



**St Mary's**  
Catholic Primary School and Nursery

<b>St Mary's Catholic Primary School Curriculum</b> <b>Year Reception - Spring Term 2</b> <b>Main Themes: Into the Woods</b> <b>Cultural Capital/Enrichment: Forest School</b>				
<b>End Points</b>	<p>By the end of this half term the children will be developing into confident learners. They will know that Lent is a time for getting ready and celebrating Jesus' love for us. 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 Literacy the children will use the vehicle text 'Little Red' to explore traditional tales. They will learn about the features of a story and will write a retell of the example text using simple sentences. In maths the children will know the composition of the numbers 9 and 10 and will have explored 3D shapes and patterns. The children 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, they will learn how to safely use a potato peeler to peel a stick and build a den. The children will have 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>			
<b>Religious Education</b>	Branch 4- Desert to Garden			
	<b>Jesus' new rule</b> <ul style="list-style-type: none"> <li>Hear, listen and talk about Jesus' Great Commandment</li> <li>Jesus tells us a rule - to love one another</li> <li>Lent is a time to get ready for Easter</li> <li>Recognise some of the symbols of Lent</li> </ul>	<b>Palm Sunday</b> <ul style="list-style-type: none"> <li>Holy Week is a special week before Easter Sunday.</li> <li>In Holy Week Christians hear about Palm Sunday.</li> <li>People shouted Hosanna and waved</li> </ul>	<b>Maundy Thursday and Last Supper</b> <ul style="list-style-type: none"> <li>Holy Week is a special week before Easter Sunday.</li> <li>In Holy Week Christians hear about The Last Supper.</li> </ul>	<b>Good Friday and Easter Sunday</b> <ul style="list-style-type: none"> <li>Holy Week is a special week before Easter Sunday.</li> <li>In Holy Week Christians hear about Good Friday.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Lent is a time to grow in love</li> <li>• Recognise the colour purple is used in Lent</li> <li>• Recognise that ashes are a sign of Lent</li> <li>• Recognise that in Lent saying sorry reminds us to love one another</li> <li>• Recognise some of the signs and symbols of Lent – purple, seeds, growing, ashes</li> </ul>	<p>palms when Jesus came to see them.</p> <ul style="list-style-type: none"> <li>• Palms are decorated and waved in other countries/cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus shared a special meal with His friends.</li> <li>• Jesus asks people to remember him.</li> <li>• Hot Cross Buns remind us of Jesus on the cross.</li> </ul>	<ul style="list-style-type: none"> <li>• Easter Sunday is celebrated at the end of Lent</li> <li>• Jesus died on the cross.</li> <li>• God gave Jesus new life.</li> <li>• Easter baskets are made in other countries/cultures to celebrate the Easter Story</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 safely peel a stick using a potato peeler.</li> <li>• To build a den.</li> <li>• Planting</li> </ul>			



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	<ul style="list-style-type: none"> <li>To develop the characteristics of effective learning (Playing and Exploring, Active Learning &amp; 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 &amp; creative materials.</li> </ul> <p><b>Outdoor Adventures (Kapow)</b> To explore natural objects using the senses. Nature Catchers To explore and make observations of the world around them. Paintings</p>		
<b>Personal, Social and Emotional Development</b>	<b>Safeguarding Curriculum Links</b>	<b>Ten:Ten</b>	
	Consolidating friendships- Golden Rules Medicine safety Internet safety Road safety Emergency services Tool safety (Forest school- potato peelers) PANTS are private- NSPCC activities	Module 1 unit 3 <b>Let's get real</b> How feelings can affect actions, and that actions have consequences. Simple strategies for managing emotions and behaviour. That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus  <b>You've got a friend in me</b> How their behaviour affects other people and that there is appropriate and inappropriate behaviour. The characteristics of positive and negative relationships. About different types of teasing and that all bullying is wrong and unacceptable.	
<b>Communication &amp; Language</b>	<b>Development Matters:</b>		<b>Vocabulary:</b>
	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition.</li> <li>Use new vocabulary throughout the day.</li> <li>Engage in non-fiction books.</li> </ul>		Directions, next to, behind, on, Key Text
			Little Red by Bethan Woollvin
			<b>Shared Reading Spine texts:</b>
			<b>Going on a bear hunt</b> <b>Owl who was afraid of the dark</b> <b>Peace at Last (night)</b>



