



St Gregory's RC Primary School

We give thanks to God, work together and always try our best.

**RECEPTION CLASS
CURRICULUM OVERVIEW
AUTUMN 21**

Area of learning:	Development matters statements: Children in Reception will be learning to...	Autumn 1: Topics: Me and my family and Autumn	Autumn 2: Topics: Celebrations and Winter
Prime area: Communication and language.	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Learn new vocabulary. • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Develop social phrases • Engage in story times 	<p>Introduce 'Listening ears' as an important classroom rule.</p> <p>Introduce a signal to the children '1,2,3 eyes on me' which all staff use as a sign that it's now time to stop and listen.</p> <p>Introducing ourselves and learning everyone's names.</p> <p>Make time for children to talk and share news in a small group or whole class situation. Model and promote good listening skills.</p> <p>Identify new/ key vocabulary in weekly plans and prioritise the introduction of these words.</p> <p>Use role play area to allow children to explore and re-enact familiar situations. Introduce new vocabulary in role play.</p> <p>Encourage children to answer 'who', 'where' and 'when' questions about their own experiences, familiar stories and things which we have learned.</p> <p>Timetable a story time at least once each day. Re-read selected stories and encourage children to share these books in school and at home. Display quality books in reading area. Allow children to</p>	<p>Introduce 'celebration' as a theme in role play area. Introduce birthday party resources, Hanukkah decorations, Christmas decorations etc. Teach vocab related to these resources and model use of relevant social phrases.</p> <p>Model how to ask questions about celebrations which the chn have been involved in. Encourage them to ask each other similar questions.</p> <p>Timetable a story time at least once each day. Re-read selected stories and encourage children to share these books in school and at home. Display quality books in reading area. Allow children to select books from our class library to take home on a weekly basis.</p> <p>Re-enact some familiar celebrations stories and their own real life celebration experiences in the role play area.</p>

