



St Mary's  
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum Year Reception - Autumn Term 2 Main Themes: Friendships/Celebrations Cultural Capital/Enrichment: Forest School, Nativity Celebration & Christmas Jumper Day	
End Points	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. In RE, the children will know that God shows his love by sending his son, Jesus to live with us. Jesus is born to show us how to love everyone. 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. Through Literacy Counts, the children will have explored themes of friendship and animals through our key text 'The Something'. They will have begun to use their growing phonic knowledge to say and write words and captions. They will have developed increased confidence talking about and retelling familiar stories. 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. In dance the children will learn how to perform different shapes and balance and travel on low apparatus. The children will observe changes to the trees on our school ground and observe the weather. 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. The children will be able to talk about Christmas celebrations in the past and compare them to their experiences of Christmas, including toys. They will plan and create a collage using tissue paper.
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"><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.<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></li></ol>



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<b>Religious Education</b>	<b>Prophecy &amp; Promise</b> Hear Believe Celebrate Live			
	<b>Mary is chosen by God</b> Begin to hear about Mary. Hear about Mary and the Angel Gabriel. Mary was chosen by God. Mary said yes to God. Make an advent promise-ongoing	<b>Jesus was born in a stable</b> <ul style="list-style-type: none"> <li>God shows his love by sending his son, Jesus to live with us.</li> <li>Jesus is born to show us how to love everyone.</li> <li>Christians celebrate the birth of Jesus.</li> </ul>	<b>The Shepherds</b> <ul style="list-style-type: none"> <li>Recognise and retell the story of the shepherds as the first visitors to see Jesus</li> <li><b>CST-</b> In Advent we help others and ourselves</li> </ul>	<b>NATIVITY CELEBRATION</b> Retell the story of Jesus' birth to be reminded that God shows his love by sending his son, Jesus to live with us.  Take part of the celebration of the Nativity-play/music/drama
<b>Personal, Social and Emotional Development</b>	<b>Safeguarding Curriculum Links</b>		<b>Ten:Ten</b>	
	Bonfire night safety Being a safe pedestrian in the dark Golden Rules- Being a good friend		Module 1 unit 4 <b>Growing Up</b> That there are natural life stages from birth to death, and what these are  Module 2 Unit 1 <b>Role Model</b> We are part of God's family Jesus cared for others and wanted them to live good lives like Him We should love other people in the same way God loves us  Module 1- Unit 2 <b>Ready teddy</b>	



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		<p>That our bodies are good and we need to look after them</p> <p>What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene</p>		
<b>Communication &amp; Language</b>	<b>Development Matters:</b>	<b>Vocabulary:</b>	<b>Poetry Basket/Nursery Rhymes:</b>	<b>Shared Reading Spine texts:</b>
	<ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Connect one idea or action to another using a range of connectives</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</li> <li>Use new vocabulary through the day.</li> </ul>	Hindu, Diwali, diva lamp, Rangoli pattern, fireworks, festival of lights, fireworks, bonfire, celebrate, decorate, Christmas, Hanukkah, Kwanzaa	<p>Poetry basket- Falling Apples, Leaves are Falling, Breezy weather, Five Little Pumpkins</p> <p><b>Key Text</b></p> <p>The Something by Rebecca Cobb</p> <p>Room for a little One by Martin Maddell</p>	<p>Don't be a Bully Billy</p> <p>Out and About through the year (Link to Forest School)</p> <p>Tree: Seasons come, seasons go</p> <p>Non-fiction texts about Autumn, Diwali, Christmas, Hanukkah, Kwanzaa.</p> <p>Depal's Diwali</p> <p>Hetty's Hanukkah</p> <p>The Nativity</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> </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</li> </ul>



