



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. In Literacy Counts, the children will have explored emotions and what to do if they are feeling worried through our key text 'Ruby's Worry'. They will have begun to use their growing phonic knowledge to say and write words and labels. 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	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. • Clay exploration to make Forest Friends- find natural objects to decorate



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Religious Education	Prophecy & Promise Hear Believe Celebrate Live			
	Mary is chosen by God • 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	Jesus was born in a stable • God shows his love by sending his son, Jesus to live with us. • Jesus is born to show us how to love everyone. • Christians celebrate the birth of Jesus.	The Shepherds • Recognise and retell the story of the shepherds as the first visitors to see Jesus • CST- In Advent we help others and ourselves	NATIVITY CELEBRATION 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
Key Vocab	Bible Angel Yes!	God Love Jesus	Shepherd Visit Glory	
Personal, Social and Emotional Development	Safeguarding Curriculum Links		Ten:Ten	
	Bonfire night safety Being a safe pedestrian in the dark Golden Rules- Being a good friend-antibullying week		Module 1 unit 4 Growing Up That there are natural life stages from birth to death, and what these are Module 2 Unit 1 Role Model 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 Ready teddy That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene	



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Communication & Language	Development Matters:	Poetry/ Rhymes:	Shared Reading Spine texts:
	- Ask questions to find out more and to check they understand what has been said to them - Connect one idea or action to another using a range of connectives - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen - Use new vocabulary through the day.	Five Little Pumpkins Autumn Leaves Are Falling Down (Tune: London Bridge) Conkers, Conkers Five Little Christmas Trees Twinkle Twinkle Christmas Star I'm a Little Snowman Santa Got Stuck in the Chimney	Don't be a Bully Billy Out and About through the year (Link to Forest School) Non-fiction texts about Autumn, Diwali, Christmas, Hanukkah, Kwanzaa. Depal's Diwali Hetty's Hanukkah The Nativity
Key Text Ruby's Worry by Tom Percival Room for a little One by Martin Maddell			
Physical Development Gross Motor	Real Gym – Unit 1 Shapes - To perform shapes: star, tuck, straight, dish, arch, pike and straddle. - To use and balance on low and large apparatus to demonstrate shapes. Travel - To stretch walk, march, run/ jog on tip toes. - To develop side-step and skipping. - To slide body. - To travel on low apparatus: on, over, on top. - To travel on large apparatus: along, climb, on and off, under.		Development matters - Revise and refine the fundamental movement skills they have already acquired. Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing. - Combine different movements with ease and fluency. · Develop their small motor skills so they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives/forks and spoons. - Further develop the foundations of a handwriting style which is fast, accurate and efficient.



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	To perform with a partner linked and under archways.			
Fine Motor	Handwriting Unit 1b- Practicing Patterns- Large Scale Spirals Crosses Turrets Diagonals Zigzags Sideways V Letter X Triangles			
Literacy	Literacy – Reading Development matters	Literacy-Writing Development matters		
	- 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 the school’s phonic programme. - Read simple phrases and captions made up of words with known letter–sound correspondences and, where necessary, a few exception words.	- Continue name writing. - Mark making and ascribing meaning to marks and writing. - Form lower case and capital letters correctly. - Spell words by identifying the sounds and then writing the sounds with letters. - Write VC and CVC words - Read and write some phase 2 tricky words - Begin to write labels		
Literacy Counts	Word Begin to represent a word with an initial sound or make phonetically plausible attempts at spelling. Recognise that the spoken word can be represented in print	Sentence Orally rehearse sentences. Combine words to make labels.	Text Listen to and talk about stories to build familiarity and understanding. Begin to retell familiar stories and texts in their own words. Learn new vocabulary from texts.	Punctuation Letter formation Separation of words and spaces



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Mathematics	It's me 123	Circles and Triangles	1 2 3 4 5	Shapes with 4 sides
CS	- Find 1 2 3 - Subitise 1 2 3 - Represent 1 2 3 1 more 1 less - Composition of 1 2 3	- Identify and name - Compare - Shapes in environment - Positions	- Find 4 and 5 - Subitise 4 and 5 - Represent 4 and 5 1 more 1 less - Composition of 4 and 5 - Composition of 1-5	- Identify and name - Combine shapes with 4 sides - Shapes in the environment - My day and night
Key Vocab	How many? Count, One, two, three, Match, Sort, numerals, altogether, more, less	Circle Triangle Round Straight find	Subitise, count, four, five, represent, more, less, part, whole, make,	2-D, straight, big, shapes, sides, small, square, corners, rectangle, size, flat
Understanding the World	Natural World		People, Culture & Communities	Past & Present
	Explore and discuss what happens to the tress 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 (ongoing)		Festival of Lights (Diwali & Bonfire Night) Kwanzaa 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.
Key Vocab	Change Autumn Season Conker Acorn	Hindu, Diwali, diva lamp, Rangoli pattern, fireworks, festival of lights, fireworks, bonfire, celebrate, decorate, Christmas, Kwanzaa	Different Same Old New Young	
	Creating with Materials			Being Imaginative & Expressive



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Expressive Arts and Design	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. Children to create pictures using natural materials – earth, leaves, stones, pebbles and grass. Look at the work of the artist Andy Goldsworthy.	Diwali To learn about music from another culture, particularly when related to the festival of Diwali To respond to music with movement. Kwanzaa 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
Key Vocab	Scrunch Stick Pattern Splat Stroke	Beat Pat Slow Fast
Computing	Technology Around Us - I can talk about what technology is used at home. - I can talk about what technology is used outdoors - I can talk about what technology is used in the world around me.	
Focus: Technology Around Us	Continuous Provision Opportunities Children will have access to iPads, the Interactive Whiteboard, talking tins, Tonieboxes, CD players, illuminated writing boards, interactive books and technology within the role-play area and mud kitchen to explore and recognise technology used in everyday life.	
Online Safety Unit	Online Reputation I can identify ways that I can put information on the internet.	



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Online Bullying

- I can describe ways that some people can be unkind online.
- I can offer examples of how this can make others feel.