

St Oswald's Catholic Primary School Reception Curriculum

Understanding the World



General Overview

Themes & Topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A All about Me	Festivals and Celebrations	Winter Food	Let it grow	Bears	Seaside
Cycle B All about Me	Festivals and Celebrations	Winter Transport	All creatures great and small	Minibeasts	Our wonderful community

Religious Education

Themes & Topics	Autumn 2	Themes & Topics	Spring 2	Themes & Topics	Summer 2
Domestic church family	Myself God knows and loves each one	Local church community	Celebrating People celebrate in Church	Pentecost serving	Good News Passing on the Good news of Jesus
Baptism/ confirmation belonging	Welcome Baptism; a welcome to God's family	Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Reconciliation Inter-relating	Friends Friends of Jesus
Advent/ Christmas loving	Birthday Looking forward to Jesus' birthday	Lent/Easter giving	Growing Looking forward to Easter	Universal Church world	Our world God's wonderful world
Other Faiths	Judaism Islam				Islam

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Visitors, Visits and Enrichment

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Local area walkabouts Outdoor Classroom – Signs of Autumn European Day of Languages Harvest Festival Multi-sports at Gateshead Leisure Centre Little Kickers	Remembrance Day Church visit Cool To Be Kind week Advent fundraising Christmas celebrations Trip to West Boldon Lodge Road Safety	Chinese New Year celebrations World Book Day Local area walk/transport Shop visit Outdoor Classroom – Signs of Winter RSPB Birdwatch	Hatching chicks from eggs Hatching tadpoles Outdoor classroom – Signs of Spring Mother's Day Easter celebrations Trip to Gibside Farm Visit British Science Week Pets to school day	Growing plants from seed Hatching butterflies from caterpillars Father's Day Eid Celebrations Outdoor classroom – Signs of Summer Teddy Bears Picnic	South Shields Beach/Police and Fire service visit Street Walks Rubbish collecting Sports Day Show and Tell

Parental Involvement

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Induction visits Staggered Start Phonics workshop Curriculum Evening Harvest Festival Mass	Nativity Play Stay and Play Stay and Pray Remembrance Day Parents Evening Gold Book Assembly	Stay and Play Stay and Pray Chinese New Year celebration Class Assembly Staggered Start (N)	Stay and Play Stay and Pray Mother's Day Celebrations Parents Evening Bringing pets to school	Stay and Play Stay and Pray Family members to talk about Eid celebrations Father's Day celebration	Stay and Pray Sports Day End of Year Mass in Church End of Year Assembly Nursery Graduation The Big Pick The forget-me-not walk

