



St. Mary's Catholic Primary School
Curriculum Overview: Reception

Terms	Autumn		Spring ‘		Summer	
	Me in My World	Hereos and Villains	Space	Our Planet	Food glorious food	We're not scared!
Core Books:	On Sudden Hill Ruby's worry The Rainbow Fish Oliver's vegetables	The three little pigs Goldilocks Little red hen Gruffalo	Whatever next! The extraordinary life of Catherine Johnson (Non-fiction) The Boy Who Switched off the Sun-Paul Brown.	Little People, Big Dream:Greta Thunberg Someone Swallowed Stanley The trouble with Dragons	Jack and the beanstalk Supertato Handa's Surprise The Giant Jam Sandwich – Janet Borroway	Little Red Riding Hood – Pie Corbett adaptation Cinderella-traditional and new.
Core Rhymes	• Hey Diddle Diddle. • Ten in a bed. • Ms Polly had a dolly. • Lucy locket.	• Little Bo Peep • Sing a song of sixpence • 12 Days of Christmas	• Oranges and lemons • Sing-a-song-a-six-pence • Grand old Duke of York	• Little Boy Blue • Alice the camel • Little Rabbit Foo Foo	• Mary, Mary quite contrary • Ten green bottles • Down by the bay	• Teddy Bear, Teddy Bear • One man went to mow • Little Jack Horner • Pussy cat, pussy cat

Communication and Language	• Understanding how to be a 'good listener' & 'good talker'. – <i>Talk partners</i>. • Speaking in full sentences. • Learning new vocabulary through stories. • To listen and respond. • Begin to contribute in small group interactions. • Chn comment on what they hear.	• Make comments about what they have heard. • Beginning to ask questions to clarify understanding. • Contribute confidently in small group discussions and begin to contribute during class discussions. • Use new vocabulary through stories and conversations. • Start to answer why questions. • Speak in full sentences using conjunctions.	• Listen attentively and respond with relevant questions, comments and actions when read to and during class discussions and small group interactions. • Make comments about what they have hears and ask questions to clarify understanding. • Using a rich range of vocabulary and language structures. • Offer explanations for why things might happen, making use of recently introduced vocabulary. • Express ideas and feelings about experiences using full sentences, including past, present and future tenses. • Making use of conjunctions.
PSED	• Building relationships: key person and friends. • Getting familiar with my classroom.	• <u>Self-regulation</u>: Begin to show an understanding of own and other's feelings. Using words like 'stop, I don't	• <u>Self-regulation</u>: Show an understanding of own and other's

	• Rules • Taking turns. • Try new activities. • Dental health. • Washing hands. • <u>Self-regulation</u>: helping myself to snack; going to the toilet independently and taking my jumper off when feeling hot. • <u>Independence skills</u>: putting jumper/apron on/taking it off. • Following simple instructions.		like it'. And also, to respect wishes of friends. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity. • <u>Independence skills</u>: Zipping coats up and putting/taking off jumper. • Explain the reasons for our class rules. • Continue washing hands and keeping a good hygiene. • Play cooperatively and taking turns without adult intervention. • Starting to show an awareness of what is right and wrong.		feelings and regulate behaviour accordingly. • Show ability to follow instructions involving several ideas and actions. • <u>Independence skills</u>: Taking jumper off, putting on socks and shoes. • <u>Managing self</u>: Explain the reasons for our class rules. • Show an awareness of what is right from wrong and try to behave accordingly. • Continue washing hands and keeping a good hygiene. • Show independence, resilience and perseverance in the face of challenge. • Understand the importance of healthy food choices • <u>Building relationships</u>: Play cooperatively and taking turns without adult intervention. • Show sensitivity to their own and others' needs. • Transition to Year 1 • Being courages	
PSHE (JigSaw)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendship Breaking friendship Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Physical Development	Gross motor: Experiments with different ways of moving.	Gross motor: • Catching and throwing large balls • Co-ordination skills.	Gross motor: • Catching and throwing small balls • Moving in range of ways.	Gross motor: • Balancing skills • Skipping • Negotiating space and obstacles safely in consideration of others.	Gross motor: • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Hop and skip in time to music. • Catching and throwing small balls • Tennis and cricket • Sports day	

