



**St Mary's**  
Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum**  
**Reception Autumn Term 2**  
**Main Themes: Celebrations**

**Cultural Capital/Enrichment: Nativity Celebration & Christmas Jumper Day**

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| <b>End Points</b>          | <p>By the end of this half term the children will have settled into their new routines, will have made new and developed further existing friendships. They will know that Mary is the mother of Jesus and that Angel Gabriel asked her to be the Mother of God. The children will understand that they have different likes and dislikes and will be able to talk about their emotions. They will learn simple strategies to cope with their feelings.</p> <p>In dance the children will learn how to perform different shapes and balance and travel on low apparatus. 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 phase 2 tricky words. The children will be able to recognise and write their name. They will know the songs 'row, row, row your boat' and learn how to play a steady beat on percussion instruments. The children will be able to listen to and engage in daily stories, act them out and role play familiar situations with their peers.</p> <p>In maths the children will know recognise and compose numbers to 5, find 1 more and 1 less and identify shapes with 3 and 4 sides. The children will observe changes happening to the trees on our school grounds and learn about different celebrations at this time of year. The children will be able to talk about Christmas celebrations in the past and compare them to their experiences of Christmas. In DT the children will explore junk modelling, designing, creating and evaluating. In computing the children will know what a keyboard is and how to use different keys.</p> |
| <b>Religious Education</b> | <ul style="list-style-type: none"><li>• Children hear the story of Christmas.</li><li>• They come to know that Mary is Mother of Jesus.</li><li>• They will be able to join in simple prayers and hymns.</li><li>• Knows that the angel Gabriel asked Mary to be the mother of God.</li><li>• Reflect on Mary's reply to the angel.</li><li>• Know that in Advent we prepare to celebrate Christmas.</li></ul>   |



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|   | <ul style="list-style-type: none"> <li>• Think of how we can prepare.</li> <li>• Knows the story of the birth of Jesus.</li> <li>• Reflect on how important it is for us.</li> <li>• Knows that the shepherds were the first to hear about the birth of Jesus.</li> <li>• Reflect on the good news they received.</li> </ul> |  |                      |
| <b>Personal, Social and Emotional Development</b> | <b>Safeguarding Curriculum Links</b>   | <b>Ten:Ten</b>   | <b>My Happy Mind</b> |
|   | Bonfire night safety<br>Medicine safety- medical needs/healthcare plans<br>Fire safety (fire drill)<br>Being a safe pedestrian in the dark<br>Golden Rules- Being a good friend  | <p><b>I like, you like, we all like!</b></p> <ul style="list-style-type: none"> <li>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• That it is natural for us to relate to and trust one another</li> </ul> <p><b>All the feelings</b></p> <ul style="list-style-type: none"> <li>• A language to describe their feelings</li> <li>• An understanding that everyone experiences feelings, both good and bad</li> <li>• Simple strategies for managing feelings</li> </ul> <p><b>Let's get real</b></p> <ul style="list-style-type: none"> <li>• Simple strategies for managing emotions and behaviour</li> </ul> |                      |



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|                          |  | <ul style="list-style-type: none"><li>• That we have choices and these choices can impact how we feel and respond.</li><li>• We can say sorry and forgive like Jesus</li></ul> <p><b>Growing up</b></p> <ul style="list-style-type: none"><li>• That there are natural life stages from birth to death, and what these are</li></ul> |   |   |
| Communication & Language | Development Matters:   | Vocabulary:  | Poetry Basket/Nursery Rhymes:   | Shared Reading Spine texts:   |
|                          | <ul style="list-style-type: none"><li>• Ask questions to find out more and to check they understand what has been said to them (Snap science)</li><li>• Connect one idea or action to another using a range of connectives (Snap science)</li><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things</li></ul> | autumn deciduous leaves fruit, e.g. apple, pear, plum seed head, e.g. conker, acorn, sycamore key, season, winter<br><br>Past, present, now, long ago, then, before, after, Queen Victoria, homemade gifts, handmade decorations, traditional, Christmas<br><br>Hindu, Diwali, diva lamp, Rama, Sitra,                               | Poetry basket- Falling Apples, Leaves are Falling, Breezy weather, Five Little Pumpkins | The Colour Monster<br>Don't be a Bully Billy<br>Pumpkin Soup<br>Out and About through the year (Link to Forest School)<br>Stickman<br>Tree: Seasons come, seasons go<br>Non-fiction texts about Autumn, Diwali & Victorian Christmas. |



