



St Mary's

Catholic Primary School and Nursery

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

**End Points**

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. 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' and the nursery rhyme 'humpty dumpty'. They will have explored making and hearing different sounds. 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. The children will know how to use mirrors to draw self-portraits and will be able to use a variety of mark making equipment. They will have talked about themselves as babies and their family. The children will have explored the Forest School site and begun to understand and follow the Forest School rules.

**Forest  
School/Outdoor  
Learning/Continuous  
Provision**

**The Forest School sessions will follow the 6 principles of Forest School:**

1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits. **The cycle of planning, observation, adaptation and review links each session.**
2. Forest School takes place in a natural or woodland environment to support the development of a lifelong relationship between the learner and the natural world.
3. Forest School aims to **promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.**
4. Forest School offers learners the opportunity to **take supported risks appropriate to the environment and to themselves.**



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	<p>5. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.</p> <p>6. Forest School uses a range of <b>learner-centred processes</b> to create a community for being, development and learning.</p> <ul style="list-style-type: none"><li>• To develop the characteristics of effective learning through the outdoor continuous provision- water investigations; role play; building and constructing; mud kitchen; sand and gravel; gardening; growing and exploring nature; playing games &amp; creative materials.</li><li>• To make the Forest School promise:<ol style="list-style-type: none"><li>1. Respect and look after each other</li><li>2. Look after nature</li><li>3. Safe hands and feet</li><li>4. Stay within the boundaries</li><li>5. Play safely</li><li>6. Don't put anything in your mouth</li><li>7. Have fun!</li></ol></li><li>• To Explore the Forest School Site</li><li>• To demonstrate fire circle etiquette</li></ul>
<b>Religious Education</b>	<ul style="list-style-type: none"><li>• Children come to know that God loves each one always and at all times.</li><li>• They begin to hear about God's wonderful world.</li><li>• Know that God made the world.</li><li>• Think about all the things that God made for us.</li><li>• Know that God has asked us to care for the world.</li><li>• Think of ways in which we can help to do this.</li><li>• Know that God loves and cares for each one of us.</li></ul>



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	<ul style="list-style-type: none"> <li>• Reflect on what this means for us.</li> <li>• Know that God made each one of us different and special.</li> <li>• Reflect on how we can thank God for everything.</li> </ul>	
<p><b>Personal, Social and Emotional Development</b> Fire safety (fire drill)</p>	<p><b>Safeguarding Curriculum Links</b></p>	<p><b>Ten:Ten</b></p>
	<ul style="list-style-type: none"> <li>• Golden Rules- kind hands/not touching others</li> <li>• Scissor safety</li> <li>• First fire drill</li> <li>• Fire safety</li> <li>• Medical needs/healthcare plans</li> <li>• Personal hygiene and healthy eating</li> <li>• Personal hygiene- cleaning teeth</li> </ul>	<p><b>Handmade with Love</b></p> <ul style="list-style-type: none"> <li>• We are created individually by God as part of His creation plan</li> <li>• We are all God's children and are special</li> <li>• Our bodies were created by God and are good</li> <li>• We can give thanks to God!</li> </ul> <p><b>I Am Me</b></p> <ul style="list-style-type: none"> <li>• We are each unique, with individual gifts, talents and skills.</li> <li>• Whilst we all have similarities because we are made in God's image, difference is part of God's plan!</li> </ul> <p><b>Heads, Shoulders, Knees and Toes</b></p> <ul style="list-style-type: none"> <li>• That their bodies are good and made by God</li> <li>• The names of the parts of the body (not genitalia)</li> </ul> <p><b>Ready Teddy?</b></p> <ul style="list-style-type: none"> <li>• That our bodies are good and we need to look after them</li> <li>• What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</li> </ul> <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> </ul>



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		<ul style="list-style-type: none"> <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> <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> <p><b>New People, New Places</b></p> <ul style="list-style-type: none"> <li>• Change is a part of growing up</li> <li>• Their experiences of change will help their transition</li> <li>• God is with them every step of the way as they grow and change</li> </ul> <p><b>Who's who</b></p> <ul style="list-style-type: none"> <li>• To identify special people (e.g. parents, carers, friends) and what makes them special</li> <li>• To know the importance of the nuclear family and of the wider family</li> <li>• To know the importance of being close to and trusting of 'special people' and telling them is something is troubling them.</li> </ul>		
<p><b>Communication &amp; Language</b></p>	<p><b>Development Matters:</b></p>	<p><b>Vocabulary:</b></p>	<p><b>Poetry Basket/Nursery Rhymes:</b></p>	<p><b>Shared Reading Spine texts:</b></p>
	<ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Listen carefully to rhymes and song, paying attention to how they sound.</li> <li>• Develop social phrases.</li> </ul>	<p>human body parts:</p> <p>arm      head</p> <p>ears      leg</p> <p>eyes      mouth</p> <p>face      nose</p>	<p>Head, shoulders, knees and toes</p> <p>Humpty Dumpty (maths)</p>	<p>Funny Bones (Link to What am I made of?)</p> <p>Marvellous Me! (Link to RHSE)</p> <p>Non-fiction texts about the body</p> <p>We are all different (Twinkl story- Link to RHSE)</p>