			- Negotiating space and obstacles. - Co-ordinations skills.		Races
	Fine motor: - Cutting on lines. - Develop tripod pencil grip. - Puzzles, threading and dough disco.	Fine motor: - Begin to draw with more accuracy. - Confidently use the tripod grip. - Cutting straight and curved lines. - Eating with knife and fork.	Fine motor: - Hold pencil effectively (tripod grip) consistently and in all cases. - Cutting more complex shapes. - Using a range of small tools. - Shows accuracy and care when drawing. - Begin to tie shoe laces.		
Reading	Comprehension: - Anticipate key events. - Begin to ask simple questions. - Begin to retell stories using own words and new vocabulary. <u>Non-Fiction:</u> What is a non-fiction book? How can you tell fiction from non-fiction? Word Reading: - Set 1 sounds. - Blending simple words. - Recognise own name. Introduce reading behaviour: - How to sit properly. - How to hold a book, care for books. - Reading for pleasure. Reading strategies: - Sound out tricky words. - Read from left to right across and between pages. - Difference between front and back from book. - Where to start reading. - Identify between picture and text. - Return sweep.	Comprehension: - Retell stories using own words and new vocabulary. - Anticipate key events where appropriate. - Begin to use recently new vocabulary during discussions. <u>Non-Fiction:</u> Contents page and blurb at the back Word Reading: <u>Diagrams:</u> th, sh, ch, ng, nk. - Confidently blend simple words using phonic knowledge. - Read simple sentences aloud. Reading behaviour: - Reading with fluency and understanding. - Reading for pleasure. Reading strategies: - Sound out tricky words. - Punctuation (.?!) High Frequency Words: - Reception words and revision (Spring 2)	Comprehension: - Retell stories using own words and new vocabulary. - Anticipate key events in stories. - Use recently new vocabulary confidently during discussions. <u>Non-Fiction:</u> Retrieve information from non-fiction texts Word Reading: <u>Diagrams:</u> ay, ee, igh, ow, oo. - Confidently blend simple words using phonic knowledge. - Read aloud sentences and books that are consistent with phonic knowledge. - Read 45 Reception H/F words confidently Reading behaviour: - Reading with fluency and understanding. - Reading for pleasure. Reading strategies: Successfully uses a range of strategies to read unfamiliar vocabulary: - Sounding out tricky words		

