



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year Reception - Autumn Term 1
Main Themes: All About Me!
Cultural Capital/Enrichment: Forest School/Settling in/Parish Priest visit

End Points	<p>By the end of this half term the children will have settled into their new classroom and begun making new and developing existing friendships. In RE, the children will know God shows his love by making a wonderful world for us all to live in. God wants us to look after the world and one another. 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 some lower-case letters, begin to orally blend sounds, begin to read and spell some 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 song 'head, shoulders, knees and toes' and recognise sounds in the environment. 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.</p>
Forest School/Outdoor Learning/Continuous Provision	<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 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 & creative materials. • To make the Forest School promise: <ol style="list-style-type: none"> 1. Respect and look after each other



St Mary's
Catholic Primary School and Nursery

	<p>Look after nature Safe hands and feet Stay within the boundaries Play safely Don't put anything in your mouth Have fun!</p> <ul style="list-style-type: none"> To Explore the Forest School Site To begin building a den. Exploring the weather and seasons 			
Religious Education	Creation and Covenant Hear Believe Celebrate Live			
	The Bible <ul style="list-style-type: none"> Introduction of the Bible. Begin to see, hear about the Sign of the Cross Begin to see and hear about the Bible 	The Creation <ul style="list-style-type: none"> Listen to and role play the creation story and know what God creates is good. CST – Stewardship – <i>It is an important job to take care of God's world.</i> Thanking God for our wonderful world. 	God Loves Me <ul style="list-style-type: none"> Recognise and retell the first story in the Bible. God made me. I am special. I am unique. God made my family and my friends. God loves everyone as a unique person. Thank God for me, my family and my friends. Care and love for self, family, others and God's world. CST -<i>Treat others in a caring way because God made them.</i> 	The Church <ul style="list-style-type: none"> Fr Nick is part of our parish family Our Church is special because lots of people meet together and say prayers and sing hymns to God. God loves our parish family. God loves them all. Our parish family prays together. We can say prayers to thank God for our parish family. We can be part of God's family by being Baptised.
Personal, Social and Emotional	Safeguarding Curriculum Links	Ten:Ten Module 3 Unit 2 You me us That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community		



St Mary's
Catholic Primary School and Nursery

<p style="text-align: center;">I Develop ment</p>	<ul style="list-style-type: none"> • Golden Rules-kind hands/not touching others • Turn taking/sharing • Respecting environment and resources • Scissor safety • First fire drill • Fire invacuation drill • Medical needs/healthcare plans • Personal hygiene and healthy eating • Personal hygiene-cleaning teeth 	<p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) About what harms and what improves the world in which they live</p> <p>Module 3 Unit 1 God is love That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others</p> <p>Module 1- Unit 2 Heads shoulder knees and toes That their bodies are good and made by God. The names of the parts of the body</p>		
<p>Communi cation & Language</p>	<p>Development Matters:</p> <ul style="list-style-type: none"> • Engage in story times. • Listen carefully to rhymes and song, paying attention to how they sound. 	<p>Vocabulary:</p> <p>human body parts: arm head ears leg eyes mouth face nose fingers teeth foot toes hand</p>	<p>Poetry Basket/Nursery Rhymes:</p> <p>Head, shoulders, knees and toes</p> <p>This is my happy face</p>	<p>Shared Reading Spine texts:</p> <p>Funny Bones (Link to What am I made of?) Marvellous Me! (Link to RHSE) Non-fiction texts about the body We are all different (Twinkl story- Link to RHSE) Simon sock (Link to maths) Colour Monster (Link to PSED)</p>



St Mary's
Catholic Primary School and Nursery

- Develop social phrases. Wax crayon, paper, felt tips, squiggle, zig
- Learn new vocabulary. zag, line, circle, round, chalk, texture, thinner, thicker, darker, lighter, pencil,
- Learn rhymes, poems and songs eyebrows, portrait

Key Texts

The Creation Story- The Bible

Physical Development	Real PE Unit 1 & 2	Development matters	
	<p>Footwork</p> <ul style="list-style-type: none"> Side-step in both directions Gallop, leading with either foot Hop on either foot Skip <p>All with good control, balance, smooth movements</p> <p>Seated</p> <ul style="list-style-type: none"> Balance with both hands/ feet down. Balance with 1 hand/ 2 feet down Balance with 2 hands/ 1 foot down Balance with 1 hand/ 1 foot down Balance with 1 hand or 1 foot down Balance with no hands or feet down <p>All with hands or feet up for 10 seconds/ minimum wobble/balance held without strain.</p>	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired. Combine different movements with ease and fluency. 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
	<ul style="list-style-type: none"> Recognise name Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. 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"> Name writing. Mark making and ascribing meaning to marks and writing. Begin to form lower case letters correctly. Begin to write cvc words



St Mary's
Catholic Primary School and Nursery

Mathematics	Getting to Know You	Match sort and compare		Measure and patterns	
	<ul style="list-style-type: none">• Number recognition to 10• Shape recognition- circle square rectangle triangle• Colour recognition• Ordering numbers• Matching• Sorting	<ul style="list-style-type: none">• Match objects• Match pictures• Identify a set• Sort objects• Explore sorting• Crete sorting rules• Compare amounts		<ul style="list-style-type: none">• Compare sizes• Compare mass• Compare capacity• Explore simple patterns• Copy and continue simple patterns• Create simple patterns	
Understanding the World	Natural World		People, Culture & Communities		Past & Present
	To name the main parts of their bodies, describe their functions and know what to do to look after themselves.		Talk about family. Know who lives in their house.		Talk about changes in self from a baby to now.
	<p>Explore and discuss what happens to the tress in Autumn.</p> <p>To observe the weather.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them- Summer into Autumn (on-going)</p>				
	Creating with Materials			Being Imaginative & Expressive	



St Mary's
Catholic Primary School and Nursery

Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. 		<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody.
	<ul style="list-style-type: none"> To investigate the marks and patterns. To explore making marks with felt tips, chalk, pencils. To create a simple self-drawing. Paint to music 	<ul style="list-style-type: none"> To explore joining materials- tape/glue 	Exploring Sounds <ul style="list-style-type: none"> To explore using voices and bodies to make a variety of sounds. To explore the sounds of different instruments. To identify sounds in the environment and differentiate between them and use voices to imitate nature sounds.
General Computing Skills	Computing Skills		
	<ul style="list-style-type: none"> Know how use navigation keys on Ipads. 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. 		