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<p>We understand that children develop at different rates - we are aware of children who need greater support than others and ensure that their needs are met</p>	<p>Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, life-long learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>		
	<p><u>Our Early Years Mission Statement</u> <i>We want to give our children first hand, exciting experiences in everyday activities.</i> <i>We want them to feel safe, having their voice heard, listened to, valued and have high self- esteem. We prioritise the development of authentic relationships with children and families giving them a strong sense of belonging, self-belief and confidence to develop their independence.</i> <i>We work hard with the children to explore boundaries in order for them to understand and make safe choices. All of this builds a strong foundation for our Catholic faith, which can be seen in our daily routine.</i> <i>Books are crucial to the development of language. Our carefully selected texts and songs support those ever important first hand experiences and the development of a rich vocabulary. This will serve our children as they move into the wider world.</i></p>		
Playing and exploring	Active learning	Creating and thinking critically	
<ul style="list-style-type: none"> - I can recognise that my actions have an effect on the world, so I like to repeat them. - I can make choices and explore different resources and materials. - I can plan and think ahead about how I will explore or play with objects. - I can guide my own thinking and actions by talking to myself as I play. - I can make independent choices. - I can bring my own interests and fascinations into early years settings. - I can respond to new experiences when they are brought to my attention. 	<ul style="list-style-type: none"> - I can begin to predict sequences because I know routines. - I can participate in routines. - I can show goal-directed behaviour. - I can keep on trying when things are difficult. - I can begin to correct my mistakes. 	<ul style="list-style-type: none"> - I can take part in simple pretend play. - I can sort materials. - I can review my progress to achieve a goal. - I can solve real problems. - I can use pretend play to understand another perspective. - I feel confident coming up with my own ideas. - I can make more links between my ideas. - I can concentrate on achieving something that is important to me. - I can give my attention to tasks and ignore distractions with increasing control. 	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Listening</p> <p>Understand how to listen and why listening is important.</p> <p>We listen for enjoyment (stories)</p> <p>We listen so we know what we are doing (instructions)</p> <p>We listen to learn new things (facts)</p> <p>We listen so that we can respond appropriately. (conversation)</p> <p>Promote and model active listening - good sitting, good looking.</p> <p>Know vocabulary of classroom and school.</p> <p>We need to look at each other when we talk so we can concentrate on what is being said.</p> <p>Speaking</p> <ul style="list-style-type: none"> · Use pronouns appropriately in dictation · Respond to adult prompts · Use pronoun in response to adult · Begin to use the word 'because' to explain and join phrases (with support) 	<p>Listening</p> <p>Listen for and ask meaning of new words.</p> <p>Listen to, and engage, in story time.</p> <p>Maintain eye contact and track the teacher to show listening.</p> <p>Listen carefully to a story as part of a small group and as part of the whole class.</p> <p>Show you have been listening by joining in with repeated refrains, answering simple questions about plot, character</p> <p><i>Understand 2 step instructions.</i></p> <p>Speaking</p> <p>Begin to talk about what they can see.</p> <p>Use some vocabulary from stories heard when retelling and creating own</p> <p>Retell a favourite story or make up own simple story, talking about their favourite part in one-to-one and small group situations</p>	<p>Listening</p> <p>We listen to learn new things.' Show understanding of newly acquired vocabulary in play.</p> <p>In order for us to say the right thing (respond appropriately) we need to listen carefully to what the person is saying.</p> <p>Model how to think of appropriate questions to ask a visitor.</p> <p>Understand 3 step instructions.</p> <p>Speaking</p> <p>Retell stories in play.</p> <p>Extend answers using a range of connectives.</p> <p>And, but, because, so</p> <p>Answer 'why' questions within a small group or whole class situation</p> <p><i>Why do you think the doctor has this? Why do you think this happens?</i></p> <p>Begin to formulate simple questions to ask a visitor.</p> <p>Vocabulary of animals, plants, Winter, Arctic,</p>	<p>Listening</p> <p>Understand we need to listen so that we can respond appropriately in back-and-forth conversations.</p> <p>Understand the importance of maintaining a thread to a discussion /conversation.</p> <p>In order for us to say the right thing (respond appropriately) we need to listen carefully to what the person is saying.</p> <p>Are we talking about the same thing as the other person in the conversation?</p> <p>Speaking</p> <p>Refine own story telling of narratives.</p> <p>Use sequencing words to give more detail to answers.</p> <p>First, after, before, next, Answer 'how' questions within a small group or whole class situation</p> <p>How have the chicks changed? How do plants grow? How have we changed since we were a baby?</p> <p>Questions based on knowledge from topic (see general themes)</p>	<p>Listening</p> <p>Listening to taped stories without visuals.</p> <p>Continue to explore and use new vocabulary.</p> <p>Show listening behaviours in assembly, Church.</p> <p>Listen to others to keep play going with responses.</p> <p>Shows listening by understanding of positional instructions.</p> <p>Speaking</p> <p>Articulate ideas and thoughts into well-formed sentences.</p> <p>Explains their point of view when disagreeing.</p> <p>Use newly introduced vocabulary both in small groups and whole class.</p> <p>Giving increasing detail in answers to questions.</p> <p>Express feelings more maturely and points of view.</p> <p>Perform a variety of songs and rhyme.</p>	<p>Listening</p> <p>Know we can listen attentively.</p> <p>Shows attentive listening in a range of situations – good sitting, good looking.</p> <p>Shows understanding of tense – uses past, present and future</p> <p>Shows understanding of newly introduced vocabulary by using to explain ideas.</p> <p>Understand the relationship between speaking and listening.</p> <p>Speaking</p> <p>Hold conversations with both adults and peers on a range of topics familiar to them.</p> <p>Speaks in well formed sentences.</p> <p>Confidently ask questions of others.</p> <p>Finding out more by asking questions.</p> <p>Research using a range of resources and reporting back – internet, non-fiction books</p>

