



St Mary's

Catholic Primary School and Nursery

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

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

<b>End Points</b>	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. 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. The children will have explored different cultures through music. 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 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 ground, observe weather and choose suitable clothing to match. The children will be able to talk about Christmas celebrations in the past and compare them to their experiences of Christmas, including toys. The children will explore creating Christmas pictures using different textures and materials after planning.
<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><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></ul>



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	<ul style="list-style-type: none"> <li>• Reflect on the good news they received.</li> </ul>	
<p><b>Forest School/Outdoor Learning/Continuous Provision</b></p>	<p><b>The Forest School sessions will follow the 6 principles of Forest School:</b></p> <ol style="list-style-type: none"> <li>1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits. <b>The cycle of planning, observation, adaptation and review links each session.</b></li> <li>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.</li> <li>3. Forest School aims to <b>promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.</b></li> <li>4. Forest School offers learners the opportunity to <b>take supported risks appropriate to the environment and to themselves.</b></li> <li>5. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.</li> <li>6. Forest School uses a range of <b>learner-centred processes</b> to create a community for being, development and learning.</li> </ol> <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 understand the need to completely extinguish a fire.</li> <li>• To collect dry sticks.</li> </ul>	
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Safeguarding Curriculum Links</b></p>	<p><b>Ten:Ten</b></p>
	<p>Bonfire night safety Being a safe pedestrian in the dark Fire safety (forest school) Golden Rules- Being a good friend</p>	<p><b>You've got a friend in me</b></p> <ul style="list-style-type: none"> <li>• To know how their behaviour affects other people and that there is appropriate and inappropriate behaviour</li> <li>• To know the characteristics of positive and negative relationships</li> <li>• To know about different types of teasing and that all bullying is wrong and</li> </ul>



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		<p>unacceptable</p> <p><b>Forever Friends</b></p> <ul style="list-style-type: none"> <li>To recognise when they have been unkind to others and say sorry.</li> <li>To know that when we are unkind, we hurt God and should say sorry.</li> <li>To recognise when people are being unkind to them and others and how to respond.</li> <li>To know that we should forgive like Jesus forgives.</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>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 work and why they might happen (Snap</li> </ul>	<p>Hindu, Diwali, diva lamp, Rangoli pattern, fireworks, festival of lights, fireworks, bonfire, celebrate, decorate, Christmas, Hanukkah, Kwanzaa</p> <p>cap, hood material suitable types of hat, e.g. hard hat, helmet weather, e.g. rain/y, sun/ny, cold, wind/y</p> <p>paper, thin card, thick card, magazines or catalogues, newspaper,</p>	<p>Poetry basket- Falling Apples, Leaves are Falling, Breezy weather, Five Little Pumpkins</p>	<p>The Colour Monster Don't be a Bully Billy Pumpkin Soup Out and About through the year (Link to Forest School) Stickman Tree: Seasons come, seasons go Non-fiction texts about Autumn, Diwali, Christmas, Hanukkah, Kwanzaa.</p>



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	<p>science)</p> <ul style="list-style-type: none"> <li>Use new vocabulary through the day.</li> </ul>	<p>fabric, tissue paper, beads, wool, string, pipe cleaners, straws, glue sticks, tape, split pins, paper clips, scissors, coloured pencils</p>		
<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</li> </ul>		<ul style="list-style-type: none"> <li>Name writing.</li> <li>Mark making and ascribing meaning to marks and</li> </ul>	



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	<p>words made up of known letter– sound correspondences.</p> <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>	<p>writing.</p> <ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> <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>



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	<p><b>Which hat is best to wear today?</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Who lives here?</b></p> <ul style="list-style-type: none"> <li>Children can describe a range of homes and give reasons why different homes are suitable for the people who live there.</li> </ul> <p><b>What is happening to the tress? (Autumn)</b></p> <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>	<p><b>Festival of Lights (Diwali &amp; Bonfire Night)</b></p> <p>Recognise that people have different beliefs and celebrate special times in different ways. <i>(Linked text to music)</i></p>	<p><b>Peek into the past</b></p> <p>To sort photographs from the past and present. To begin to recognise the order events happen. To identify toys from the past. To compare pictures from the past and present.</p>	
<p><b>Expressive Arts and Design</b></p>	<p><b>Creating with Materials (Art Kapow)</b></p>	<p><b>Creating with Materials (DT Kapow)</b></p>	<p><b>Being Imaginative &amp; Expressive (Music Kapow)</b></p>	
	<p><b>Let's get crafty</b></p> <p>Knowledge How to use scissors How to hold thread with the</p>	<p><b>No DT topic this term.</b></p>	<p><b>Diwali</b></p> <p>To learn about music from another culture, particularly when related to the festival of Diwali To respond to music with movement.</p>	



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	<p>pincer grip</p> <p>Skills</p> <ul style="list-style-type: none"> <li>To develop scissor skills.</li> <li>To develop threading skills.</li> <li>To practise joining techniques.</li> <li>To create a design for a Christmas Tree.</li> <li>To create a tissue Christmas tree based upon last lesson's design.</li> <li>To refine small motor skills using drawing, cutting and manipulating paper.</li> </ul>		<p><b>Hanukkah</b></p> <ul style="list-style-type: none"> <li>To learn about music from another culture, particularly when related to the festival of Hanukkah.</li> <li>To learn the names of some traditional Jewish musical instruments.</li> <li>To play and move to traditional Jewish Hanukkah music.</li> </ul> <p><b>Kwanzaa</b></p> <ul style="list-style-type: none"> <li>To learn about music from another culture, particularly when related to the festival of Kwanzaa</li> <li>To take part in a traditional call and response song</li> <li>To find classroom objects to use as drums and play in response to African music</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>To learn about traditional Christmas music</li> <li>To take part in a group song involving singing, voice sounds and playing instruments</li> <li>To sing and move to a Christmas song</li> <li>To suggest appropriate actions to match song lyrics</li> </ul>
<p><b>Purple Mash Unit</b> Keyboard</p>	<p><b>Computing Knowledge</b></p>		<p><b>Computing Skills</b></p>
	<p>Know how to use topic pins.</p>		<p>To use topic pins to navigate a range of activities.</p>