. They will find out about and celebrate various Spring/Summer festivals and customs, including St George's day and Pentecost.</p> <p>The children will discuss places that are special to them and reflect upon why they are special. They will then focus on places that are special to Christians and become RE detectives, exploring St George's church. They will name the main features and reflect upon why the church is a special place. The children will then focus on special places for members of other faiths, thinking about similarities and differences. They will then be challenged to create their own special place for reflection.</p>
<p>Understanding the World</p> <p>Science Seasonal changes Minibeasts Plants</p> <p>Geography Clun</p> <p>History Clun castle</p>	<p>In Forest School, the children will have opportunities to explore the world around them. They will identify the seasons and be detectives, looking for Spring/Summer clues and observing seasonal changes.</p> <p>After collaborative thinking about insects, the children will name, describe, compare and sort a variety of minibeasts. They will be challenged to think about minibeast habitats and go on a minibeast hunt. The children will then investigate the life cycle of a caterpillar.</p> <p>After half term, a science suitcase will arrive with a challenge to investigate, observe and sort a variety of seeds, bulbs and plants. The children will explore where plants grow, comparing and sorting different types of plants. They will plant cress seeds in different sized pots, position the pots in different places and observe/record the changes overtime.</p> <p>Travelling Teddy will send clues about the local area and the children will be challenged to find out where he is hiding. They will tour Clun, focusing on the main features and create their own simple routes and maps. After sharing their ideas about castles, the children will explore Clun castle. They will investigate what the castle was like in the past and compare now/then.</p>
<p>Expressive Arts and Design</p> <p>Art Landscapes</p>	<p>During child initiated sessions, children will have opportunities to explore a variety of art materials and techniques including drawing tools, clay, collage, box modelling, paints, pastels and chalks.</p> <p>The children will explore creating colour, pattern and texture using paint, drawing tools and oil pastels. Using the media and techniques used by the artists Van Gogh and Metzinger, the children will create different landscapes based on Clun. They will then be challenged to create their own Clun artwork.</p>

<p>Expressive Arts and Design</p> <p>Music Dynamics</p>	<p>The children will actively listen to different sounds/music and learn a range of simple songs and rhymes. They will use body percussion to copy patterns of sound and use un-tuned and tuned percussion to create their own sound stories.</p> <p>The children will learn copy/respond rhymes and action songs, focusing on maintaining a steady beat and adding simple accompaniments. They will listen to and explore loud/quiet sounds, create their own patterns and notate these on simple grids. The children will then listen/respond to Cricket by Josquin Des Prez and Flight of the bumble bee by Rimsky Korsakov, focusing on the dynamics and how the music represents minibeasts. They will then be challenged to compose their own minibeast music.</p>
<p>Physical Development Expressive Arts and Design</p> <p>PE</p> <p>Multi-skills</p> <p>Enjoy a ball</p>	<p>During Forest School, the children will have opportunities to use different tools and explore different ways of moving over, under and through obstacles. There are daily opportunities to use the outdoor area to develop gross motor skills. We encourage the use of a range of tools, equipment and materials to increase fine motor control, for example using malleable materials, construction, scissors and beads. The children also have opportunities to explore sand, water, gloop, pens, crayons and paints to develop the movement/patterns necessary for early letter formation.</p> <p>The children will create different travelling actions, develop spatial awareness, use balance and cross-lateral skills, create different body shapes and explore different levels. They will focus on travelling in different ways using small apparatus, exploring contrasts of speed, stopping quickly and changing direction. The children will focus on sending equipment to a target. Using hands and feet, they will practise stopping equipment, rolling, kicking, throwing, catching and bouncing. Using these skills, they will participate in simple games.</p>
<p>Homework</p> <p>For more information about phonics, please see the Little Wandle progression chart</p>	<p>Every day the children will engage in phonic and reading activities. Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home. The Reception children will have two books, a reading practice book and a sharing book. The reading practice book encourages the children to apply their phonic knowledge, developing fluency and confidence in reading. The sharing book promotes reading for pleasure and develops comprehension skills. They also have weekly phoneme cards and tricky words to practice at home, linked to the Little Wandle programme. It is important that all children regularly practice their reading and phonics, it really makes a difference.</p>