<p>· Identify prepositions in the text · Orally use prepositions in a sentence</p> <p>Make appropriate predictions with links to text · Use stem sentences to support delivery of idea (I think the squirrels are squabbling because...)</p> <p>Begin to look in more detail at the illustrations in the text · Explain their idea to a small group in full sentences</p> <p>· Identify prepositions in the text · Orally use prepositions in a sentence</p> <p>· Begin to look in more detail at the illustrations in the text · Explain their idea to a small group in full sentences</p> <p>Speaking with others about their needs and wants.</p> <p>Use talk partners</p> <p>Join in with social phrases- responding to adults saying hello.</p> <p>Responds to register.</p> <p>Answering simple ‘how are you?’ questions.</p>	<p>(puppets/story maps)</p> <p>Performance speaking</p> <p>Sequencing first, then, next, finally, the end</p> <p>Characters, Setting, Author, Illustrator, Blurbs</p> <p>Vocabulary of Autumn, trees, local area, Advent, Christmas</p> <p>Role Play – Church, Nativity Stable, Santas workshop</p> <p>Nursery Rhymes and Songs</p> <p>Hickory Dickory Dock</p> <p>Horsie Horsie</p> <p>One Two Three Four Five</p> <p>When Santa Got Stuck</p> <p>Jingle Bells</p> <p>Rudolph the Reindeer</p> <p>Alice the Camel</p>	<p>Food, Transport</p> <p>Chinese New Year</p> <p>Role Play – Bike Shop,</p> <p>Café, Shop, Garage</p> <p>.</p> <p>Nursery Rhymes and Songs</p> <p>Here we Go Round the Mulberry bush</p> <p>One Finger, One Thumb (Keeping Moving)</p> <p>Hey Diddle Diddle</p> <p>I’m a Little Teapot</p> <p>Wind the Bobbin Up</p> <p>Three Blind Mice</p> <p>The Queen of Hearts</p> <p>Sing a Song of sixpence</p> <p>· 1,2, buckle my shoe</p> <p>· Ten green bottles</p> <p>· Ten in the bed</p> <p>· 10 fat sausages</p>	<p>Vocabulary of vets, animals, life-cycles, growing, Lent, Easter, Spring</p> <p>Role Play – vets</p> <p>Nursery Rhymes and Songs</p> <p>Mary, Mary Quite Contrary</p> <p>Mary had a little lamb</p> <p>Old McDonald Had a farm</p> <p>Little Bo Peep</p> <p>She sailed away This Little Piggy</p> <p>The Farmer’s in his Dell</p> <p>Alice the Camel</p> <p>The Grand Old Duke of York</p> <p>Little Peter Rabbit</p> <p>· Mary, Mary quite contrary</p> <p>· Goosey, Goosey Gander</p> <p>· The big ship sails</p> <p>· Dr Foster went to Gloucester</p> <p>· I know an old lady who swallowed a fly</p>	<p>Vocabulary of Pentecost, Bears, China, Summer, holidays, change, growth, lifecycles</p> <p>Role Play – Pet shop</p> <p>Nursery Rhymes and Songs</p> <p>The Wheels on the Bus</p> <p>Five Little Men in flying saucer</p> <p>Down in the Jungle</p> <p>There’s a Tiny Caterpillar on a Leaf</p> <p>Mmm Mmm Went the Little Green Frog</p> <p>There was a Princess Long ago</p> <p>There’s a Worm at the Bottom of the Garden</p> <p>Here is the Beehive</p> <p>· Frere Jacques</p> <p>· Ring, a ring, of roses</p> <p>· Hot cross buns</p> <p>· Are you sleeping?</p> <p>· Oranges and lemons</p> <p>· London bridge is falling down</p>	<p>Vocabulary of people who help us. Beach, features of beach and town.</p> <p>Role Play – Ice-Cream shop</p> <p>Nursery Rhymes and Songs</p> <p>The Day I Went to Sea – Pirate Song</p> <p>Row row row your boat</p> <p>Ladybird Ladybird</p> <p>Jack And Jill</p> <p>There’s a Worm at the Bottom of the Garden</p>
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<p>Making lunch requests</p> <p>Begin to join in with familiar one-to-one and small group conversations.</p> <p>Begin to extend ideas using 'and/because'</p> <p>Children can talk about themselves, their likes and dislikes, their families (familiar topics) in a one-to-one and small group situation Parents, mam, dad, brother, sister, grandparents, grandmother, grandfather, step mam, step dad and pets</p> <p>Discuss family routines and experiences.</p> <p>Opportunities for children to use newly learned words (See Lists) Role Play I Home Corner, Shop</p> <p>Nursery Rhymes and Songs</p> <p>Hello song Dem Bones, Dem Bones The Skeleton Song My Five Senses The grand old Duke of York This little piggy went to market · The bear went over the mountain · Down in the jungle · Incy wincy spider · I'm a little teapot · The wheels on the bus · Old McDonald had a farm</p>	<ul style="list-style-type: none"> · Twinkle, twinkle chocolate bar · Incy, wincy spider climbed up a tree · Baa, baa, blue sheep · 5 little monkeys swinging from a tree 	<ul style="list-style-type: none"> · This old man · One potato, two potato · Hickory, dickory, dock · One finger, one thumb 	<ul style="list-style-type: none"> · Here we go round the mulberry bush · Old Mother Hubbard · When Goldilocks went to the house of the bears · There was a princess long ago 	<ul style="list-style-type: none"> · The animals went in two by two · Jambo · Bobby Shaftoe's Gone to Sea 	
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<ul style="list-style-type: none">· Miss Polly had a dolly· Mary had a little lamb					
