

Saint Mary's Catholic Primary School Reception Curriculum

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Homes and Families	Traditional Tales	Animals	By the Seaside	Dinosaurs	Toys
Key texts <i>Including Pathways to Write text</i>	Peace at Last Home Tidy	The Three Little Pigs The Three Billy Goats Gruff Little Red Riding Hood	Let's All Creep Through Crocodile Creek Superworm The Tiger Who Came to Tea	The Pirates are Coming! Sharing a Shell Tiddler	Gigantosaurus Volcanoes (Usborne) Doctorsaurus	The Sea Saw Lost in the Toy Museum The Paper Dolls
Other key topics	Literacy day European Day of Languages Black History Month Harvest	Children's Book Week Autumn Nursery Rhyme Week Anti-Bullying Week Children in Need Diwali Bonfire Night Remembrance Christmas	RSPB's Birdwatch Month Chinese New Year Number Day Safer Internet Day Valentine's Day Pancake Day	World Book Day Science Week St Patrick's Day Red Nose Day Mother's Day Eid	Earth Day VE Day World Bee Day	King's Birthday Father's Day World Music Day Insect Week Teddy Bear Picnic Day
Enrichment	Mystery readers Y6 buddies (Reception)	Library visit Nativity	Zoo visit Ducklings	Caterpillars Planting seeds	Congleton Park visit	Church visit Teddy Bear Picnic
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Back and forth interactions Language rich environment New vocabulary Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts Through conversation, storytelling and role play Support and modelling from their teacher Rich range of vocabulary and language structures					
Communication and Language	Engage in storytimes. Understand how to listen carefully and why listening is important.	Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and	Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail.	Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences.	Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts.	Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them.

	<p>Learn new vocabulary.</p> <p>Develop social phrases.</p> <p>Engage in non-fiction books.</p> <p>Listen carefully to rhymes paying attention to how they sound.</p>	<p>why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in storytimes.</p> <p>Engage in non-fiction books</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Learn rhymes, poems and songs.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>
<p>Personal, Social and Emotional Development</p>	<p>Daily opportunities to talk about our feelings and start to give reasons why</p> <p>High-quality texts used to target feelings, friendships and self-care</p> <p>Opportunities in provision for children to work cooperatively, build relationships with adults and peers, and to try new activities</p> <p>Throughout the year: internet safety, healthy choices, road safety, appropriate behaviour</p>					
<p>PSED - TenTen</p>	<p><u>Created and Loved by God</u> Religious understanding We are created as individuals. We are special. Our bodies were created by God and are good. We can give thanks to God.</p>	<p><u>Created and Loved by God</u> Me, my body, my health We are each unique, with individual gifts, talents and skills. We all have similarities and differences. Our body parts have names and are good. We need to look after our bodies. A healthy lifestyle includes exercise, diet, sleep and personal hygiene.</p>	<p><u>Created and Loved by God</u> Emotional wellbeing We all have different likes and dislikes, but similar needs (to be loved and safe). How to describe their feelings. Understand that feels are neither good nor bad. Simple strategies for managing feelings, emotions and behaviour. That our actions have consequences. How to say sorry and forgive others.</p>	<p><u>Created to Love Others</u> Religious understanding We are part of God's family. Jesus cared for others, and we should love others in the same way God loves us. Personal relationships To identify special people and that it is important to trust them. How their behaviour affects others. Characteristics of positive and negative relationships. That bullying is wrong.</p>	<p><u>Created to love others</u> Keeping safe About safe and unsafe situations. How to ask for help. About bodily privacy. That we can trust different people for help. What can help us when we're feeling poorly. That there are different people who can help us in an emergency.</p>	<p><u>Created to live in community</u> Religious understanding That God is love: Father, Son and Holy Spirit. That God wants us to be loved and love others. About living in a community. Living in the wider world That we have a duty of care for others and our world.</p>

			Life cycles There are natural life stages from birth to death. Change is a part of growing up.	How to respond when people are unkind. Life online How the internet can help us. How to stay safe online.		How we can help at home and school. About different types of jobs, strengths, gifts and talents. That we all have different wants and needs.
Physical Development	Weekly PE lessons Daily Dough Disco to strengthen hand muscles Creative opportunities in provision to use a range of small tools Daily fine motor activities Outdoor learning to provide opportunities to develop gross motor skills Planned activities to support gross motor and fine motor development					
PE	Introduction to PE: Unit 2 Running, jumping, throwing, catching, rolling, skipping.	Fundamentals: Unit 2 Running, jumping, hopping, balancing, changing direction, travelling.	Ball Skills: Unit 2 Rolling, tracking, throwing, dribbling, kicking, catching.	Dance: Unit 2 Creating actions, using dynamics, negotiating space.	Gymnastics: Unit 2 Creating shapes, balances and jumps; rolling in different ways (rock and roll, barrel, straight, forward roll progression); travelling.	Games: Unit 2 Running, changing direction, throwing, catching, striking.
Fine Motor Skills	Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop small motor skills so that they can use a range of tools competently, safely and confidently.	Develop small motor skills so that they can use a range of tools competently, safely and confidently.	Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop small motor skills so that they can use a range of tools competently, safely and confidently.
Phonics	Phase 2 / Phase 3 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss HFWs: A, at, as, in, it, is, l, an, and, am, dad, to, into, go, no,	Phase 3 J, v, w, x, y, z, zz, qu, ch, sh, th, th(v), ng, oo, ar HFWs: if, off, you, my, they, for, will, all, went, was, from,	Phase 3 Oo, ow, ee, ur, ai, or HFWs: look, now, down, see, going, just, have, it's, do, so	Phase 3 Oa, er, igh, air, oi, ear, ure HFWs: come, some, were, one, like, by, when, little, what, day, away, play, children	Blending and Segmenting CVCC, CVC+ with previously taught graphemes, CCVCC. HFWs: your, here, saw, time, out, house, about	Blending and Segmenting CVC+ polysyllabic, CVC+ compound words, CCC onset words, CCVCC+ with previously taught

