



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	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 segment 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. The children will be introduced to the Characteristics of Learning and begin to knowingly involve them in their play.
Forest School/ Outdoor Learning/ Continuous Provision	The Forest School sessions will follow the 6 principles of Forest School: 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. • 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: 1.



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	Respect and look after each other Look after nature Safe hands and feet Stay within the boundaries Play safely Don't put anything in your mouth Have fun! - To Explore the Forest School Site - Exploring the weather and seasons (Autumn)			
Religious Education	Creation and Covenant Hear Believe Celebrate Live			
	The Bible - Introduction of the Bible. - Begin to see, hear about the Sign of the Cross - Begin to see and hear about the Bible	The Creation - 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 - 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 - Fr Nick is part of our parish family - Our Church is special because lots of people meet together ad 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.
Key Vocab	Bible God	Good Wonderful	World Promise	Church Celebrate
Personal, Social and Emotional	Safeguarding Curriculum Links Golden Rules- kind hands/not touching others		Ten:Ten Module 3 Unit 2 You me us	



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Development	- Scissor safety - First fire drill - Medical needs/healthcare plans - All about my family-getting to know family dynamics. - Personal hygiene and healthy eating - Personal hygiene- cleaning teeth	That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community 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 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 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		
Communication & Language	Development Matters:	Poetry Basket/Nursery Rhymes:	Shared Reading Spine texts:	
	- Engage in story times. - Listen carefully to rhymes and song, paying attention to how they sound. - Develop social phrases. - Learn new vocabulary. - Learn rhymes, poems and songs	Head, shoulders, knees and toes This is my happy face If You’re Happy and You Know It Hokey Cokey The Wheels on the Bus Senses song	Funny Bones (Link to What am I made of?) Marvellous Me! (Link to RHSE) You Choose (Link to PSED) We are all different (Twinkl story- Link to RHSE) Colour Monster (Link to PSED) Elmer (link to PSED/Wellbeing)	
		Children’s rhymes of interest	Key Texts	
			The Creation Story- The Bible	
Physical Development	Real PE Unit 1 & 2		Development matters	
	Footwork - Side-step in both directions - Gallop, leading with either foot - Hop on either foot		- Revise and refine the fundamental movement skills they have already acquired. - Combine different movements with ease and fluency.	



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Gross Motor	- Skip All with good control, balance, smooth movements Seated - 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 All with hands or feet up for 10 seconds/ minimum wobble/balance held without strain. - 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.	
Fine Motor	Handwriting Unit 1a- Practicing Patterns- Large Scale Horizontal and vertical lines Wavy lines Circles Curves Down curves Mixed height curves	
Literacy	Literacy-Reading Development matters	Literacy-Writing Development matters
	- Recognise their 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. - Read a few common exception words matched to Little Wandle. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	- Name writing. - Mark making and ascribing meaning to marks and writing. - Begin to form lower case letters correctly. - Begin to write cvc words



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Key Vocab	Phoneme Sound Letter grapheme		
Mathematics	Getting to Know You	Match sort and compare	Talk about Measure and patterns
	• Number recognition to 10 • Shape recognition- circle square rectangle triangle • Colour recognition • Ordering numbers • Matching • Sorting	• Match objects • Match pictures • Identify a set • Sort objects • Explore sorting • Create sorting rules • Compare amounts	• Compare sizes • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns
Key Vocab		Match Same Different Set Sort Rules Compare	Compare, size, big, small, mass, heavy, light, heavier than, lighter than, balance scale, most, least, pattern, repeated
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. Explore and discuss what happens to the trees in Autumn. 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 (on-going)	Talk about family. Know who lives in their house.	Talk about changes in self from a baby to now.



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Key Vocab	arm head ears leg eyes mouth face nose fingers teeth foot toes hand Autumn fall leaves colours	Family mum dad sister brother	Baby grow older
Expressive Arts and Design	Creating with Materials		Being Imaginative & Expressive
	- 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. - Sing in a group or on their own, increasingly matching the pitch and following the melody.
	- To investigate the marks and patterns- linked to handwriting. - To explore making marks with felt tips, chalk, pencils. - To create a simple self-drawing. - Paint to Music	To explore joining materials- tape/glue	Exploring Sounds - 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.
Key Vocab	Wax crayon felt tip chalk Squiggle zig zag line round Self portrait	Stick join cut	Loud quiet shake bang
Computing	Computing Skills		
	Hardware - I know how to use navigation keys on iPads. - I can take appropriate actions when I need to carry a device to a different location. - I can use devices with care. - I can identify the technology used around me. Continuous Provision Opportunities: Children will have access to iPads, the Interactive Whiteboard, Tonieboxes, CD players with headphones and technology within the reading area to explore a range of digital devices and recognise how they are used. Through regular access to iPads, children will also develop early device skills such as tapping, swiping, dragging, scrolling and using the camera function.		



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<u>Computing</u> Online Safety	<u>Self Image and Identity</u> - I can recognise, online or offline, that anyone can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset. <u>Online Relationships</u> - I can recognise some ways in which the internet can be used to communicate. - I can give examples of how I (might) use technology to communicate with people I know.
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