	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs. • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<p>select books from our class library to take home on a weekly basis. Invite parents into class to share story time.</p> <p>Sing traditional nursery rhymes on a daily basis. Act out some familiar rhymes as we sing.</p> <p>Key texts for Autumn 1:</p> <ul style="list-style-type: none"> • “Here we are: Notes for living on planet Earth” by Oliver Jeffers • “Once there were giants” by Martin Waddell • “Owl babies” by Martin Waddell • “Not now Bernard” by David McKee • “Only one you” by Linda Kranz • “The colour monster” by Anna Llenas • “Me and my amazing body” by Joan Sweeney • “Hairy Maclary from Donaldson’s dairy” by Lynley Dodd 	<p>Sing traditional nursery rhymes on a daily basis. Act out some familiar rhymes as we sing. Learn a variety of celebration poems.</p> <p>Explore non-fiction books about celebrations. Use vocab of contents, glossary etc.</p> <p>Key Texts for Autumn 2:</p> <ul style="list-style-type: none"> • “Funny Bones” by Janet and Allan Ahlberg. • “Zim Zam Zoom” by James Carter & Nicola Colton (poetry) • “Kipper’s birthday” by Mick Inkpen • “Celebrations Around the World: The Fabulous Celebrations you Won't Want to Miss” by Katie Harford (non-fiction) • “The snowman” by Raymond Briggs • “One snowy night” by Nick Butterworth • “Stick man” by Julia Donaldson. • “Little glow” by Katie Sahota • “Please help planet Earth” • “Fish” by Brendan Kearney
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<p>Prime area: Personal, social and emotional development.</p>	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs- Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing such as regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. 	<p>Ensure that all staff (but particularly key workers) take the time to get to know each child and their family. Ask parents about the child's history, likes, dislikes, family members and culture.</p> <p>Establish class 'Golden rules' which emphasise the importance of kindness, helpfulness, co-operating, good listening etc. Link these with British values.</p> <p>Activities which will develop turn taking skills.</p> <p>Becoming an independent learner when selecting resources. Introducing self-registration and 'signing up' boards.</p> <p>Use emotions masks, stories and circle time to encourage talk about feelings (link with 'The colour monster')</p> <p>Hand hygiene and nose blowing hygiene.</p> <p>Discuss healthy choices when choosing dinners.</p> <p>Encourage children to look after their own belongings by putting their own coat and bag on their peg, putting PE kits back into bags etc.</p>	<p>Allow all chn time to talk about their own experiences of celebrations and to share how things are celebrated in their families. How do we feel when we are celebrating? Promote use of correct vocab to discuss feelings.</p> <p>Learn about celebrations from other cultures, esp Diwali and Hanukkah.</p> <p>Incorporate dressing up costumes in role play area, inc multi cultural outfits, to encourage chn to practise dressing themselves.</p> <p>Hand hygiene and nose blowing hygiene.</p> <p>Forest school safety rules for visit to Santa's winter woodland</p> <p>Encourage children to look after their own belongings by putting their own coat and bag on their peg, putting PE kits back into bags etc.</p>
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<p>Prime area: Physical development</p>	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. 	<p>Walk to the library and importance of being a safe pedestrian when out and about.</p> <p>Daily use of outdoor area and trim trail, allowing children to move in a range of ways on a variety of different surfaces.</p> <p>Use of large equipment such as wooden blocks, planks, tyres and crates to lift, carry, stack and construct with.</p> <p>PE lessons with focus on ball familiarisation including using a rugby ball, how to hold the ball and tag games.</p> <p>Physical challenges for the children when they are ready, eg can you climb higher than you did last week?</p> <p>Focus on developing core strength and stability needed to support small motor skills through crawling, hanging on bars etc.</p> <p>Daily support and guidance on holding pencils, scissors and knives and forks. Daily letter formation practice as part of phonics sessions. Encourage mark making and drawing in indoor and outdoor areas with a range of equipment.</p> <p>Encourage healthy choices in dinner hall. Use stories such as “I will never, not ever, eat a</p>	<p>Visit from school nurse to discuss tooth brushing and give out Colgate kits</p> <p>PE lessons with focus on ball familiarisation including using a rugby ball, how to hold the ball and tag games.</p> <p>Daily use of outdoor area and trim trail, allowing children to move in a range of ways on a variety of different surfaces.</p> <p>Visit to West Boldon Lodge woods to visit Santa. Importance of staying safe in the woods.</p> <p>Ongoing daily support and guidance on holding pencils, scissors and knives and forks. Daily letter formation practice as part of phonics sessions. Encourage mark making and drawing in indoor and outdoor areas with a range of equipment.</p> <p>Exploring dance as a way of celebrating. Watching dancing from other cultures. Dancing to a wide variety of music, combining two or three different movements to make a short routine.</p>
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	<ul style="list-style-type: none"> • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully such as lining up and queuing at mealtimes 	<p>tomato” by Lauren Child and “Green eggs and ham” by Dr. Seuss.</p> <p>Teach children how to line up, not touching other people. Praise and reward patience when having to wait, eg in the line for dinner.</p>	<p>Moving like a snowflake/ elf/ polar bear etc.</p> <p>Simple cookery activities to prepare for a class celebration, eg making fruit kebabs. Importance of washing hands, using a knife safely and healthy food choices.</p> <p>Daily handwriting practice as part of phonics sessions.</p>
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<p>Specific area: Literacy</p>	<ul style="list-style-type: none"> • 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 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. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. 	<p>Daily phonics lessons following the ‘Floppy’s phonics’ programme.</p> <p>Teach correct letter formation as part of ‘Floppy’s phonics’ programme.</p> <p>Provide wide variety of mark making and writing resources in role play area and outdoor writing shed.</p> <p>Guided reading at least once each week, more for children with SEN or little home support. Use only wordless books at this stage.</p> <p>Reading and writing names with correct use of capital and lower case letters.</p> <p>Begin to write VC and CVC words when children have learned sufficient GPCs.</p> <p>Encourage children to take home familiar books from our class library to share with their parents.</p> <p>Invite parents in for class story time to raise awareness of the importance of reading and sharing stories.</p>	<p>Daily phonics lessons following the ‘Floppy’s phonics’ programme.</p> <p>Teach correct letter formation as part of ‘Floppy’s phonics’ programme.</p> <p>Daily work on blending sounds into words as part of Floppy’s phonics programme.</p> <p>Encourage mark making and developmental writing in role play area, investigation area etc by providing exciting resources and ‘invitations’ to write/ draw, eg birthday cards in role play, drawing observations in investigation area etc.</p> <p>Continue to work on writing own names with correct use of lower case and capital letters.</p> <p>Guided reading at least once each week, more for children with SEN or little home support. Use books which only contain sounds which have already been taught. Send</p>
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	<ul style="list-style-type: none">• Spell words by identifying the sounds and then writing the sound with letter/s.• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense.		home reading books closely matched to children's phonic knowledge.
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Area of learning:	Development matters statements: Children in Reception will be learning to...	Autumn 1: Topic: Me and my family	Autumn 2:
Specific area: Mathematics	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. 	<p>Daily maths lessons. See White Rose scheme for more detail on progression across the term.</p> <p>Weeks 1, 2, 3: ‘Getting to know you’ Focus on key times of day, class routines, where do things belong, positional language.</p> <p>Weeks 4,5,6: ‘Just like me’ Focus on matching and sorting; comparing amounts; comparing size, mass and capacity; making simple patterns.</p> <p>Take all opportunities for counting: how many pencils will we need for the children at the table? Get enough fruit for the children in your group etc.</p> <p>Count actions and movements when playing games such as ‘Simon says’. Draw the people in our families...how many people in your family?</p> <p>Subitise sets, eg how many plates are on the table? You didn’t even need to count, there are 4!</p> <p>Discuss age. How old will you be on your next birthday? How old were you before you were 4?</p> <p>Use ‘Hammer and tap’ or gummed shapes to make pictures. Investigate how shapes can be put together to make new shapes.</p>	<p>Daily maths lessons. See White Rose scheme for more detail on progression across the term.</p> <p>Weeks 7,8,9: ‘It’s me 1,2,3!’ Focus on Representing 1,2,3; Comparing 1,2,3; Composition of 1,2,3; Circles and triangles; Positional language.</p> <p>Weeks 10, 11, 12: ‘Light and Dark’. Focus on Representing numbers to 5; One more and one less; Shapes with 4 sides; Time.</p> <p>Count the candles on the birthday cake.</p> <p>Write the correct number on the birthday card. Discuss age. How old will you be on your next birthday? How old were you before you were 4?</p> <p>Set the table in the role play area party for 3/4/5 people.</p>

