



Year Reception Curriculum and Wider-Learning Overview – 2023-24

	Autumn	Spring	Summer
Catholic Life	<p>Liturgical Prayer will reflect equality, diversity and inclusion – whole school assemblies and themes following the liturgical year.</p> <p>The Celebration of Holy Mass takes place in school and children regularly attend St John's Catholic Church.</p> <p style="text-align: center;">CST: Catholic Social Teaching</p>		
Wider-Learning	<p>Liturgical Prayer - CST Behaviour Policy Updates/Expectations Safeguarding Pupil updates/reminders School Council Elections Live Simply - CST Harvest – CST Mysteries of the Rosary - CST Anti-bullying focus Advent/Christmas Library & Church Visits Teacher assemblies - CST</p>	<p>Liturgical Prayer - CST Fairtrade Fortnight - CST World Book Day Mother's Day Live Simply - CST Lent/Easter Library & Church Visits Teacher assemblies - CST</p>	<p>Liturgical Prayer - CST Mysteries of the Rosary - CST Father's Day Live Simply - CST Transition Library & Church Visits Teacher assemblies - CST</p>
Parent/Carer Engagement	<p>Meet the Teacher Parent Consultations (online) Parents Book Celebration Evenings (in school) Mass in Church Liturgical Prayer in church Nativity Christmas Craft Afternoon</p>	<p>Parents Consultations (online) Parents Book Celebration Evenings (in school) Mass in Church Liturgical Prayer in church Easter Craft Afternoon Phonics session Maths Session</p>	<p>End of Year Reports Parents Book Celebration Evenings (in school) Mass in Church Liturgical Prayer in church Stay and Read Session Stay and play themed session. Graduation</p>
Religious Education and Wider Religion	<p>A1: God's World- Liturgical Prayer - CST I can talk about the things God made for us. I can suggest ways in which we can care for God's world. I know that God loves and cares for each one of us. I know that God made each one of us different and special. CAFOD: Our World - CST I know that we can wonder about God's Wonderful World.</p>	<p>Sp1: Getting to know Jesus Can talk about the loss and finding of Jesus in the Temple. Knows that Jesus chose friends to help him. Knows that Jesus has great love for each one of us for each one of us. Can talk about Jesus healing the man at the Pool of Bethesda. Chinese New Year</p>	<p>Su1: New Life Knows that at Easter we celebrate because Jesus rose from the dead. Is beginning to understand that Jesus gives us a special gift of joy and peace. Can talk about Jesus going back to heaven. Knows that Mary is the mother of Jesus and our mother.</p>

	A2: God's Family Knows that the angel Gabriel asked Mary to be the mother of God. Can talk about how in Advent we prepare to celebrate Christmas. Knows the story of the birth of Jesus. Knows that the shepherds were the first to hear about the birth of Jesus. Diwali – 12 th November Hanukkah		Sp2: Sorrow and Joy Is aware that we should be kind to others and not hurt them. Knows that we should say sorry when we hurt someone and ask Jesus to help us. Knows that Jesus forgave those who hurt him and that we can forgive people who hurt us. Knows that Jesus died on Good Friday but that was not the end.		Su2: Our Church Family Is aware that we belong to our Church family. Knows that the members of the Church are called Christians. Knows why Sunday is a special day for our Church family. Knows about the Sacrament of Baptism and is aware that we are all special friends of Jesus.	
PSED	What's special about me books? Linked to What's special?	The Colour Monster Feelings – linked to how it feels?	Relationships Oral hygiene	Growth Mindset	A Journey to Love The wonder of being special and unique	Transition Money
My Happy Mind	Meet Your Brain Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	Celebrate See themselves as individuals.	Appreciate To appreciate others. To say thank you.	Relate Build constructive and respectful relationships.	Engage Show resilience and perseverance in the face of challenge.	Consolidate
Physical Development PE Topics	Introduction to PE To be able to find a safe space. To stop with control and safely. To use equipment safely. To follow and copy a partner. To travel in different ways. To be able to balance.	Dance To perform in front of others. To negotiate space safely with consideration of others and myself. To follow instructions involving several ideas. To develop movement skills such as strength, balance and co-ordination.	Gymnastics To combine movements. To safely use a range of large and small apparatus. To negotiate space safely. To follow instruction involving several actions. To develop movement skills such as strength, balance and co-ordination.	Fundamental Skills To try new challenges. To negotiate space safely. To play co-operatively and take turns. To congratulate others. To play games honestly and follow the rules. To begin to regulate my feelings.	Ball Skills To negotiate space safely. To play ball games with consideration for the rules. To play co-operatively and take turns. To congratulate others. To use ball skills and develop accuracy. To dribble and kick a ball. To bounce a ball. To roll a ball at a target.	Games To negotiate space safely. To play ball games with consideration for the rules. To use ball skills with developing competence and accuracy. To develop movement skills with balance and co-ordination. To play games honestly and fairly. To change direction quickly and safely.

