



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum Year Reception - Spring Term 2 Main Themes: Growing Cultural Capital/Enrichment: Forest School	
End Points	<p>By the end of this half term the children will be developing into confident learners. They will know that Jesus can help them to say sorry and be responsible for their actions. They will learn to show kindness for one another and the environment. They will learn about forgiveness and hear stories about Jesus during Holy Week including Good Friday. In PE the children will develop their balance when walking in a line and increase their skills of rolling a ball. Within phonics lessons the children will have consolidated 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 maths the children will know the composition of the numbers 9 and 10 and will have explored 3D shapes. In PSED the children will be able to identify people who help us and who they can trust. They will talk about how PANTS are private and learn a song to help remind them. In Understanding the World, the children will be able to talk about signs of Spring and fruits and vegetables they can grow in the Forest School and outdoor learning site. They will learn how to safely use a potato peeler to peel a stick, build a bird's nest, a mini shelter and a den. In Expressing Arts and Design, the children will have explored appropriate materials and designed and made a bookmark using new sewing skills. In computing, the children will have explored the music area within Mini Mash and created an Easter egg using the pen tools.</p>
Religious Education	<p>Children know that Jesus can help us to choose the good. They learn to take responsibility for choices and actions. They learn to say sorry. They learn to show care for one another. Understand that we should try to be kind and not hurt others. Reflect on ways to be kind and helpful to others. Learn to say sorry when we hurt someone and ask Jesus to help us to do this. Reflect on ways to do this. Know that Jesus forgave those who hurt him.</p>



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	<p>Be aware that we can forgive other people when they hurt us. Know that Jesus died on Good Friday but that was not the end. Be aware that Good Friday is a sad and happy day for us.</p>
<p>Forest School/Outdoor Learning/Continuous Provision</p>	<p>The Forest School sessions will follow the 6 principles of Forest School:</p> <ol style="list-style-type: none">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.5. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.6. Forest School uses a range of learner-centred processes to create a community for being, development and learning.<ul style="list-style-type: none">• To safely peel a stick using a potato peeler.• To build a birds nest.• To build a mini shelter.• To build a den.• 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.



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Personal, Social and Emotional Development	Safeguarding Curriculum Links		Ten:Ten	
	Consolidating friendships- Golden Rules Medicine safety Internet safety Road safety Emergency services Tool safety (Forest school- potato peelers) PANTS are private- NSPCC activities		Safe inside and out <ul style="list-style-type: none"> About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people. My body, my rules <ul style="list-style-type: none"> To know they are entitled to bodily privacy That they can and should be open with 'special people' they trust if anything troubles them That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest Feeling Poorly <ul style="list-style-type: none"> Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies, because God created them and gifted them to us. 	
Communication & Language	Development Matters:	Vocabulary:	Poetry Basket/Nursery Rhymes:	Shared Reading Spine 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 familiarity and understanding. 	Threading, beads, wool, string, numicon, needles, threading shapes/boards, ribbons, wire cooling rack,	A little seed Hungry birdies	Oliver's Vegetables Oliver's Fruit Salad Spencer knows Spring



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	<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.	paper, weaving, binca, design. autumn blossom buds deciduous insect season spring winter flower leaf plant potato root seed stem vegetable		
Real PE (Unit 3 & Unit 4)			Development matters	



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<p>Physical Development</p>	<p>On a line</p> <ul style="list-style-type: none"> • Walk forwards with fluidity and minimum wobble. • Walk backwards with fluidity and minimum wobble. • With smooth movements, balance maintained on the line, opposite arm and leg moving forwards. <p>Ball Skills</p> <ul style="list-style-type: none"> • Sit and roll a ball along the floor around body using 2 hands. Sit and roll a ball along the floor around body using 1 hand (right and left) • Sit and roll a ball down legs and around upper body using 2 hands. • Stand and roll a ball up and down legs and round upper body using 2 hands. • With ability to move the ball in both directions, control of the ball maintained throughout, smooth movements with the ball. 	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • 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
<p>Literacy</p>	<p>Literacy – Reading Development matters</p> <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. 	<p>Literacy-Writing Development matters</p> <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 & 3 tricky words. • Writing labels and captions and lists of interests. • Write short sentences with words with known letter sound correspondences.



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	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 		
Mathematics	Phase: Building 9 and 10	Phase: Consolidation	
	Representing 9 and 10 Sorting 9 and 10 in different ways Order numbers to 10 Composition of 9 and 10 Bingo – Numbers to 10 Counting backwards from 10 Comparing within 10 Making 10 Building 9 and 10 Matching 3D Shapes Real life objects Making 3D Prints Movement Patterns	Composition of 5 Equal and unequal groups Measurement Zero Combining 2 groups Length and height Number 6 Number 7 Number 8 3D and Pattern 3D and real life images Investigate 3D shapes Patterns	
Understanding the World	Natural World (Snap Science)	People, Culture & Communities (Geography)	Past & Present (History)
	What is happening to the trees? (Spring) <ul style="list-style-type: none"> Children can describe the physical changes they notice on and around a tree during the season of spring. What can I grow for my dinner?	Outdoor Adventures To explore natural objects using the senses. To explore and make observations of the world around them. To describe the effects of different weather conditions.	No units this term



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	<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. 	<p>To begin to notice some of the features of the changing seasons.</p> <p>To begin to recognise seasonal weather conditions.</p>	
Expressive Arts and Design	Creating with Materials (Art Kapow)	Creating with Materials (DT Kapow)	Being Imaginative & Expressive (Kapow)
	No Unit this term	<p>Textiles - Bookmarks</p> <p>Knowledge</p> <ul style="list-style-type: none"> To know that a design is a way of planning our idea before we start. To know that threading is putting one material through an object. <p>Skills</p> <ul style="list-style-type: none"> Discussing what a good design needs. Designing a simple pattern with paper. Designing a bookmark. Choosing from available materials. 	<p>Musical Stories</p> <p>Moving to Music Teddy Bear's picnic</p> <ul style="list-style-type: none"> Listen to lyrics and melody of Teddy Bear's picnic and recall story. Move to music with instruction, changing movements to match tempo, pitch or dynamic of the piece. Talk about how the music makes you feel. <p>Story telling with actions - The Sleeping Princess</p> <ul style="list-style-type: none"> Use actions to retell story to music Sing and perform a group song. <p>Using instruments to represent actions - Bear Hunt</p> <ul style="list-style-type: none"> To learn how instruments can represent a certain mood, character or action To experiment with the sounds of different instruments <p>Musical story composition</p> <ul style="list-style-type: none"> To create a musical story based upon a familiar routine To use instruments to represent moods or actions To play an instrument as part of a group story <p>Musical story performance</p> <ul style="list-style-type: none"> To create a musical story based upon a familiar routine



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		<ul style="list-style-type: none"> • Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading. • Reflecting on a finished product and comparing to their design. 	<ul style="list-style-type: none"> • To use movement to express moods or actions within a musical story • To play an instrument as part of a musical story and perform as a group
Purple Mash Unit Sounds	Computing Knowledge		Computing Skills
	Know how to select a specific pen colour, change the size of pen and use the rub out tool. Know how to use 2explore to create a simple piece of music.		Use the drawing tools to decorate an Easter egg. Use the record and play function to create a simple piece of music.