	• Left page before right page. • 1:1 matching by using reading finger. • Difference between a letter and a word. • Capital and lower-case letters. High Frequency Words: • Reception words.		• Chunking • Re-read and check it makes sense (self-monitoring) High Frequency Words: • Spellings: Reception words
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Writing	• Name writing • Labels • Captions Focus on: • Directionality • Hears, says and writes initial and last sounds in words. • Use of Fred Fingers. • Letter formation. • Demonstrating how to use H/F words. • Modelling grammatical agreement.	Attempts to write short sentences in meaningful contexts. Focus on: • Directionality • Use of Fred Fingers. • Letter formation. • Introduce finger spacing and capital letters. • Demonstrating how to use H/F words. • Modelling grammatical agreement. Handwriting: • Hold pencil effectively.	Write phrases and sentences that can be read by others. Begin to gain more independence in writing. Begin to spell words by identifying sounds and representing the sounds with letters. <u>Non-Fiction writing:</u> Recounts (First, next, then, afterwards, finally) Focus on: • Directionality and return sweep. • Finger spacing • Putting phonological knowledge in practice. • Stretching out longer words • Capital letters • Punctuation • Demonstrating how to access HFW • New vocabulary • Re-reading to check writing make sense.	Start to write narratives with a beginning, middle and end. Start to write in lined books. Spell words by identifying sounds and representing the sounds with letters independently. <u>Non-Fiction writing:</u> Wanted poster Focus on: • Accurate spelling of H/F words. • Directionality and return sweep. • Finger spacing • Putting phonological knowledge in practice. • Stretching out longer words • Capital letters • Punctuation • New vocabulary • Re-reading to check writing make sense. • Modelling grammatical agreement
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	Handwriting: • Uses pencil and hold it effectively. • Begins to form recognisable letters.	• Letters are formed with more control	Handwriting: • Pencil grip hold effectively most of the time. • Letters are mostly formed correctly and beginning to be consistent in size.		Handwriting: • Letters are mostly formed correctly and consistent in size.	
Maths	• Baseline Assessment • Classifying objects based on one attribute • Matching equal and unequal sets • Comparing objects and sets • Ordering objects and sets • Recognise, describe, copy and extend colour and size patterns • Count and represent the numbers 1 to 3 • Estimate and check by counting	• Count up to six objects. •One more or one fewer •Order numbers 1 – 6 • Conservation of numbers within six • Explore zero • Explore addition and subtraction • Estimate, order compare, discuss and explore capacity, weight and lengths • Describe, and sort 3- D shapes • Describe position accurately	• Count up to ten objects • Represent, order and explore numbers to ten • One more or fewer, one greater or less • Days of the week, seasons • Sequence daily events • Explore addition as counting on and subtraction as taking away • Counting and sharing in equal groups • Grouping into fives and tens • Relationship between grouping and sharing	• Count up to 15 objects and recognise different representations • Order and explore number patterns to 15 • One more or fewer • Doubling and halving • Relationship between doubling and halving • Describe and sort 2-D and 3-D shapes • Recognise, complete and create patterns	• Commutativity • Explore addition and subtraction • Compare two amounts • Count up to 10 and beyond with objects • Represent, compare and explore numbers to 20 • One more or fewer • One more one less • Estimate and count • Grouping and sharing • Coin recognition and values • Combinations to total 20p • Change from 10p	• Describe capacities • Compare volumes • Compare weights • Estimate, compare and order lengths • Explore numbers and strategies • Recognise and extend patterns • Apply number, shape and measures knowledge • Count forwards and backwards

UW	Past and Present:	People, culture and communities:	Past and Present:	People, culture and communities:	People, cultures and communities	People, cultures and communities
	• When we were little. • Differences and similarities. • Family tree. People, culture and communities: • Me and you. • Cultural differences. The natural world: • Seasonal changes – Autumn. • Woodland animals: natural habitats and how to care for them. • Shadows and torches. • The human body. • <u>Observational drawing:</u> Autumn leaf • <u>Cooking:</u> Change of matter – smoothies; solid to liquid. Technology: • Exploring X-rays. • Technology walk. • Talking tins. • <u>Continuous</u>	• Celebration of Diwali • Exploring India (look at cultural differences) The natural world: • Seasonal changes autumn to winter • Hibernation. • Habitats of bears • Comparing polar and brown bears	• London now and then • Differences and similarities People, culture and communities: • Celebration of Chinese New Year • Cultural differences and similarities: UK, India and China The natural world: • Seasonal changes: winter • Snowy places and arctic animals • Cooking: change of matter – melting chocolate. Technology: • Beebots • <u>Continuous provision</u> – domestic area: washing machine etc.	• Famous landmarks across the UK <u>Maps</u> • Different kind of maps. • Parts of a map: - Symbols, water, parks, map key etc. - How to look at and draw a bird's eye view. The natural world: • Recycling and taking care of environment. • Cooking: Change of matter – liquid to solid – pancakes Technology: • Walkie talkies • <u>Continuous provision</u> – domestic area: washing machine etc.	• Who was Vincent Van Gogh • Eid • Careers Week The natural world: • Planting seeds and observing then grow • Seasonal changes: Spring Technology: • Using iPads to film short stories • <u>Continuous provision</u> – domestic area: washing machine etc.	• International Day The natural world: Draw and label insects • Bug hunt • Habitats (bug hotel) • Seasonal changes: Summer • Looking at spiders and webs • Testing different surfaces with eggs Technology: • Taking photos of 'big school' in preparation for Y1 (transition) • <u>Continuous provision</u> – domestic area: washing machine etc.

