



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year Reception - Spring Term 1

Main Themes: Sky & Moon, Adventures through time, Let's get crafty

Cultural Capital/Enrichment: Exploring winter weather

End Points

By the end of this half term the children will be developing into confident learners. They will be exploring the outdoor learning environment to develop the characteristics of effective learning through child initiated and adult supported play. The children will know that Jesus is God's son and that He helps us to make good choices. They will have heard stories about how Jesus healed people and will know that Jesus loves us all.

In PE the children will have explored shapes, balances and ways of travelling. They will have worked with a partner to create and perform a dance. Within phonics lessons the children will have been introduced to the phase 3 digraphs and trigraphs and will be able to read and write words containing these sounds. They will be able to read a phonically decodable book. In music they will have learned to sing an action song and will be able to play along with percussion instruments. In maths the children will know the composition of the numbers 5, 6, 7 and 8 and will have explored equal and unequal groups. They will be able to use vocabulary surrounding measures. They will also have explored addition and will be able to combine two groups to find the total. In PSED the children will be able to identify people in their family, they will know what makes a good friend and they will be able to say sorry. In Understanding the World the children will be able to describe the features of the weather in winter and talk about what happens at night. They will be able to name things that are in the sky and describe the moon's appearance and what an astronaut does. They will begin to develop an understanding of generations and understand that changes happening over time. In art the children will have developed their cutting, sticking, folding and threading skills and will have created a tissue paper flower and paper snake. In computing the children will have explored using the iPads to navigate around 'Simple City' and the camera function to take pictures. The children will develop and use theme specific vocabulary and learn simple poems by heart.

**Outdoor
Learning/Continuous
Provision**

To describe the observations of the weather they have made on a winter day. (**What is the weather like today? Snap science**)



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	To develop the characteristics of effective learning (Playing and Exploring, Active Learning & Creating and Thinking Critically) through the outdoor continuous provision- water investigations; role play; building and constructing; mud kitchen; sand and gravel; gardening; growing and exploring nature; playing games & creative materials.	
Religious Education	<p>To know that Jesus is God the Father's Son.</p> <p>To appreciate friendship with Jesus.</p> <p>To know that Jesus helps us to choose the good.</p> <p>To know that Jesus cured people who were ill.</p> <p>To know about the loss and finding of Jesus in the Temple and reflect on the meaning of this event for Mary and Joseph.</p> <p>To know that Jesus chose friends to help him</p> <p>Be aware that Jesus wants us to help him.</p> <p>To know that Jesus has great love for each one of us</p> <p>Think of ways to show our love for Jesus.</p> <p>To know that Jesus healed the man at the Pool of Bethesda</p> <p>Reflect on how Jesus can help us</p>	
Personal, Social and Emotional Development	Safeguarding Curriculum Links	<p>Ten:Ten</p> <p>Role model</p> <ul style="list-style-type: none"> To know we are part of God's family To know Jesus cared for others and wanted them to live good lives like him To know we should love other people in the same way God loves us <p>Who's who</p> <ul style="list-style-type: none"> To identify special people (e.g. parents, carers, friends) and what makes them special To know the importance of the nuclear family and of the wider family
	<p>Building friendships- Golden Rules/Positive friendships</p> <p>Who do we trust?</p> <p>Invacuation drill</p> <p>All about my family-getting to know family dynamics.</p>	



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			<ul style="list-style-type: none">To know the importance of being close to and trusting of ‘special people’ and telling them if something is troubling them. <p>You’ve got a friend in me</p> <ul style="list-style-type: none">To know how their behaviour affects other people and that there is appropriate and inappropriate behaviourTo know the characteristics of positive and negative relationshipsTo know about different types of teasing and that all bullying is wrong and unacceptable <p>Forever Friends</p> <ul style="list-style-type: none">To recognise when they have been unkind to others and say sorry.To know that when we are unkind, we hurt God and should say sorry.To recognise when people are being unkind to them and others and how to respond.To know that we should forgive like Jesus forgives.	
Communication & Language	Development Matters:	Vocabulary:	Poetry Basket/Nursery Rhymes:	Possible texts:
	<ul style="list-style-type: none">Understand how to listen carefully and why listening is important.Listen to and talk about stories to build	Dark, darkness, daytime, light, nighttime, stars, the Moon, the Sun Aeroplane, fall/falling, float, fly/flying, sky,	Learn the poem ‘I can build a snowman’ Learn the poem ‘Let’s put on our mittens’	Can’t you sleep little bear? Up and Down Whatever Next!