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	<ul style="list-style-type: none"> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>		
<b>Physical Development</b>	<b>Real PE (Unit 3 &amp; Unit 4)</b>	<b>Development matters</b>	
	<p><b>On a line</b></p> <ul style="list-style-type: none"> <li>Walk forwards with fluidity and minimum wobble.</li> <li>Walk backwards with fluidity and minimum wobble.</li> <li>With smooth movements, balance maintained on the line, opposite arm and leg moving forwards.</li> </ul> <p><b>Ball Skills</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>Sit and roll a ball down legs and around upper body using 2 hands.</li> <li>Stand and roll a ball up and down legs and round upper body using 2 hands.</li> <li>With ability to move the ball in both directions, control of the ball maintained throughout, smooth movements with the ball.</li> </ul>	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Further develop and refine a range of ball skills including: Throwing, Catching, Kicking, Passing, Batting, Aiming.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Know and talk about the different factors that support their overall health and wellbeing</li> </ul>	
<b>Literacy</b>	<b>Literacy – Reading</b>	<b>Literacy-Writing</b>	
	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Children can read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower case and capital letters correctly.</li> <li>Spell words by identifying the sounds then writing the letters.</li> <li>VC and CVC words.</li> <li>Phase 2 &amp; 3 tricky words.</li> </ul>	



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	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>		<ul style="list-style-type: none"> <li>Writing labels and captions and lists of interests.</li> <li>Write short sentences with words with known letter sound correspondences.</li> </ul>	
<b>Literacy Counts</b>	<b>Word</b>	<b>Sentence</b>	<b>Text</b>	<b>Punctuation</b>
	<p>Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling</p> <p>Secure previous unit high frequency words and teach Common Exception Words: The, to, into, so, he, be, she, was, my, her, you, all</p>	<p>Orally rehearse and recall sentence prior to writing</p> <p>Write short sentences with words with known letter sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> <p>Write: Combining words to make labels, captions, lists, phrases and short sentences</p> <p>Joining words using 'and'. Joining words and clauses using 'and'</p> <p>Practitioner model, support and encourage independence in the correct use of the Sentence Accuracy Check</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, Soon, Suddenly</p> <p>Sequence sentences to form short narratives</p>	<p>Letter formation</p> <p>Separation of words with spaces</p> <p>Capital letters</p> <p>Personal pronoun – I, he, she</p> <p>Full Stop</p>



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<b>Mathematics</b>	<b>Building 9 and 10</b>	<b>Building 9 and 10</b>	<b>Explore 3D shapes</b>
	Finding 9 and 10 Compare numbers 9 and 10 Represent 9 and 10 Conceptual subitising 9 and 10 1 more 1 less	Composition to 10 Bonds to 10 Making arrangements of 10 Bonds to 10 Double to 10 Even and odd	Recognise 3D shapes Find 2D shapes on 3D shapes 3D shapes for tasks 3D shapes in environment More complex patterns Copy and continue patterns Patterns in environment
<b>Understanding the World</b>	<b>Natural World</b>	<b>People, Culture &amp; Communities</b>	<b>Past &amp; Present</b>
	<b>What is happening to the trees? (Spring)</b>  Children can describe the physical changes they notice on and around a tree during the season of spring.  <b>What happens at night?</b> To use appropriate language to talk about what happens at night.	See Forest School/ Outdoor Learning <b>Exploring Maps</b> <ul style="list-style-type: none"> <li>To describe a journey using found objects as prompts (<b>walk to shady hallow and collect objects on the way-remember location of objects found</b>).</li> <li>To explore a range of maps (include map of forest link to Literacy)</li> <li>To apply their knowledge of maps to make their own (Little Red)</li> </ul>	No units this term
<b>Expressive Arts and Design</b>	<b>Creating with Materials</b>		<b>Being Imaginative &amp; Expressive</b>
	<b>Textiles - Bookmarks</b> <ul style="list-style-type: none"> <li>Designing a bookmark.</li> <li>Choose coloured wool.</li> <li>Exploring fine motor/threading and weaving (under, over technique) with a variety of materials.</li> <li>Using a prepared needle and wool to practise threading.</li> </ul>		<b>Musical Stories</b> <b>Moving to Music Teddy Bear's picnic</b> <ul style="list-style-type: none"> <li>Listen to lyrics and melody of Teddy Bear's picnic and recall story.</li> <li>Move to music with instruction, changing movements to match tempo, pitch or dynamic of the piece.</li> <li>Talk about how the music makes you feel.</li> </ul> <b>Story telling with actions - The Sleeping Princess</b> <ul style="list-style-type: none"> <li>Use actions to retell story to music</li> </ul>



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		<ul style="list-style-type: none"><li>• Sing and perform a group song.</li></ul> <b>Using instruments to represent actions -Bear Hunt</b> <ul style="list-style-type: none"><li>• To learn how instruments can represent a certain mood, character or action</li><li>• To experiment with the sounds of different instruments</li></ul>
<b>Computing</b>	(CP) Know how to select a specific pen colour, change the size of pen and use the rub out tool. Use the drawing tools to decorate an Easter egg. Know how to use 2explore to create a simple piece of music. Use the record and play function to create a simple piece of music.	