



# St Bernadette's Catholic Primary School

## Reception Curriculum Overview



### Faith

### Community

### Whole Child

### Growth & Wellbeing

Term	Autumn Term		Spring Term		Summer Term	
<b>Enhancements / Enrichments</b>  *Ongoing visits People who help us in our School	<u>Visitors:</u> *Family members *A new mum and baby *People who help us around school  <u>Trip:</u> Around School To church or Mass in School.  Autumn walk  *Photos from home	<u>Visitors:</u> *Parish Priest to re-enact a Baptism *From people who celebrate different festivals *Christmas celebrations  <u>Trip:</u> Shevington Library *Local park to lay poppies for remembrance.	<u>Visitors:</u> *People who work in our Parish. *People who help us – Doctor, Nurse, Police Officer, Fire Fighter etc. *School Librarian  <u>Trip:</u> Church visit. *Chester Zoo  Winter Walks	<u>Visitors:</u> *A Gardener *A Vet/People who look after animals  <u>Trip:</u> Our Farm  Springtime walks.	<u>Visitors:</u> *People who help us in the School community. *Y1 Teacher and TA's *School Librarian  <u>Trip:</u> Muffin Man Bakery	<u>Visitors:</u> *People who have travelled around the world. *Y1 Teacher and TA's  <u>Trip:</u> Around our local area – Post a postcard
<b>EYFS Special Days, Celebrations, Festivals</b>	Welcome to School Mass  Harvest Time  World Animal Day National Poetry Day	<u>Festivals of Light</u> Bonfire Night Remembrance Day Diwali –Hinduism Week Hannukah -Judaism Week  Anti-Bullying Week Road Safety Week' St Andrew's Day  Christmas Time – Nativity	Chinese New Year Celebrations  RSPB Big Garden Bird Watch – 27 <sup>th</sup> -29 <sup>th</sup> January  National Storytelling Week – 'Celebrating Story'  Safer Internet Day - February	World Book Day World Wildlife Day World Water Day  St Patrick's Day St David's Day St George's Day Holi  Mother's Day Shrove Tuesday  Lent – Good Shepherd Lenten Reflection & Day of Reflection	Ramadan Eid-Al-Fitr  May Procession  Walk to school Week World Ocean Day International Mud Day	Father's Day Healthy Eating Week  Y1 'Moving up Days'- Transition Visits  Sports Day  Teddy Bears Picnic