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Building and Maintaining Relationships</p> <p>Learning each other's name. Understanding the importance of welcoming everyone into our class group. Recognising differences between class group and celebrating those differences. Knowing what makes me special. We are all different. We are all unique. It is great to be different. Leaving familiar adult happily at the beginning of school day. I know I will see my adult again at the end of the day Learn to ask for help when they need support. Learn importance of hand washing before food and after toilet. Talking about relationships outside of school – siblings, cousins, other friends. What can you learn from these relationships?</p> <p>Developing Confidence and Resilience</p> <p>Settling to the routines and expectations of the classroom – Registration snack time, lunch Rules of our areas, tidying up etc.</p>	<p>Building and Maintaining Relationships</p> <p>Playing alongside and with other children. Asking to join play. Welcoming others into your play. Developing the ability to take turns Highlight importance of everyone given a fair chance. (Use of timers as a visual representation of each person's allowance). Taking turns gives everyone a fair opportunity. Learn to use words to show feelings hurt or upset saying Stop I don't like that if child upsetting them Learn to talk about changes they feel when well and unwell.</p> <p>NSPCC PANTS Online Safety</p> <p>Developing Confidence and Resilience</p> <p>Become more familiar with class and school rules. Begin to understand why these rules are important. Rules are important in class so that we can all enjoy learning and playing together. Many of the rules we have keep us all safe. Encourage independence children to dress appropriately for the Winter weather. Can they</p>	<p>Building and Maintaining Relationships</p> <p>Understanding the concept of friendship as including people and not excluding because of 'Best Friends' or exclusive friendship groups. What does it mean to be a friend? A friend is someone who helps and supports. Understanding that there may be people who you enjoy doing different things with and that is fine. I can have lots of different friends. Develop understanding of turn taking and sharing – how do we make people feel when we share things? How does it make us feel? NSPCC PANTS Online Safety Learn that exercise is healthy, increases our heart rate.</p> <p>Developing Confidence and Resilience</p> <p>Developing an understanding of school rules. Understanding of the need for rules to keep everyone safe – consequences of actions. We need rules and laws to keep everyone safe.</p>	<p>Building and Maintaining Relationships</p> <p>What to do when we fall out with our friends? Knowing how to tell our friends when what they are doing is upsetting us. Knowing signs of when someone may not be happy. Knowing how to ask our friends if they need any help. Knowing how to support our friends. NSPCC PANTS ONLINE Safety</p> <p>Developing Confidence and Resilience</p> <p>Learn to persevere when tasks become difficult. Encourage children to challenge themselves and to keep trying. Sometimes, my first attempt is not my best. Identify what they can do themselves to improve. If I keep trying, I will always get better. Resolving conflicts independently following adult modelling. Solving problems without aggression. Learn to bounce back after upset with some independence.</p> <p>Managing Emotions</p>	<p>Building and Maintaining Relationships</p> <p>Developing a sense of belonging – this is where I am from. This is where I belong. This is my community. Can children recognise their house/street? Do they know their address? Knowing that the feelings and views of others are important Learn to negotiate and solve problems without aggression. Reflect on own actions and choices. NSPCC PANTS Online Safety</p> <p>Developing Confidence and Resilience</p> <p>How do they use the different areas of the indoor and outdoor environment? What are your favourite areas? Why? Are there any areas you don't use so much? Why? Continue to build confidence to speak with others about interests, opinions, ideas and what they have read. Circle time, review time and planning time. Learn to think of other ways of doing something if something hasn't worked.</p> <p>Managing Emotions</p>	<p>Building and Maintaining Relationships</p> <p>Talk about any worries we have and what we can do to help each other feel better about things. How can we support our friends as we move to Year 1? Develop sense of responsibility by being chosen for special tasks or jobs. Know I need to take account of others needs when organising an activity. NSPCC PANTS Online Safety</p> <p>Developing Confidence and Resilience</p> <p>Are there any suggestions you could make to improve things for the next Reception class? Prepare for transition to Year 1. Focus on what we know now that we didn't know when we started school. What skills and talents have we developed that will help us in Year 1? Showing resilience and perseverance when challenged. Explaining preferences- voting. Describe self in positive but realistic terms. Discuss abilities – what I can do and what I need to get better at. Learn to set own goals - how to improve their work. Reminders about importance of good oral hygiene, keeping ourselves clean and germ free,</p>