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	<p>familiarity and understanding.</p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition. Use new vocabulary throughout the day. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>astronaut, rocket, space, the Moon's surface, e.g. dry, rocky, rocks, craters</p> <p>paper, thin card, thick card, magazines or catalogues, newspaper, fabric, tissue paper, beads, wool, string, pipe cleaners, straws, glue sticks, tape, split pins, paper clips, scissors, coloured pencils</p> <p>Family, youngest, oldest, mum, dad, grandparents Achievement, rosette, medal, proud, trophy</p>		<p>Six Dinner Sid (Link to 6, 7, 8) Goodnight Moon (Link to What happens at night?) Whatever Next? (Link to What is the moon?) Nighttime around the world Moon (Link to What is the moon)</p> <p>The storybook 'My Two Grandads' by Floella Benjamin. 'One Family' by George Shannon. 'A Family Is A Family Is A Family' by Sara O'Leary. 'We Are Family' by Patricia Hegarty. 'Amelia Earhart' (Little People, BIG DREAMS series) by Isabel Sanchez Vegara</p>
Physical Development	Real Dance			Development matters
	<p>Explore Shapes</p> <ul style="list-style-type: none"> Create multiple standing and floor shapes, balanced on both feet. 			<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace.



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	<ul style="list-style-type: none">• Travel between shapes including jumping. <p>Explore Circles</p> <ul style="list-style-type: none">• Create movements led by large horizontal single arm circles and semi-circles leading into - stepping. - turning.• Jump from a static position, arms up and down. <p>Explore Partnering</p> <ul style="list-style-type: none">• Create standing and floor shapes in contrast to partner's - with our body parts crossing over.• Travel between shapes in unison.• Turn forwards and backwards through horizontal large arm circle and finish away/unison/canon.• Create, in unison, jumps with rotation from a static position.• Create partner balances - with hand on shoulder contact. - facing partner. Create and support jumps - with hand to elbow contact with hands on waist and shoulders in contact. <p>Explore Artistry</p> <ul style="list-style-type: none">• Create 2 ways of moving linked to the silk - using both hands at the same time - connected to standing shapes• Create shapes and movements to express how the music makes me feel - following 1 instrument - following a story with movement.• Create a sequence of 4 moves with some being different to my partner's.	<ul style="list-style-type: none">• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Further develop and refine a range of ball skills including: Throwing, Catching, Kicking, Passing, Batting, Aiming.• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.• Know and talk about the different factors that support their overall health and wellbeing.• 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.
Literacy	Literacy – Reading Development matters	Literacy-Writing Development matters



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	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Read some letter groups that each represent one sound and say sounds for them. • 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. 		<ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds then writing the letters. • VC and CVC words. • Phase 2 tricky words. • Writing labels and captions and lists of interests.
Mathematics	Phase: Alive in 5!		Phase: Growing 6,7,8
	One Less Zero Composition of 5 Equal and unequal groups Composition of numbers How many altogether? Composition of numbers – 3 groups How many are hiding? (animals) How many are hiding (cubes) Balance scales Full and empty Measuring capacity Measuring ingredients		Representing 6 Making 7 Making 8 Matching 6,7,8. One more and one less Matching 6, 7 8 Making pairs Combining 2 groups Adding more Comparing height Comparing length Days of the week Measuring height Measuring time
Understanding the World	Natural World (Snap Science)	People, Culture & Communities (Geography Kapow)	Past & Present (History Kapow)



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	<p>What happens at night? To use appropriate language to talk about what happens at night.</p> <p>What is in the sky? To name and describe a range of living and non-living things that are in the sky</p> <p>What is the moon? To describe the Moon's appearance and what an astronaut does.</p>	No Unit this term	<p>Adventures through time To begin to understand the concept of generations. To recognise special achievements.</p>
Expressive Arts and Design	Creating with Materials (Art Kapow)	Creating with Materials (DT Kapow)	Being Imaginative & Expressive (Music Sing Up)
	<p>Let's get crafty Knowledge Pupils know how to:</p> <ul style="list-style-type: none"> • Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. 	No Unit this term	<p>Shake my sillies out Focus: Timbre, pitch (higher/ lower), tempo (faster/slower), beat</p> <ul style="list-style-type: none"> • Listen to music and show the beat with actions. • Sing an action song with changes in speed. • Play along with percussion instruments. • Create a sound story using instruments to represent different animal sounds/movements. • Perform the story as a class.



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	<ul style="list-style-type: none">● Problem-solve and try out solutions when using modelling materials.● Develop 3D models by adding colour. <p>Skills</p> <ul style="list-style-type: none">• To develop scissor skills.• To develop threading skills.• To practise joining techniques.• To create a design for a tissue paper flower.• To create a tissue paper flower based upon last lesson's design.• To refine small motor skills through the use of drawing, cutting and manipulating paper.			
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Purple Mash Unit	Computing Knowledge	Computing Skills
	<ul style="list-style-type: none">• To know how to select activities on iPad.• To understand that iPads can be used to take pictures.	<ul style="list-style-type: none">• To explore specific areas in Simple City.• To explore the use of camera on an iPad.