Lighting the Christmas Tree, Advent Reflections & Carol Concert

Easter Wow week

Subject	Autumn Term		Spring Term		Summer Term	
RE	Myself/Welcome	Welcome/Birthday	Celebrating/Gathering	Gathering/Growing	Good News/Friends	Friends/Our World
RSE	<b>Journey in Love:</b> God has made me unique and although we are all different, we are all special to Him.					
English Unit	<p><b>'I'm Writing...'</b> - Make marks and ascribe meaning.</p> <ul style="list-style-type: none"> <li>Directionality – Left to right, top to bottom.</li> <li>Labels, lists, captions – use 1<sup>st</sup> sound and begin to make plausible spellings.</li> <li>Begin to use finger spaces.</li> <li>Write first name.</li> </ul>		<ul style="list-style-type: none"> <li>Captions/sentences- Using finger spaces and making plausible spellings.</li> <li>Lists (bullet points) &amp; Simple numbered instructions.</li> <li>Recounting 'My News'</li> <li>Simple sentences to retell a story, using predictable phrases.</li> <li>Begin to write full name.</li> </ul>		<ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Add their own labels to objects.</li> <li>Lists (list down, bullet point).</li> <li>My News – expand sentences with 'and'</li> <li>Fact Cards.</li> <li>Narrative – 3 Sentences to retell a story.</li> <li>Write full name.</li> </ul>	
	<p><b>'Let's Write' – Writing Skills – Use a comfortable grip &amp; show control and co-ordination when forming letters.</b></p> <p><b>Poetry – Developing a love of Poetry – Nursery rhymes, Number rhymes, poems on a theme- innovating rhymes &amp; performing poetry.</b></p>					
Mathematics	<p><b>Mathematical Fluency &amp; White Rose Phases 1, 2 &amp; 3.</b></p> <p><b><u>Numerical Pattern/Number: to 5.</u></b></p> <ul style="list-style-type: none"> <li>Key skills - subitising, counting, composition, sorting &amp; matching, comparing &amp; ordering.</li> <li>Counting to 5 and back again.</li> <li>Explore number bonds to 5.</li> <li>1 more/less.</li> </ul> <p><b><u>Shape Space and Measure: Using vocabulary of...</u></b></p> <ul style="list-style-type: none"> <li>Sort, Match &amp; discuss – combining shapes</li> <li>2D Shape- Name, select, rotate &amp; manipulate.</li> <li>Pattern (Continue, copy and create AB pattern).</li> <li>Position – to find/hide objects.</li> <li>Order 2-3 items by length, mass, capacity.</li> <li>Time – Sequence events- Night and Day</li> </ul>		<p><b>Mathematical Fluency &amp; White Rose Phases 4, 5 &amp; 6.</b></p> <p><b><u>Numerical Pattern/Number: 0, 6 to 10.</u></b></p> <ul style="list-style-type: none"> <li>Develop key Skills</li> <li>Counting to 10 and back again.</li> <li>Subitising &amp; number bonds to 5.</li> <li>Comparing numbers to 5 &amp; composition</li> <li>Pairs</li> <li>Combining 2 groups</li> <li>Bonds to 10</li> </ul> <p><b><u>Shape Space and Measure: Using vocabulary of...</u></b></p> <ul style="list-style-type: none"> <li>3D Shape – naming, sorting &amp; grouping.</li> <li>Pattern – more complex patterns</li> <li>Length – Use tools to measure.</li> <li>Capacity - Half full, nearly full/empty.</li> <li>Mass- Balancing weights.</li> </ul>		<p><b>Mathematical Fluency &amp; White Rose Phases 4, 5 &amp; 6.</b></p> <p><b><u>Numerical Pattern/Number: to 20.</u></b></p> <ul style="list-style-type: none"> <li>Consolidate key skills.</li> <li>Automatically recall number bonds to 5.</li> <li>Adding more &amp; Taking Away- First, Then Now</li> <li>Doubling, Sharing &amp; Grouping</li> <li>Even &amp; Odd</li> <li>Build numbers and count patterns beyond 10.</li> </ul> <p><b><u>Shape Space and Measure: Using vocabulary of...</u></b></p> <ul style="list-style-type: none"> <li>Shape – matching, combining, and separating to create shape arrangements.</li> <li>Pattern – Create ABBC pattern.</li> <li>Position – To describe where object are &amp; create identical constructions/arrangements.</li> </ul>	