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<p>Spending time playing alongside others in the areas, developing confidence with resources and class environment. Adults modelling positive play. Developing confidence in choosing own experiences and learning. Selecting resources independently.</p> <p>Managing Emotions</p> <p>Beginning to identify our different feelings and emotions. We all have feelings. It is alright to feel sad/angry/scared. I know to talk to a grown up when I have these feelings and they can help. Learn to distract themselves if upset. There are people we can ask for help when we need it. Introduce and encourage talking about how we are feeling and what we can do to help ourselves and each other. Learn to tolerate delay. Develop use of calm areas to regulate. Knowing we respect our resources and tidy up. Develop strategies for staying calm when frustrated. If I have hurt myself, it is important that I tell an adult so they can check I'm alright.</p> <p>Ten Ten RHE Prog</p>	<p>put on their own hat, scarf, gloves? Can they zip up their coats to keep warm? Develop sense of responsibility looking after classroom. To understand that they may need to attempt a task several times before they can achieve / complete it.</p> <p>Managing Emotions</p> <p>Know how to manage emotions in different situations Know to ask adult for help to manage uncomfortable feelings. Remembrance Day activities – Thinking about others and how they must have felt. People who suffered to help others. Consider the feelings of others. Learn to recognise that behaviour may affect others especially when we are angry. Showing patience and waiting. Advent – Waiting /Time to prepare, get ready. It is important to be patient. We don't always get what we want immediately. Link to Reverse Advent Calendar – some children aren't as lucky as us</p> <p>Ten Ten RHE prog</p> <p>Ready Teddy? I Like, You Like, We All Like! All the Feelings! Let's Get Real</p>	<p>There are people we can ask for help when we need it. Promoting intrinsic motivation - encourage children to complete tasks to the best of their ability for them, not to please an adult. Make links between completing tasks and the positive feelings it creates. I feel so good when I have achieved something that I wanted to achieve. Look at how we can continue to look after ourselves by making healthy food choices. Identify appropriate choices. Fruit and vegetables help to keep us healthy. They contain vitamins that help different parts of our body. Learn about importance of teeth brushing for good oral health. Learn about foods that are good or not so good for teeth.</p> <p>Managing Emotions</p> <p>Learn to link events in books to real life feelings. Working with the children on ways to self-comfort and not seek immediate adult interaction. Link to previous work on feelings and being patient. If someone is involved with someone else, it is sometimes best to wait until they are finished and not interrupt. Sometimes, I can help myself.</p>	<p>How can we tell someone what we want and how we are feeling now? Articulating now we can speak, we can explain exactly how we are feeling and what is wrong. Increasing following rules without reminders.</p> <p>Ten Ten RHE Prog Forever Friends Safe Inside and Out My Body, My Rules Feeling Poorly</p> <p>Texts Pantasaurus At the Dentist What Do You Want to Be? I Want to Be What Friends Do Best The Duck That Had No Luck</p>	<p>Know that people show their emotions in different ways eg crying with happiness. Recognise that children around the world may look different or live differently but they all have the same needs – to be loved, to be looked after, to be fed and kept safe. Increasing self-regulation behaviour – learn to stop themselves from doing something they shouldn't. Safety around the room at home and school. Continue to develop self-control and calming techniques. Knowing the importance of maintain good learning behaviour. Show awareness of how we can help others to behave well. Be able to articulate meaning of school rule -show respect and give examples.</p> <p>Ten Ten RHE</p> <p>People Who Help Us God is Love</p> <p>Texts The Elephant and the Bad Baby My Home Homes Around the World What Friends Do Best Don't Worry Little Crab Giraffe is Left Out Can I slurp my Spaghetti?</p>	<p>making healthy choices when eating, regular exercise etc.</p> <p>Managing Emotions</p> <p>Respect and care for our world. Plastic Pollution – showing some empathy. What can we do to help the planet? Why is it important to help them? Endangered animals need our help so that they don't die out and become extinct. Begin to understand why some people act in a certain way. Some people don't realise that what they are doing is affecting the animals. Some people think that what they are doing is right. Some people don't care about the animals. Why is it important to look after our world? Knowing it is ok to challenge others but we must always be kind. Solve problems and find solutions to conflicts and rivalries. Understand consequences of own behaviour and articulate.</p> <p>Ten Ten RHE Prog</p> <p>Loving God, Loving others Me, You, Us</p> <p>Texts The Rainbow Fish Change Starts with Us</p>
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<p>Handmade with Love Me, My Body, My Health I am me Heads shoulders knees and toes</p> <p>Texts A bag of worries Colour Monster Sam starts school The Great Big Book of Feelings This is our house</p>	<p>Texts Ravi's Roar Ruby's Worry Sometimes I Feel Sunny</p>	<p>Ten Ten RSE Prog</p> <p>Growing Up Role Model Who's Who? You've Got A Friend in Me</p> <p>Texts All my Friends Errol's Garden Oliver's Vegetables</p>			<p>Oi Get Off Our Train Dear Earth Please Help Planet Earth Recycling Max and the Magic Word Someone Swallowed Stanley The Tough Princess Julian the Mermaid Swim Like a Fish Going to the Doctor Police Officer Going to the Doctor Vets</p>
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Physical Development