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	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Learn rhymes, poems and songs</li> </ul>	fingers    teeth foot        toes hand		Happy in Our Skin (Link to RHSE) Simon sock (Link to maths) Colour Monster (Link to PSED)
		Wax crayon, paper, felt tips, squiggle, zig zag, line, circle, round, chalk, texture, thinner, thicker, darker, lighter, pencil, eyebrows, portrait		
<b>Physical Development</b>	<b>Real PE Unit 1 &amp; 2</b>			<b>Development matters</b>
	<b>Footwork</b> <ul style="list-style-type: none"> <li>Side-step in both directions</li> <li>Gallop, leading with either foot</li> <li>Hop on either foot</li> <li>Skip</li> </ul> All with good control, balance, smooth movements	<b>Seated</b> <ul style="list-style-type: none"> <li>Balance with both hands/ feet down.</li> <li>Balance with 1 hand/ 2 feet down</li> <li>Balance with 2 hands/ 1 foot down</li> <li>Balance with 1 hand/ 1 foot down</li> <li>Balance with 1 hand or 1 foot down</li> <li>Balance with no hands or feet down</li> </ul>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired.</li> <li>Combine different movements with ease and fluency.</li> <li>Develop their small motor skills so they can use a range of tools competently, safely and confidently.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	



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		All with hands or feet up for 10 seconds/ minimum wobble/balance held without strain.	
<b>Literacy</b>	<b>Literacy-Reading Development matters</b>		<b>Literacy-Writing Development matters</b>
	<ul style="list-style-type: none"> <li>• Recognise name</li> <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> <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>• Name writing.</li> <li>• Mark making and ascribing meaning to marks and writing.</li> <li>• Begin to form lower case letters correctly.</li> </ul>
<b>Mathematics</b>	<b>Phase: Getting to Know You</b>		<b>Phase: Just Like Me</b>
	<ul style="list-style-type: none"> <li>• Maths about me</li> <li>• Favourite animal and count</li> <li>• Colour favourite pet</li> <li>• Count the pets</li> <li>• Colour and count favourite fruit</li> <li>• Match fruits</li> <li>• Favourite book – focus on Goldilocks</li> <li>• Colour and count the characters</li> <li>• Colour by number</li> <li>• How many can you see?</li> </ul>		<ul style="list-style-type: none"> <li>• Identify matching buttons</li> <li>• Identify matching socks</li> <li>• Describe size and shapes of lids</li> <li>• Sorting buttons in groups</li> <li>• Collecting natural material and sorting</li> <li>• Match sizes</li> <li>• Compare – more and fewer</li> <li>• Compare taller and shorter</li> <li>• Compare longer shorter</li> <li>• Capacity using boxes</li> </ul>



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	<ul style="list-style-type: none"> <li>Count how many</li> <li>Colour favourite character and count</li> <li>Favourite nursery rhymes- focus on Humpty Dumpty</li> <li>Positional language and sequence</li> <li>Sequence Humpty Dumpty</li> </ul>		<ul style="list-style-type: none"> <li>AB Patterns with natural objects</li> <li>AB Patterns with household items</li> <li>AB shape patterns</li> <li>Spot the mistake in repeated patterns</li> <li>Patterns using body and movement</li> </ul>
Understanding the World	<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 am I made of?</b> <ul style="list-style-type: none"> <li>Children can name the main parts of their bodies, describe their functions and know what to do to look after themselves.</li> </ul>	<b>No Geography objectives this term.</b>	<b>Adventures through time</b> <ul style="list-style-type: none"> <li>To begin to understand the concept of generations.</li> </ul> <b>Peek into the past</b> <ul style="list-style-type: none"> <li>To describe changes over time.</li> </ul>
Expressive Arts and Design	<b>Creating with Materials (Art Kapow)</b>	<b>Creating with Materials (DT Kapow)</b>	<b>Being Imaginative &amp; Expressive (Music Kapow)</b>
	<b>Drawing Marvellous Marks</b>  <b>Knowledge</b> <u><b>Pupils know how to:</b></u> <ul style="list-style-type: none"> <li>Explore mark making using a range of drawing materials.</li> <li>Investigate marks and patterns when drawing.</li> <li>Identify similarities and difference between drawing tools.</li> </ul>	<b>No DT objectives this term.</b>	<b>Exploring Sounds</b> <ul style="list-style-type: none"> <li>To explore using voices to make a variety of sounds.</li> <li>To explore how to use our bodies to make sounds.</li> <li>To explore the sounds of different instruments.</li> <li>To identify sounds in the environment and differentiate between them.</li> </ul>



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	<ul style="list-style-type: none"> <li>● Investigate how to make large and small movements with control when drawing.</li> <li>● Practise looking carefully when drawing.</li> <li>● Combine materials when drawing.</li> </ul>		<ul style="list-style-type: none"> <li>● To use voices to imitate nature sounds.</li> </ul>
	<ul style="list-style-type: none"> <li>● To investigate the marks and patterns made by different textures.</li> <li>● To explore making marks with felt tips.</li> <li>● To explore making marks with chalk.</li> <li>● To explore making marks with pencils.</li> <li>● To create a simple observational drawing.</li> <li>● To use a variety of colours and materials to create a self-portrait.</li> </ul>		
<p><b>Purple Mash Unit</b> General Computing Skills</p>	<p style="text-align: center;"><b>Computing Knowledge</b> <b>Computing Skills</b></p>		
	<ul style="list-style-type: none"> <li>● Know how use navigation keys on Ipads.</li> <li>● Use the iPads to visit the different areas within Simple City to find comparisons between their own experiences and environments and those of those around them.</li> </ul>		