	the, get, dog, can, got, on, not, cat, up, mum, put, had, oh, him, his, big, has, he, she, me, we, be, of	help, too, her, with, are, yes, then, them, that, this, said				graphemes, CVC+, HFW. HFWs: made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could
Literacy – Pathways to Write	Peace at Last Oral retelling of story. Draw images and write labels to represent the story.	The Three Little Pigs To label a plan and attempt to write a simple caption.	Let's All Creep Through Crocodile Creek To create a story map of the journey and write labels/captions/sentences describing the crocodile.	The Pirates Are Coming To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships.	Gigantosaurus To rewrite the story.	The Sea Saw To rewrite the story.
Mathematics	Cardinality & Counting 1.1 Accurate counting of sets of objects 1-5 1.2 Subitising 1-3 1.3 Numeral Recognition to 5 Composition 1.1 Conceptual subitising - noticing numbers within numbers Comparison 1.1 Compare sets 1-5 using vocab of more / fewer / most/fewest Measures 1.1 Height & 1.2 Length (teach in same week) Shape/Space	Cardinality & Counting 2.1 Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10 (teach over 2 weeks) 2.2 Subitising 1-5 (Introducing 4 and 5) Composition 2.1 Applied conceptual subitising 2.2 Inverse operations - splitting and recombining sets of objects 1-5 including on part whole model Comparison 2.1 Compare numbers using vocab of more/less	Cardinality & Counting 3.1 Counting backwards 10-1 & ordering numbers 10-1 Composition 3.1 Systematic approach to partitioning sets of objects 1-5 including on part whole model Comparison 3.1 Find 1 less using sets of objects on tens frame and on a number track Shape/Space 3.1 Spatial vocabulary (in front, behind, in between, on, in, under, first second, third) 3.2 3D shapes and their properties Pattern 3.1 More complex patterns – ABB, ABBC	Composition 4.1 Recall number bonds for numbers 1-5 4.2 Partitioning and recombining sets of objects 6-9 Including on part whole model and tens frame 4.3 Systematic approach to splitting and recombining 10 including on tens frame and part whole model Measures 4.1 Mass Shape/Space 4.1 Representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across) Numerical Patterns 4.1 Staircase patterns linked to finding 1 more/1 less using a mental	Cardinality & Counting 5.1 Counting beyond 10 noticing patterns in ones Composition 5.1 recall some number bonds for 10 Numerical Patterns 5.1 Odds & Evens 5.2 Symmetry/reflections – link to doubles 5.3 Share fairly (link to comparison), Use part whole model to partition numbers where both parts are the same (link to Composition) and look at halving as inverse of doubles	Cardinality & Counting 6.1 Counting beyond 20 noticing patterns in tens Composition 6.1 Recall and apply number bonds for 4, 5 and 10 including doubles Measures 6.1 Capacity 6.2 Time – sequence of events Shape/Space 6.1 Relationships between shapes Pattern 6.1 Generalising pattern and transferring to another format e.g. link pattern of shapes to movements