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gross Motor</p> <p>Exploration of outdoor equipment – trikes, balance bikes, scooters, Learns to walk then uses feet to scoot a balance bike</p> <p>Fundamentals</p> <p>Exploration of body movements – walking, jogging, sprinting, jumping, hopping, skipping, crawling Moving at different speeds and directions Stopping on a signal Standing still Negotiating space and moving around safely Exploration of small equipment – large and small balls, bean bags, quoites, hoops Pre-writing muscle strengthening activities – streamers, large scale painting Action songs linked to maths</p> <p>Self-help – wash and dry hands, put on and take off coat</p>	<p>Gross Motor</p> <p>Gymnastics Introduce apparatus – gymnastic equipment – slide, climb, crawl, jump, land Introduction to managing risk – travelling at different heights, jumping off and landing appropriately Continue to work on core muscle strength Describe how body feels when still and when exercising</p> <p>Self-help – put on and take off shoes and socks With help put on a pair of wellies and an overall.</p>	<p>Gross Motor</p> <p>Hand-eye co-ordination work And Basketball – Throwing and catching a ball Stops balance bike effectively. Leaves sensible distance behind other riders Introduce variety of balls in different sizes Throwing balls underhand Catching large ball between extended arms rolling and kicking large ball with one foot while swinging opposite arm Throwing and kicking at a target Aiming at targets of different shapes and sizes Partner work - rolling, bouncing, throwing, kicking Standing with one foot forward to throw opposite leg to throwing hand Travelling backwards and sideways Moving in different ways over the apparatus Self-help – put on and take off jumper.</p> <p>Self-help – Learn about keeping safe on the road and pavements and crossing the road.</p>	<p>Gross Motor</p> <p>Introduce games with rules and teams – Hockey skills Resources with which we bat, pat and hit a ball – tennis rackets, cricket bats, hockey sticks Controlling a moving ball using a stick Parts of foot to best strike ball Catching large balls by bringing hands in towards chest Throwing and catching smaller balls Creating obstacle courses Use of various balance beams with increasing control In dance, join in a range of different movements changing g speed and style Movement in dance to cultural music Creating a short movement phrase</p> <p>Self-help – put on wellies and overalls independently</p>	<p>Gross Motor</p> <p>Tennis, Athletics The importance of rules to help everyone play fairly, e.g. Tag Travelling – focus on changing direction Moving around, under, over and through different objects and equipment Explore rolling in different ways Exploring different ways to jump – ensuring safe landing In dance – create movement phrase which demonstrates their own ideas Use fingers to push the ball down bounce with 2 hands. Bounce and catch a tennis ball.</p> <p>Self – help - remember to take sun hat outside Seek shade and sitting down to cool off</p>	<p>Gross Motor</p> <p>Cricket, Rounders Team games – Tag, football, dodgeball Throwing bean bags at a target – stance and arm swing to throw under-arm Creating own obstacle courses ensuring a range of surfaces and heights, heavy lifting. In dance - control bodies when performing a sequence of movements Travel confidently with control in a range of ways – skip, hop, sidestep, changing direction. Explore jumps – straight tuck, jumping jack, half turn Use toes to dribble keeping football close Trap a ball moving by putting foot on it Perform a sequence of movement showing control Sports day activities – running races, egg and soon, sack race, relay races</p> <p>Self-help – remembering to drink water regularly in warmer weather. Learn about keeping safe on the sun</p>