<p>Literacy</p>	<p>The Gingerbread Man Engage in story times. Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases 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.</p>	<p>Polar Express Begin to break speech down into words. Hear and say the initial sound in words and some subsequent sounds. Segment the sounds in simple words and blend them together. Link sounds to letters. Write labels and captions. Write CVC words.</p>	<p>Naughty Bus Use new vocabulary. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme.</p>	<p>Journey Home Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.</p>	<p>Silly Doggy! Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Supertato Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme</p>
<p>Phonics</p>	<p>Introduce the sounds, letters, and actions through stories. Revise the letters and sounds so that the children know them well. Learn the formation of new letters. Identify sounds in a word. Introduce first set of tricky words.</p>		<p>Improve formation of letters. Frequently blend words with digraphs. Introduce new tricky words. Segment and blend words well. Dictate letter sounds, regular words including words with digraphs.</p>		<p>To know all taught phonemes and apply them in reading and writing. To recognise most taught tricky words. Blend and segment words.</p>	
<p>Mathematics</p>	<p>Match, Sort, Compare Talk about Patterns It's Me, 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides</p>		<p>Alive in 5 Mass and capacity Growing 6,7,8 Length, height, time Building 9 and 10 Explore 3-D Shapes</p>		<p>To 20 and beyond How many now? Manipulate, compose, decompose. Sharing and grouping Visualise, build. Map Make connections.</p>	
<p>UTW I wonder... (Child - led)</p>	<p>What's special?</p>	<p>How it feels?</p>	<p>What life was like?</p>	<p>Who lives there?</p>	<p>What is in the sea?</p>	<p>What changes?</p>

<p>EAD</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Explore colour and mixing colours. A range of tools to paint. • Explore making crafts for different occasions. • Imagination drawing <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • Sing songs and nursery rhymes, make music & dance. • Music and movement • Introduce story lines into play. <p>Food and Nutrition</p> <ul style="list-style-type: none"> • Knife skills • Fruit and vegetable knowledge – differences and similarities • To make soup/smoothie 		<p>Creating with Materials:</p> <ul style="list-style-type: none"> • Junk modelling • Creating and designing a boat <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • Begin to listen to music and move in time with music. • Tap a beat • Begin to perform and create songs and dances. • Be influenced by stories in role play. 		<p>Creating with Materials:</p> <ul style="list-style-type: none"> • Explore materials by cutting and sewing materials – make a bookmark <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • Sing a range of well-known songs and nursery rhymes. • Perform with others. • Invent, adapt and recount narratives and stories with peers and teachers. 	
<p>Computing – is not a part of EYFS statutory curriculum but due to progression, if provision children we explore technology</p>	<p>Computing discovery</p> <p>I know different types of computers. I can name some parts of a computer. (screen, keyboard, mouse, on button)</p>	<p>Keyboard and Mouse Skills</p> <p>I can turn a computer on I can find the mouse. I can drag using a mouse. I can find some letters on a keyboard and begin to type my name.</p>	<p>Early Programming</p> <p>To follow instructions To begin to know left, right, up, down (direction language) To program a person (direct a friend) To begin to code with coding penguins.</p>	<p>Digital Art</p> <p>To change colour. To choose tools such as erase. To create an image on an iPad or laptop.</p>	<p>Early Music Creation</p> <p>I can listen to music on technology. I can talk about music and what music I like. I can press play and pause. I can create music on the laptop.</p> <p>Photographs I can explain why we take photos. I can take a photo on a camera. I can take a photo on an iPad.</p>	<p>Coding Critters</p> <p>Use instructional language. Recognise directions. Begin to program a code critter</p>