	<ul style="list-style-type: none">• Continue, copy and create repeating patterns.• Compare length, weight and capacity.		<p>Count the days on the Advent calendar.</p> <p>Count the candles as they are lit on the Menorah.</p> <p>Months of the year, name and count. What season are we in?</p> <p>Make winter/ celebration pics and models with 2D/ 3D shapes.</p> <p>Which Christmas tree is taller/ shorter?</p>
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Area of learning:	Development matters statements: Children in Reception will be learning to...	Autumn 1: Topic: Me and my family	Autumn 2:
Specific area: Understanding the world	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. 	<p>Discuss and draw our families. Discuss how all families are different.</p> <p>Where I live. What makes my home and home town special? Look at aerial views of school and local area on Google earth and point out things which we recognise.</p> <p>How we have changed since we were babies and toddlers. Invite a parent with baby to come and visit and talk about their baby's needs. Provide baby bath and nappies etc in role play area. Learning about the physical development of our bodies from when we were babies to now: What Can I do by myself now? (Hold a pencil, use scissors, drawing etc)</p> <p>Naming body parts and how to stay healthy: diet, sleep, hygiene. Discuss healthy choices at dinner time.</p>	<p>Celebrations inc Bonfire night, Diwali, Baptism, Hanukkah, Christmas and birthdays. Discuss which of these we celebrate in our families. Appreciate that people celebrate in different ways. Where might we go to celebrate these special occasions? In other communities people have different celebrations to the ones that we have.</p> <p>Show pictures of celebrations in the past. How is, eg Christmas, different now to how it was one hundred years ago?</p> <p>Story of the first Christmas and why, as Christians, we celebrate.</p>