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Physical Development



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Fine Motor</p> <p>Develop muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing, screwing, stretching elastic bands</p> <p>Mark making – lines, circles, zig zags, left to right directionality</p> <p>Establishing a preference for a dominant hand.</p> <p>Drawing and painting inside and out – pencils, markers, felt pens, chalk, crayons, paint brushes, finger paint</p> <p>Daily tracing of name</p> <p>Introduction to Dough Disco manipulatives</p> <p>Scissor grip</p> <p>Snips and straight lines</p> <p>Steadying paper with other hand</p>	<p>Fine Motor</p> <p>Increasingly difficult fine motor challenges – e.g. tiny bead threading, smaller tweezers</p> <p>Letter formation of graphemes taught in phonic order – in sand, salt, powder paint, on whiteboard, with pencil.</p> <p>Focus on importance of directionality and retracing of vertical lines</p> <p>Explore dough and dough tools</p> <p>Refine comfortable tripod grip</p> <p>Daily writing of own name</p> <p>Daily letter formation practice</p> <p>Scissor grip – wavy lines</p> <p>Moving paper around to cut</p> <p>Using thinner crayons, finer felt tips and finer paint brushes</p> <p>Using a modified knife to cut soft fruit</p> <p>Pulling up zipper when started by adult</p>	<p>Fine Motor</p> <p>Daily tracing and letter formation practice</p> <p>Introduction to penpals</p> <p>Introduction to clay – kneading, rolling, shaping and using a range of tools to model</p> <p>Learning how to hold a knife and fork – practicing in dough</p> <p>Importance of exercise in maintaining health</p> <p>Staying safe online</p> <p>Cutting fruit and vegetables using one hand to steady the food</p> <p>Spreading butter and jam using a knife - Making sandwiches</p> <p>Scissors – cutting within 1CM</p> <p>Using a knife to cut soft food correctly using one hand</p> <p>Learning to do up own zipper independently</p>	<p>Fine Motor</p> <p>Letter formation in words and sentences on handwriting paper with coloured line spaces daily</p> <p>Secretarial skills of writing a sentence e.g. finger spaces</p> <p>Scissor skills – cutting out within 1/2cm</p> <p>Remember importance of healthy food choices and good water intake</p> <p>Learn about importance of holding adult hand or buggy near road, staying away from the kerb, not running ahead.</p>	<p>Fine Motor</p> <p>Working on sizing of letter shapes and sitting letters correctly on the line</p> <p>Continue to develop control – ensuring anti-clockwise movements and retracing vertical lines</p> <p>Scissors -cuts out squares accurately.</p> <p>Using the fork to hold food while cutting it with a knife</p> <p>Talking about healthy food and drink</p> <p>Weaving focus – large scale outside and individual frames</p> <p>Revisit good oral hygiene and importance of teeth brushing</p>	<p>Fine Motor</p> <p>Correct formation of capital letters</p> <p>Appropriate letter sizing for differing line widths</p> <p>Presenting writing for display</p> <p>Scissor skills – cutting around and out complex shapes</p> <p>Using a knife and fork together in both hands when eating</p> <p>Revisiting staying safe online</p> <p>Importance of good sleep routine and sensible amounts of screen time</p> <p>Safety in and around the home and on the road</p>