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|                             | <p>work and why they might happen (Snap science)</p> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> </ul>   | Rangoli pattern, mango lassi, fireworks, mehendi pattern. |   |  |
| <b>Physical Development</b> | <b>Real Gym</b>  |   | <b>Development matters</b>  |  |
|                             | <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>To perform shapes: star, tuck, straight, dish, arch, pike and straddle.</li> <li>To use and balance on low and large apparatus to demonstrate shapes.</li> </ul> <p><b>Travel</b></p> <ul style="list-style-type: none"> <li>To stretch walk, march, run/ jog on tip toes.</li> <li>To develop side step and skipping.</li> <li>To slide body.</li> <li>To travel on low apparatus: on, over, on top.</li> <li>To travel on large apparatus: along, climb, on and off, under.</li> <li>To perform with a partner linked and under archways.</li> </ul> |   | <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired. Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing.</li> <li>Combine different movements with ease and fluency. · Develop their small motor skills so they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives/forks and spoons.</li> <li>Further develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> |  |
| <b>Literacy</b>             | <b>Literacy – Reading Development matters</b>  |   | <b>Literacy-Writing Development matters</b>   |  |
|                             | <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> </ul>   |   | <ul style="list-style-type: none"> <li>Name writing.</li> <li>Mark making and ascribing meaning to marks and writing.</li> <li>Form lower case and capital letters correctly.</li> </ul>  |  |



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|                                | <ul style="list-style-type: none"> <li>Children can read a few common exception words matched to the school's phonic programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>  |   | <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sounds with letter/s.</li> <li>VC and CVC words</li> <li>Phase 2 tricky words</li> <li>Writing labels</li> </ul> |
| <b>Mathematics</b>             | <b>Phase: It's Me, 1,2,3!</b>  | <b>Phase: Light and Dark</b>  |  |
|                                | <ul style="list-style-type: none"> <li>Number 1</li> <li>Number 2</li> <li>Number 3</li> <li>Number 1,2,3 Sorting objects and subitising Number 1,2,3 Memory game</li> <li>Sorting 1,2,3</li> <li>Sorting 1,2,3 – dominoes</li> <li>Matching pictures to the numerals 1,2,3</li> <li>Find 1 more and 1 less</li> <li>Composition of 3</li> <li>Sorting shapes – triangles and circles</li> <li>Make shape pictures using triangles and circles</li> <li>Circles and triangles with real life objects.</li> <li>Positional language – where's teddy?</li> <li>Positional language – obstacle colours</li> </ul> | <ul style="list-style-type: none"> <li>Number 4</li> <li>Number 5</li> <li>Number 4 and 5</li> <li>Composition of 4</li> <li>Composition of 5</li> <li>Composition of 4 and 5</li> <li>Cube shapes with 4 and 5</li> <li>Finding 1 more to a number</li> <li>Finding 1 less</li> <li>1 more and 1 less</li> <li>Sorting rectangles and squares</li> <li>Shape hunt</li> <li>Rectangles and squares</li> <li>Day and night</li> <li>Sequencing events</li> </ul> |  |
| <b>Understanding the World</b> | <b>Natural World (Forest School &amp; Snap Science)</b>  | <b>People, Culture &amp; Communities (Geography/RE/PHSE)</b>  | <b>Past &amp; Present (History)</b>  |
|                                | <b>What is happening to the trees? (Autumn)</b>  | <b>Festival of Lights (Diwali &amp; Bonfire Night)</b> <ul style="list-style-type: none"> <li>Recognise that people have different</li> </ul>   | <b>How did Victorian children celebrate Christmas?</b>   |