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	<ul style="list-style-type: none"> <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>			<p>competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives/forks and spoons.</p> <ul style="list-style-type: none"> <li>Further develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
<b>Literacy</b>	<p style="text-align: center;"><b>Literacy – Reading Development matters</b></p> <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 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 / captions made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> </ul>			<p style="text-align: center;"><b>Literacy-Writing Development matters</b></p> <ul style="list-style-type: none"> <li>Continue name writing.</li> <li>Mark making and ascribing meaning to marks and writing.</li> <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>Write VC and CVC words</li> <li>Read and write some phase 2 tricky words</li> <li>Begin to write labels</li> </ul>
	<p><b>Word</b></p> <p>Begin to represent a word with an initial sound or make phonetically plausible attempts at spelling.</p> <p>Recognise spoken word can be represented in print</p>	<p><b>Sentence</b></p> <p>Orally rehearse sentences</p> <p>Combine words to make labels, captions and lists.</p>	<p><b>Text</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Begin to retell familiar stories and texts in their own words.</p>	<p><b>Punctuation</b></p> <p>Letter formation</p> <p>Separation of words and spaces</p>



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<b>Mathe matics</b>	<b>It's me 123</b>	<b>Circles and Triangles</b>	<b>1 2 3 4 5</b>	<b>Shapes with 4 sides</b>
	<ul style="list-style-type: none"> <li>Find 1 2 3</li> <li>Subitise 1 2 3</li> <li>Represent 1 2 3</li> <li>1 more</li> <li>1 less</li> <li>Composition of 1 2 3</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name</li> <li>Compare</li> <li>Shapes in environment</li> <li>Positions</li> </ul>	<ul style="list-style-type: none"> <li>Find 4 and 5</li> <li>Subitise 4 and 5</li> <li>Represent 4 and 5</li> <li>1 more</li> <li>1 less</li> <li>Composition of 4 and 5</li> <li>Composition of 1-5</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name</li> <li>Combine shapes with 4 sides</li> <li>Shapes in the environment</li> <li>My day and night</li> </ul>
<b>Under standi ng the World</b>	<b>Natural World</b>		<b>People, Culture &amp; Communities</b>	<b>Past &amp; Present</b>
	<b>Explore and discuss what happens to the tress in Autumn.</b> To observe the weather. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them- Summer into Autumn (ongoing)		<b>Festival of Lights (Diwali &amp; Bonfire Night)</b> Recognise that people have different beliefs and celebrate special times in different ways. <i>(Linked text to music)</i> Nativity Performance	Explore difference in toys from past and present.
<b>Expres sive Arts and Design</b>	<b>Creating with Materials</b>			<b>Being Imaginative &amp; Expressive</b>
	Develop storylines in their pretend play. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively, sharing ideas, resources and skills.			
	To plan and create a simple tissue Rangoli pattern.  Explore paint techniques.	<b>Junk Modelling</b> Enhancement: Use the junk modelling resources to create what might be inside the hole in the garden, or to make a tool that could reach a lost object out of the hole.	<b>Diwali</b> To learn about music from another culture, particularly when related to the festival of Diwali To respond to music with movement.  <b>Kwanzaa</b>	



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Children to create pictures using natural materials – earth, leaves, stones, pebbles and grass. Look at the work of the artist Andy Goldsworthy.

**Play dough**

Enhancement: Roll out dough, use a cutter in the shape of a person to make the little boy. Provide tools for the children to make badgers, frogs, dragons and trolls.

To learn about music from another culture, particularly when related to the festival of Kwanzaa  
To take part in a traditional call and response song  
To find classroom objects to use as drums and play in response to African music

**Christmas**

To learn about traditional Christmas music  
To sing and move to a Christmas song  
To suggest appropriate actions to match song lyrics

Enhancement: Learn a version of 'We're Going on a Bear Hunt', but change it to – We're Going on a Hole Hunt!

Use untuned percussion instruments

**Computing**

Know how to use topic pins.  
To use topic pins to navigate a range of activities.

Literacy Enhancement: Create a simple map using a blank Bee-Bot map. Children either draw items from the story e.g. the house, the hole, the ball, the dragon and program Bee-Bot around the mat or use pictures from the story to insert into the blank map pockets.