	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<p>Special experiences that we have had such as birthdays.</p> <p>Explore the school environment, indoors and outdoors. Draw simple map of the school and ask the children to point out places which they recognise. Observe seasonal changes in our garden area.</p>	<p>Seasonal change...how autumn is becoming winter. What changes can we see? Discuss hibernation and changes in weather/ hours of daylight. Go outside and describe what we see/ hear/ smell.</p> <p>Climate change, plastic pollution, recycling.</p>
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Area of learning:	Development matters statements:	Autumn 1:	Autumn 2:
<p>Specific area: Expressive arts and design</p>	<p>Children in Reception will be learning to...</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<p>Topic: Me and my family</p> <p>Nursery rhymes. Find a beat and clap as we sing. Encourage children to sing in groups and on their own.</p> <p>Use outdoor music station to make music, accompany singing and make sound effects.</p> <p>‘Charanga’ scheme of work to be covered, introducing a wide range of genres of music and teaching new songs such as ‘The name song’. Move to the music which we listen to and discuss how it makes us feel.</p> <p>Hymn practice with Mr Richardson.</p> <p>Painting self- portraits. Observe faces in mirrors and discuss eye colour etc. Explore colour mixing to make correct skin colour.</p>	<p>Learn to sing a wide range of celebration songs, esp. Christmas songs for our Nativity performance.</p> <p>Dance to music from different cultures. Explore using and combining different movements. Work with a friend to come up with a short routine. Use percussion instruments to accompany this dancing.</p> <p>Invent actions to match a range of celebration themed poems.</p> <p>Retell familiar stories in role play and small world play. Can they think of other things they would like the characters to do, eg the skeletons in</p>

	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<p>Collage of our homes and animal homes using a variety of materials. Explore different textures. Teach techniques for joining materials such as how to use tape.</p> <p>Use large construction to make model homes. Encourage collaborative work and discussion about how we could make our models even better.</p> <p>Involve children in developing our role play area. What resources would they like in there? Provide resources which will encourage imaginative play and language, eg telephone to encourage conversation, costumes which will help children get into role etc.</p>	<p>Funnybones could have a birthday party.</p> <p>Making decorations, eg paper chains for our role play area.</p> <p>Christmas cards, calendars and other crafts.</p> <p>Painting winter pictures. Add glitter and other materials to create interesting textures. Work as a group to make a large winter frieze.</p>
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Subject:	Autumn 1	Autumn 2
R.E.	<p>RE topic: "Myself" Prior learning: children will have experience of being part of a family</p> <p>Learning outcomes</p> <ul style="list-style-type: none"> • The importance of my name – <i>Explore</i> • God knows and loves me and each one by name – <i>Reveal</i> <p>Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p> <p>(Activities include: Learning the names of everyone in the class, sharing names of those important to us, using our names as we pray, writing our names in hearts to hang on a tree as a prayer focus.)</p> <p>RE topic: "Welcome" Prior learning: children will have experience of belonging to a family and to a nursery/class group</p> <p>Learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> • What it is to welcome and be welcomed – <i>Explore</i> 	<p>RE topic: "Birthdays" Prior learning: children will have the experience of celebrating birthdays at home</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • what a birthday is; waiting for a birthday – <i>Explore</i> • Advent: looking forward to Christmas, the birthday of Jesus – <i>Reveal</i> <p>Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p> <p>(Activities include: Role playing a birthday party, Display photos of children's birthday celebrations, Discuss getting ready for a new baby, Make advent wreaths, Daily advent acts of kindness, Learn Hail Mary, Christmas preparations.)</p>

	<ul style="list-style-type: none">• Baptism: a welcome to God's family – <i>Reveal</i> <p>Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p> <p>(Activities include make welcome sign for the classroom or welcome cards, Paint our families, set up role play area to reflect our families emphasising that all families are different, re-enact baptism, make baptismal candles.)</p>	
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