



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Reception Autumn Term 1
Main Themes: Marvellous Me!
Cultural Capital/Enrichment: Forest School

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| End Points | <p>By the end of this half term the children will have settled into their new classroom and begun making new and developing existing friendships. They will know that God made the world, that he cares for us and that he made each of us different and special. The children will be able to name different parts of their body and understand that good sleep, a good diet and keeping clean keeps their body healthy. In PE the children will be able to move smoothly, with good control and balance, and when seated, balance with control.</p> <p>Through phonics and handwriting lessons, the children will be able to write lower case letters, orally blend sounds, read and spell cvc words and read three tricky words. The children will be able to recognise their own name and will be able to write some letters in their name. They will know the songs 'head, shoulders, knees and toes', 'I've got a grumpy face' and the nursery rhyme 'humpty dumpty'. The children will be able to listen to and engage in daily stories, act them out and role play familiar situations with their peers. In maths the children will know how to match and sort objects and be able to describe and talk about shapes, lengths, quantities and patterns.</p> <p>The children will explore building and clothing materials and know which are suitable for different purposes. The children will be able to talk about events in the past, understanding that these events have already happened. They will be able to talk about special people in their lives. In Art the children will know how to use mirrors to draw self-portraits and will be able to use a variety of mark making equipment. In computing the children will know what a mouse is and how to use it on the classroom laptop.</p> |
| Religious Education | <ul style="list-style-type: none">• Children come to know that God loves each one always and at all times.• They begin to hear about God's wonderful world.• Know that God made the world.• Think about all the things that God made for us. |



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| | <ul style="list-style-type: none"> • Know that God has asked us to care for the world. • Think of ways in which we can help to do this. • Know that God loves and cares for each one of us. • Reflect on what this means for us. • Know that God made each one of us different and special. • Reflect on how we can thank God for everything. | | |
| Personal, Social and Emotional Development Fire safety (fire drill) | Safeguarding Curriculum Links | Ten:Ten | My Happy Mind |
| | <ul style="list-style-type: none"> • All about my family' homework- getting to know family dynamics. • Golden Rules- kind hands/not touching others • Scissor safety • Fire safety (fire drill) • Medicine safety- medical needs/healthcare plans • Personal hygiene and healthy eating • Personal hygiene- cleaning teeth | <p>Handmade with Love</p> <ul style="list-style-type: none"> • We are created individually by God as part of His creation plan • We are all God's children and are special • Our bodies were created by God and are good • We can give thanks to God! <p>I Am Me</p> <ul style="list-style-type: none"> • We are each unique, with individual gifts, talents and skills. • Whilst we all have similarities because we are made in God's image, difference is part of God's plan! <p>Heads, Shoulders, Knees and Toes</p> <ul style="list-style-type: none"> • That their bodies are good and made by God • The names of the parts of the body (not genitalia) | |



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| | | Ready Teddy? <ul style="list-style-type: none">• That our bodies are good and we need to look after them• What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene | | |
| Communication & Language | Development Matters: | Vocabulary: | Poetry Basket/Nursery Rhymes: | Shared Reading Spine texts: |
| | <ul style="list-style-type: none">• Engage in story times.• Listen carefully to rhymes and song, paying attention to how they sound.• Develop social phrases.• Learn new vocabulary.• Learn rhymes, poems and songs | human body parts: arm head ears leg eyes mouth face nose fingers teeth foot toes hand cap, hood material suitable types of hat, e.g. hard hat, helmet weather, e.g. rain/y, sun/ny, cold, wind/y home | Head, shoulders, knees and toes Humpty Dumpty (maths) | Owl Babies (Link to who lives here?) The Gruffalo (Link to who lives here?) Funny Bones (Link to What am I made of?) Marvellous Me! (Link to RHSE) Non-fiction texts about the body Goldilocks (Link to maths) We are all different (Twinkl story-Link to RHSE) Happy in Our Skin (Link to RHSE) Simon sock (Link to maths) |



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| | | <p>animal homes, e.g. stable, nest, kennel</p> <p>human homes, e.g. house, flat, bungalow, tent, caravan</p> <p>materials to make homes, e.g. brick, wood, concrete, ice, sticks, mud, fabric</p> <p>parts of home, e.g. walls, roof, window, door</p> <p>Wax crayon, paper, felt tips, squiggle, zig zag, line, circle, round, chalk, texture, thinner, thicker, darker, lighter, pencil, eyebrows, portrait</p> | | |
| Physical Development | Real PE Unit 1 & 2 | | Development matters | |
| | <p>Footwork</p> <ul style="list-style-type: none"> Side-step in both directions Gallop, leading with either foot Hop on either foot Skip <p>All with good control,</p> | <p>Seated</p> <ul style="list-style-type: none"> Balance with both hands/ feet down. Balance with 1 hand/ 2 feet down Balance with 2 hands/ 1 foot down Balance with 1 hand/ | <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired. Combine different movements with ease and fluency. Develop their small motor skills so they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. | |