		<ul style="list-style-type: none"> <li>Time – Sequence events, yesterday, today, tomorrow, days of the week &amp; 1 minute timer.</li> </ul>	<ul style="list-style-type: none"> <li>Time – Measure and compare short periods of time.</li> </ul>			
<b>Computing</b>	<b>E-Safety Focus &amp; Technology in our Class</b>		<b>Programming –</b> Caterpillar Journeys	<b>Multimedia –</b> Our Computer	<b>Multimedia-</b> I can draw...	<b>Multimedia –</b> My Name
	<b>Data Collection – Wonderful Me</b>					
<b>Online Safety (1<sup>st</sup> week of each half term) and Technology in our lives.</b>						
<b>Science</b>	<b>Our Bodies &amp; Being Healthy</b>	<b>Light &amp; Dark</b> Space	<b>Materials</b> Let's Build	<b>Growing Plants &amp; Animals</b>	<b>Forces</b> Floating & Sinking The Wind	<b>All around us Living Things and Their Habitats</b>
	<b>Seasonal Change, Light (Rainbows &amp; Shadows) &amp; Sound taught throughout the year.</b>					
<b>History</b>	<b>Marvellous Me</b> When we were Babies		<b>Our School</b> People Who Help Us		<b>Our Amazing World</b> People Who Help Us	
	<b>My Life Story, My Family History &amp; Celebrations – from experiences and stories.</b>					
<b>Geography</b>	<b>My Class</b>		<b>Our School</b>		<b>Our Amazing World</b>	
	<b>Seasonal Change</b>					
<b>Art &amp; Design</b>	<b>EYFS Ongoing - Explorer's Books: Collecting Colour - Collecting, Arranging, Drawing - Shells: Observational and Imaginative Drawing - Top Tips For Cardboard Creations - Mark-Making and Sound - Marbled Hole Punch Sketchbook - Talking Points: Dancing To Art - Mark-Making and Sound</b>					
	<ul style="list-style-type: none"> <li>- Still Life Compositions (Cezanne)</li> <li>- Collage Streets - Galaxy Painting</li> <li>- Autumn Floor Textiles</li> <li>- Fruit &amp; Veg Heads</li> </ul>		<ul style="list-style-type: none"> <li>- Prop Making for Toys</li> <li>- Imaginary Landscapes</li> <li>- Dressing Up As Fossils!</li> <li>- Drawing on Pebbles</li> </ul>		<ul style="list-style-type: none"> <li>- T Shirt Paintings</li> <li>- World in a Matchbox</li> <li>- Transforming Objects</li> <li>- Painting the Savannah</li> </ul>	
	<b>Areas of Focus:</b> 1. Exploring the natural World 2. Understanding Identity & Exploring Relationships 3. Exploring the Power of Creativity.					
	<b>7 Areas of Exploration:</b> 1. What can I see? 2. How can we explore colour? 3. How can we build worlds? 4. How can we build explore materials & marks? 5. How can we explore 3D materials? 6. How can we use our bodies to make art? 7. How can we use our imagination?					
<b>DT</b>	<p align="center"><b>Continuous Provision &amp; Enhanced Provision</b> Scaffolded learning Planning, designing, making and developing DT skills and knowledge. Seasonal Projects <b>Junk Modelling:</b> <b>Outcome:</b> Pupils will be encouraged to 'tinker' using a combination of materials and joining techniques (temporary and permanent). <b>Key Areas for Knowledge and Skills Development:</b> Structures</p>					
	<b>Outcome:</b> To design and make a sandwich. <b>Key Areas for Knowledge and Skills Development:</b> Food Technology (Preparing vegetables)		<b>Outcome:</b> To design and sew a bookmark. <b>Key Areas for Knowledge and Skills Development:</b> Textiles		<b>Outcome:</b> To design and make a house or boat. <b>Key Areas for Knowledge and Skills Development:</b> Structures	

<b>PE</b>	<b>Introduction to PE:</b> Unit 1 <b>Fundamentals:</b> Unit 1 <b>CP Motor Skills</b>	<b>Fundamentals:</b> Unit 2 <b>Introduction to PE:</b> Unit 2 <b>CP Motor Skills</b>	<b>Gymnastics:</b> Unit 1 <b>Dance:</b> Unit 1 <b>CP Motor Skills</b>	<b>Games:</b> Unit 1 <b>Gymnastics:</b> Unit 2 <b>CP Motor Skills</b>	<b>Ball Skills:</b> Unit 1 <b>Athletics</b> <b>CP Motor Skills</b>	<b>Athletics Skills</b> <b>Ball Skills:</b> Unit 2 <b>CP Motor Skills</b>
<b>Music</b>	<p align="center"><b>Music in EYFS interweaves through all areas of learning and development.</b> It takes place daily in both the indoor and outdoor environment. We sing every day and learn a range of songs linked to our topics/themes.</p> <p align="center"><b>Throughout the year we build upon the 4 aspects of musical learning and development:</b> Hearing and Listening, Singing and Vocalising, Moving and Dancing, Exploring and Playing.</p>					
<b>PSHE</b>	<b>Personal, Social and Emotional Development – Self Regulation, Managing Self and Building Relationships – Ongoing links</b>					
	<b>Our Reception Class</b> Starting School – Building a Class Community – Getting to know one another, class rules/ routines & how to look after themselves.	<b>Created and Loved by God</b> EYFS Module 1, Unit 1 (Religious Understanding) & Unit 2 (Me, my body, my health)	<b>Created and Loved by God</b> EYFS Module 1, Unit 3 (Emotional well-being) & Unit 4 (Life Cycles)	<b>Created to Love Others</b> EYFS Module 2, Unit 1 (Religious Understanding) & Unit 2 (Personal Relationships)	<b>Created to Love Others</b> EYFS Module 2, Unit 2 (Personal relationships) & Unit 3 (Keeping Safe)	<b>Created to Live in Community</b> EYFS Module 3, Unit 1 (Religious Understanding) & Unit 2 (Living in the Wider World)