



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year Reception - Spring Term 1
Main Themes: Space
Cultural Capital/Enrichment: Exploring winter weather

End Points	<p>By the end of this half term the children will be developing into confident learners. They will be exploring the outdoor learning environment to develop the characteristics of effective learning through child initiated and adult supported play. The children will have listened to stories about Jesus growing up. In PE the children will have explored shapes, balances and ways of travelling. They will have worked with a partner to create and perform a dance. Within phonics lessons the children will have been introduced to the 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 Literacy the children will use the vehicle text 'Star in a Jar' to continue learning about the parts of a story. They will use their developing phonic knowledge to write simple captions and sentences about the story. In maths the children will find, represent, subitise and explore composition of the numbers 5, 6, 7 and 8. They will explore mass, capacity, length and height as well as talk about time through games. Through outdoor exploration, the children will be able to describe the features of the weather in winter and talk about what happens at night. They will be able to name things that are in the sky and describe the moon's appearance and what an astronaut does. In Expressing Arts and Design, the children will have used junk modelling to design their own space rocket. They will have explored moving to music. In computing the children will have explored using the iPads to navigate around 'Simple City' and the camera function to take pictures.</p>
Outdoor Learning/Continuous Provision	<p>To describe the observations of the weather they have made on a winter day. (What is the weather like today? Snap science)</p> <p>Explore Weather boxes- weather dependent.</p> <p>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.</p>
	Branch 3- Galilee to Jerusalem



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Religious Education	The visit of the Magi <ul style="list-style-type: none"> • The Bible as a special book. • Remember that Mary had a special baby called Jesus. • Hear about the Wise men who visited Jesus. • Listen to/talk about The Feast of the Epiphany as a whole school/class/year group • God loves me. • Jesus loves me • Listen to and talk about The Glory Be prayer. 	Jesus grows up in a loving family <ul style="list-style-type: none"> • Talk about Jesus, Mary and Joseph as the Holy Family • Talk about and hear about Jesus as a boy 	Jesus blesses the little children <ul style="list-style-type: none"> • Hear about Jesus as a man blessing the little children. • Jesus welcomes everyone. • Continue to hear the Glory Be prayer in thanks and praise to God and Jesus. • We can be like Jesus and welcome everyone. 	Feeding of the 5000 <ul style="list-style-type: none"> • Hear about the little boy who helps Jesus' feed 5000 people. • Jesus takes care of everyone. • Continue to hear the Glory Be prayer in thanks and praise to God and Jesus. • We can be like Jesus and help other people.
Personal, Social and Emotional Development	Safeguarding Curriculum Links		Ten:Ten	
	Building friendships- Golden Rules/Positive friendships Who do we trust? In-vacuation drill Internet safety		Module 2 Unit 2 Who's who To identify special people (e.g. parents, carers, friends) and what makes them special. The importance of the nuclear family and of the wider family. The importance of being close to and trusting 'special people', and telling them when something is troubling them. Module 1-unit 3 I like you like we all like We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) It is natural for us to relate to and trust one another.	



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Communication & Language	Development Matters:	Vocabulary:	Poetry Basket/Nursery Rhymes:	Possible 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. • 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. 	Dark, darkness, daytime, light, nighttime, stars, the Moon, the Sun Aeroplane, fall/falling, float, fly/flying, sky, astronaut, rocket, space, the Moon's surface, e.g. dry, rocky, rocks, craters	<div> Learn the poem 'I can build a snowman' Learn the poem 'Let's put on our mittens' </div> <div>Key Text- Literacy</div> <div>Star in the jar- Sam Hay</div>	Peace at Last Six Dinner Sid (Link to 6, 7, 8) Goodnight Moon (Link to What happens at night?) Whatever Next? (Link to What is the moon?)



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Physical Development	Real Dance	Development matters
	<p>Explore Shapes</p> <ul style="list-style-type: none">• Create multiple standing and floor shapes, balanced on both feet.• Travel between shapes including jumping. <p>Explore Circles</p> <ul style="list-style-type: none">• Create movements led by large horizontal single arm circles and semi-circles leading into - stepping. - turning.• Jump from a static position, arms up and down. <p>Explore Partnering</p> <ul style="list-style-type: none">• Create standing and floor shapes in contrast to partner's - with our body parts crossing over.• Travel between shapes in unison.• Turn forwards and backwards through horizontal large arm circle and finish away/unison/canon.• Create, in unison, jumps with rotation from a static position.• Create partner balances - with hand on shoulder contact. - facing partner. Create and support jumps - with hand to elbow contact with hands on waist and shoulders in contact. <p>Explore Artistry</p> <ul style="list-style-type: none">• Create 2 ways of moving linked to the silk - using both hands at the same time - connected to standing shapes• Create shapes and movements to express how the music makes me feel - following 1 instrument - following a story with movement.• Create a sequence of 4 moves with some being different to my partner's.	<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.• 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.



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Literacy	Literacy – Reading Development matters		Literacy-Writing Development matters	
	<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. 		<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 tricky words. • Writing labels and captions and lists of interests. • Writing assessment- labels 	
Literacy Counts	Word	Sentence	Text	Punctuation
	<p>Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling</p> <p>Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are</p>	<p>Orally rehearse sentences and Word Count the number of words spoken prior to writing</p> <p>Focus on a simple sentence - Subject, verb object. e.g. I got a gem.</p> <p>Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Learn new vocabulary from texts</p> <p>Recognise four parts of a simple narrative - opening, build up, problem and ending</p> <p>Retell the story - some as exact repetition and some in own words. including; Once upon a time, So, First, Next, Finally.</p> <p>Sequence sentences to form short narratives.</p>	<p>Letter formation Separation of words with spaces Personal pronoun - I, he</p> <p>Capital letters</p> <p>Full stops</p>



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Mathematics	Alive in 5	Mass and Capacity	Growing 6,7,8	Length, Height and Time
	Introduce 0 Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5	Compare mass Find the balance Explore capacity Compare capacity	Find 6,7,8 Represent 6,7,8 1 more 1 less Composition Making pairs Doubles to 8 Combine 2 groups Subitising	Explore lengths Compare length Explore height Compare height Talk about time Order and sequence
Understanding the World	Natural World	People, Culture & Communities		Past & Present
	What is in the sky? To name and describe a range of living and non-living things that are in the sky What is the moon? To describe the Moon’s appearance and what an astronaut does- Space Day			Explore transport past and present- rockets, planes, hot air balloons.
Expressive Arts and Design	Creating with Materials		Being Imaginative & Expressive	
	Junk Modelling Explore and investigate the tools and materials in the junk modelling area. Verbally plan and create a junk model rocket.		Twinkle twinkle Xylophone Moo Music Crewe and Nantwich music sessions	
Computing	<ul style="list-style-type: none">To know how to select activities on iPad.To understand and use iPads can be used to take pictures.To explore specific areas in Simple City.			