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| | balance, smooth movements | 1 foot down <ul style="list-style-type: none"> • Balance with 1 hand or 1 foot down • Balance with no hands or feet down All with hands or feet up for 10 seconds/ minimum wobble/balance held without strain. | |
| Literacy | Literacy-Reading Development matters <ul style="list-style-type: none"> • Recognise name • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Children can read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. | | Literacy-Writing Development matters <ul style="list-style-type: none"> • Name writing. • Mark making and ascribing meaning to marks and writing. • Begin to form lower case letters correctly. |
| | Phase: Getting to Know You <ul style="list-style-type: none"> • Maths about me • Favourite animal and count • Colour favourite pet | | Phase: Just Like Me <ul style="list-style-type: none"> • Identify matching buttons • Identify matching socks • Describe size and shapes of lids |



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| | <ul style="list-style-type: none">Count the petsColour and count favourite fruitMatch fruitsFavourite book – focus on GoldilocksColour and count the charactersColour by numberHow many can you see?Count how manyColour favourite character and countFavourite nursery rhymes- focus on Humpty DumptyPositional language and sequenceSequence Humpty Dumpty | <ul style="list-style-type: none">Sorting buttons in groupsCollecting natural material and sortingMatch sizesCompare – more and fewer Compare taller and shorterCompare longer shorterCapacity using boxesAB Patterns with natural objectsAB Patterns with household itemsAB shape patternsSpot the mistake in repeated patternsPatterns using body and movement | |
| Understanding the World | Natural World (Forest School & Snap Science) | People, Culture & Communities (Geography/RE/PHSE) | Past & Present (History) |
| | <p>What am I made of?</p> <ul style="list-style-type: none">Children can name the main parts of their bodies, describe their functions and know what to do to look after themselves. <p>Who lives here?</p> <ul style="list-style-type: none">Children can describe a range of homes and give reasons why different homes are suitable for the people who live there. <p>Which hat is best to wear today?</p> | <p>My Family & Friends</p> <ul style="list-style-type: none">Name and describe people who are familiar to them. | <p>What do I know about myself?</p> <ul style="list-style-type: none">To know that ‘the past’ is events that have already happened.To know that ‘the present’ is time happening now. |



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| | <ul style="list-style-type: none"> Children can give reasons why a particular hat is suitable for a particular type of weather, based on the observable simple properties of the material from which it is made. <p>What can I grow for my dinner?</p> <ul style="list-style-type: none"> Children can name the fruits and vegetables that they have grown, describe how they cared for the plants and the changes they noticed. | | | |
| Expressive Arts and Design | Creating with Materials (Art Kapow) | Creating with Materials (DT Kapow) | Being Imaginative & Expressive (Music Sing Up) | Helicopter Stories Role Play/Small World/Creative Area (Development matters) |
| | Drawing Marvellous Marks Knowledge | No DT topic this term. | I've got a grumpy face Know how to: <ul style="list-style-type: none"> Make up new words and actions about different emotions and feelings. Explore making sound with their voices and percussion instruments to create different feelings and moods. | Home corner role play Dolls house/family small world Baby doll role play Doctors role play Mirrors and variety of paper/mark making objects |
| | Skills <ul style="list-style-type: none"> Talk about their ideas and explore different ways to | | | |



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| | <p>record them.</p> <ul style="list-style-type: none">• Experiment with mark making in an exploratory way.• Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons.• Work on a range of materials of different textures (e.g. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.• Enjoy looking at and talking about art.• Talk about their artwork, stating what they feel they did well. | | <ul style="list-style-type: none">• Sing with a sense of pitch, following the shape of the melody with their voices.• Mark the beat of the song with actions. | <p>in creative area</p> <p>House building construction</p> |
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| Purple Mash Unit General Computing Skills | Computing Knowledge | Computing Skills |
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| | Mouse & Trackpad <ul style="list-style-type: none">• To know what a 'computer mouse' is• To know that the mouse can control things on the computer | Mouse & Trackpad <ul style="list-style-type: none">• To know how to 'hold' a mouse.• To be able to move the mouse purposefully.• To be able to click the left-hand mouse button to perform an action• To be able to use click and drag to move objects purposefully.• To be able to use the scroll roller on a mouse.• To know how to use a laptop touchpad |