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|  | <ul style="list-style-type: none"><li>Children can describe the physical changes they notice on and around a tree during the season of autumn.</li></ul> | beliefs and celebrate special times in different ways. | <ul style="list-style-type: none"><li>To know that 'the past' is events that have already happened.</li><li>To know that 'the present' is time happening now.</li><li>Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).</li><li>To know some inventions that still influence their own lives today.</li><li>To know some inventions that still influence their own lives today</li><li>To know that everyday objects have similarities and differences with those used for the same purpose in the past.</li><li>To know that some events are considered more 'special' or significant than others.</li><li>Use artefacts and photographs to answer simple questions about the past.</li><li>Sort artefacts from then and now.</li><li>To know that photographs can tell us about the past.</li></ul> |
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| 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)  |
|----------------------------|-------------------------------------|--|---|---|
|                            | No Unit this term                   | <b>Junk Modelling</b><br>Knowledge <ul style="list-style-type: none"> <li>To know there are a range to different materials that can be used to make a model and that they are all slightly different.</li> <li>Making simple suggestions to fix their junk model.</li> </ul> Skills <ul style="list-style-type: none"> <li>Making verbal plans and material choices.</li> <li>Developing a junk model.</li> <li>Improving fine motor/scissor skills with a variety of materials.</li> <li>Joining materials in a variety of ways (temporary and</li> </ul> | <b>Row, row, row your boat</b><br>Know how to: <ul style="list-style-type: none"> <li>Make up new lyrics and vocal sounds for different kinds of transport.</li> <li>Sing a tune with 'stepping' and 'leaping' notes.</li> <li>Play a steady beat on percussion instruments.</li> </ul> | Sweet shop role play (Diwali link)<br>Home corner role play (Diwali link)<br>Make Diwali treats in sand trays<br>Make play dough diva lamps<br>Act out story using small world monkey figures & world map<br>Explore musical instruments to create firework sounds<br>Create Diwali decorations<br>Wrap gifts to celebrate Diwali<br>Explore small world 'Hindu community'<br>Junk model shed (make and do kits)<br>Junk model creative station |



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|                              |  | <p>permanent).</p> <ul style="list-style-type: none"> <li>• Joining different materials together.</li> <li>• Describing their junk model, and how they intend to put it together.</li> <li>• Giving a verbal evaluation of their own and others' junk models with adult support.</li> <li>• Checking to see if their model matches their plan.</li> <li>• Considering what they would do differently if they were to do it again.</li> <li>• Describing their favourite and least favourite part of their model.</li> </ul> |   | <p>Victorian Home ( Link to Victorian Christmas)</p> <p>Make salt dough gingerbread man Christmas decorations</p> <p>Make paper Christmas decorations</p> <p>Make Victorian Christmas cards</p> |
| Purple Mash Unit<br>Keyboard | Computing Knowledge  |   | Computing Skills  |   |
|                              | <p>I can find all the letters of the alphabet on a keyboard.</p> <p>I can put spaces between words in my typed work.</p> |   | <p>To be able to find the individual letters on the keyboard.</p> <p>To use the spacebar.</p> |   |





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|  | <p>I know how to correct typed work without re-doing the work entirely using the delete keys</p> <p>To be able to type both uppercase and lowercase letters using CAPS LOCK and Shift.</p> <p>To be able to type numbers.</p> <p>To be able to use the ENTER key.</p> <p>To be able to use the arrow keys.</p> | <p>To be able to delete using the backspace key and the DELETE key.</p> <p>I can type capital letters and lower case and know how to change between these.</p> <p>I can type numbers using a keyboard.</p> <p>I know how to move to the next line down when typing.</p> <p>I can use the arrow keys to move around the screen.</p> |
|--|--|--|