	<p>1.1 2D shapes and their properties Pattern</p> <p>1.1 Simple AB patterns</p> <p>1.2 Identifying unit of repeat (teach in same week)</p>	<p>2.2 Find 1 more using sets of objects on tens frames and on a number track</p>		<p>number line (link to Comparison)</p>		<p>Possible Extension</p> <p>Sharing between more than two including on a part whole model</p>
<p>The Natural World</p>	<p>Our bodies, body parts and our senses</p>	<p>Changing seasons and weather - Autumn</p>	<p>Changing seasons and weather – Winter</p> <p>Learning about and grouping different animals</p> <p>Animals and their habitats</p> <p>Animal life cycles</p>	<p>Changing seasons and weather – Spring</p> <p>Animal life cycles – ducklings</p> <p>Comparing different environments – seaside, desert, polar environments, town, city, countryside, ocean</p>	<p>Animal and plant life cycles – seeds and caterpillars</p> <p>Plants and their parts – planting seeds</p> <p>Caring for the planet</p>	<p>Changing seasons and weather – Summer</p> <p>Exploring toys and learning about different materials and suitability</p>
<p>People, Cultures and Communities</p>	<p>Where we live – Congleton and local area</p> <p>Our houses and homes</p> <p>Exploring our similarities and differences</p>	<p>Learning about different celebrations around the world – Diwali, Hannukah, Christmas and learning about the countries they come from</p> <p>Our local area – visit to the library</p>	<p>Chinese New Year – learning about China and how it is similar/different to the UK</p>	<p>Learning about different celebrations – Eid</p> <p>Maps – making and following maps, using BeeBots to follow a map</p>	<p>Exploring our local area – farm visit</p>	<p>Learning about people in the community who help us – firefighters, police officers etc</p>
<p>Past and Present</p>	<p>Our lives and our family</p> <p>Who we live with and who is in our extended family</p>	<p>Learning about different significant events – Bonfire Night, Remembrance Day, Christmas</p>	<p>Learning about significant events and their stories – Chinese New Year</p>	<p>Easter – remembering and retelling key events of the past, learning about how we remember significant events</p>	<p>VE Day - remembering key events of the past and their significance</p> <p>Knowing that dinosaurs are from the past, exploring fossils and bones</p>	<p>Comparing toys of the past with modern toys</p>

<p>Creating with Materials</p>	<p>Making marks with different tools and learning about their effects in art – wax crayons, paint, pencils</p> <p>Drawing from observation - self-portraits</p> <p>Using different materials to build and join objects using junk modelling</p>	<p>Exploring colour and colour mixing using different tools</p> <p>Using different materials to create artwork and achieve different effects – firework pictures, Christmas crafts, Diwali candles</p> <p>Build a house for The Three Pigs and a bridge for the Billy Goats</p>	<p>Chinese New Year crafts – making lanterns</p> <p>Creating animal prints using different media</p> <p>Designing and making our own pancakes</p>	<p>Making a pirate ship and testing them on water, and evaluating our creations</p> <p>Using different materials to create Easter artwork/crafts</p>	<p>Designing and creating dinosaur sculptures and fossils using different materials – clay, dough etc</p>	<p>Making our own toys/puppets using textiles – exploring joining techniques</p>
<p>Being Imaginative and Expressive</p>	<p>Home corner role-play</p> <p>Singing nursery rhymes and action songs</p> <p>Explore sounds using voices and bodies</p> <p>Use untuned instruments to explore tempo and dynamics</p> <p>Using props and puppets to retell stories</p>	<p>Enhanced home corner role-play</p> <p>Nativity performance – learning songs, performing actions</p> <p>Responding and moving to music from around the world</p> <p>Respond to a performance – KS1 Nativity, Christmas panto</p> <p>Using props and puppets to retell stories</p>	<p>Chinese New Year home corner role-play</p> <p>Vets role-play</p> <p>Chinese music and dance</p> <p>Using props and puppets to retell stories</p> <p>Create simple actions to songs</p> <p>Express feelings through movement to music</p>	<p>Pirates role-play</p> <p>Use voices, bodies and instruments to create sound effects</p> <p>Using props and puppets to retell stories</p> <p>Learning to move in response to music and create own actions</p>	<p>Museum role-play</p> <p>Using instruments to represent movement and feelings</p> <p>Learning to move in response to music and create own actions</p> <p>Using props and puppets to retell stories and develop own narratives</p>	<p>Toy shop role-play</p> <p>Creating our own toy instruments and using them to make music</p> <p>Exploring tuned instruments and singing along to familiar songs</p> <p>Using props and puppets to retell stories and develop own narratives</p>
<p>RE</p>	<p><u>Creation & Covenant</u> God made our world.</p>	<p><u>Prophecy & Promise</u> The Bible is a special book.</p>	<p><u>Galilee to Jerusalem</u> Jesus was born for everyone. Jesus takes care of everyone.</p>	<p><u>Desert to garden</u> Jesus died on a cross. Lent is a time to care for others.</p>	<p><u>To the ends of the earth</u> Jesus went back to his father. The Holy Spirit is our friend.</p>	<p><u>Dialogue and encounter</u> Diwali is a celebration.</p>

	<p>God made me. God loves me. See and hear about the Sign of the Cross. See and hear about the Bible.</p>	<p>Begin to hear about Mary. Mary was going to have a special baby called Jesus. God loves me. Jesus loves me. Jesus is born. Mary, Joseph and Jesus are a special family called the Holy Family.</p>	<p>How to show love like Jesus. Jesus is God's son. The Wise Men visited Jesus.</p>	<p>Purple is used as a sign of Lent. Easter celebrates new life.</p>	<p>The Holy Spirit looks after us. The church is a special place.</p>	<p>We can be a good neighbour. Jesus lived in the past.</p>
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