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EAD <i>Plan, Do, Review</i>	Creating with materials: • Introduce plan, do, review. • Introduce the idea of displaying art work. • <i>Observational art</i>: self-portraits with wings. • Exploring lines with brushes and pencils. • Skills: to look at detail and shape; painting strokes. embellish wings. • <i>Transient art</i>: Andy Goldsworthy. Being imaginative and expressive: • Introduce 'whatever you want to be' space. • Shadow stories. • Stage for performing.	Creating with materials: • Plan, do, review • Starting to display work independently. • Using cardboard boxes to create a trap for a villain. • Christmas decorations • Sculpting salt dough diya lamps. Being imaginative and expressive: • Create and perform stories with cardboard box creations. • Nativity performance • Christmas songs	Creating with materials: Share creations with others • Begin to explain processes used to create. • Space café. Snowflake cutting. • 3D Space models. A starry night – van Gogh. Skills: To plan and select appropriate materials. Being imaginative and expressive: • <i>Dancing</i>: Begin to move in time with music (skipping)	Creating with materials: • Share creations with others • Begin to explain processes used to create. • 3D jelly fish. Egg cartoon turtles • Skills: rolling, squeezing, carving, smoothing it out, balling, pulling and pinching. • Easter cards Being imaginative and expressive: • <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i>	Creating with materials: • Share creations with others • Explain processes used to create. • Creating characters out of potatoes • <i>Weaving capes for supertato</i> • Making paper flowers • <i>Observational drawing</i>: Plants and veg (inside) Being imaginative and expressive: Build a narrative around their potato character	Creating with materials: Observational art: insects using chalk and water paint • Making mini beasts using clay and/or junk • Webs for Stanley • Create a bug hotel Being imaginative and expressive: • International dances • Humpty Dumpty Rap
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RE	In the Beginning - How the world began (The story of creation) - How we begin our journey with God (Baptism)		Advent to Christmas - The angel came to Mary - Advent - The birth of Jesus - The shepherds visit Jesus Judaism		Being a Sacramental Person - What are the signs that God is present in our lives? - Being 'God detectives' - How can we show that we are followers of God? Hinduism		Lent to Easter - Sorrow and joy - Saying sorry - The Easter Story.		Easter to Pentecost - New life - Jesus is alive - Jesus goes back to heaven - Mary our Mother Islam		A Godly life - The Good Samaritan - What makes a good friend? - How can we be a good friend to the wider world?	
	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community			
RHE – Life to the Full (Ten:Ten)	<u>Unit Prayer & Assessment Activity</u>				<u>Unit Prayer & Assessment Activity</u>				<u>Unit Prayer & Assessment Activity</u>			
	Story Sessions <u>Handmade With Love</u>	Session 1 <u>I Am Me</u>	Session 1 <u>I Like, You</u>	Session 1 <u>Growing</u>	Session 1 <u>Role Model</u>	Session 1 <u>Who's Who?</u>	Session 1 <u>What is the</u>	Session 1 <u>Safe Inside</u>	Session 1 <u>God is Love</u>	Session 1 <u>Me, You, Us</u>		
		Session 2 <u>Heads, Shoulders,</u>	Session 2 <u>All the Feelings!</u>			Session 2 <u>You've Got</u>	Session 2 <u>Playing</u>	Session 2 <u>My Body, My Rules</u>	Session 2 <u>Loving God, Loving Others</u>			
		Session 3 <u>Ready Teddy?</u>	Session 3 <u>Let's Get Real</u>			Session 3 <u>Forever Friends</u>		Session 3 <u>Feeling Poorly</u>				
								Session 4 <u>People Who Help Us</u>				

- Opportunities for cooking are weaved throughout the curriculum