St Oswald's Catholic Primary School Reception Curriculum

Literacy

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Develop love of books and stories. Poems. Learn to handle books with care. Part of a book- cover, title, author, page. Joining in with shared books, repeated refrains. Making predictions- next Developing L-R Directionality Develop awareness of print in environment. Dictate and draw to show response to stories and books. Retell using puppets. Begin to use initial letters to represent a word.</p> <p>· Participate in discussion around main characters · Join in with repeated refrains · Understand the role of an author and an illustrator · Begin to explain how the characters feel at key moments in the book (Using illustrations to support) · Orally retell a story using props to support · Use some vocabulary from the text when retelling the story</p> <p>Handwriting Tracing L-R directionally. Individual letter tracing and formation of following RWI Tracing name</p> <p>· Compose a sentence orally (building on Nursery oral sentences) · Orally use the appropriate pronoun for family member · Label a drawing using initial sounds and CVC words</p>	<p>Continue to develop love of books, stories and poems. Parts of a book- blurb, illustrator, spine and contents. Suggest how stories might end. Identify rhyming words and continue rhyming strings. Mark making more purposefully- conveying a message. Explore some reason to write. Oral rehearsal of sentence to dictate to scribe. Hear in order and use more than one letter to represent a word. Begin to label drawings independently.</p> <p>· Distinguish between fiction and non-fiction texts. · Recall and discuss information that has been read to them. · Draw upon knowledge from non-fiction texts · Identify rhyming words in a short section of the text · Continue a rhyming string · Talk about the settings of the story. · Discuss the journey of the character.</p> <p>Handwriting v w x y z Copying words accurately. Writing name.</p> <p>· Begin to make changes to an orally composed sentence. · Compose and rehearse a sentence orally · Arrange word cards to compose a simple sentence · Understand that we write and read for left to right. · Read the arranged</p>	<p>Shared reading of texts & writing genres and reasons to write- teacher modelling. Express preferences about books. Shared reading of words captions phrases and sentences- with known letter/sound correspondence or topic based. Sequencing + retelling Learn stories off by heart and retell orally. Orally rehearse then write sentence with finger spaces. Write from memory some key tricky words and make phonetic attempts at others words. Write labels for own models and work on display. Write simple instructions for others.</p> <p>Handwriting Daily formation Sitting letters on lines with monkey tails below.</p> <p>Spring 1 Texts Polar Bear Polar Bear Blue Penguin Emperors Egg Ernest Shackleton Penguin I Love Chinese New Year Lost and Found The Three Little Pigs Goldilocks & The Three Bears</p> <p>R, W, I Phonics Oral blending Speed Sounds Set 1 moving to special friends Set 1 sounds Ditty Sheets</p>	<p>Continue to share texts for pleasure. Comprehension questions. Further explore non- fiction. Parts of a book- glossary Shared reading of non-fiction sentences. Oral rehearsal and writing non-fiction sentences. Science writing labelling. Write more than one sentence independently that can be read by themselves and others. Begin to show some understanding of features of genre e.g. a list.</p> <p>Handwriting Daily formation practice. Tall and short. Letter sizing.</p> <p>Spring 2 Texts Dear Zoo Six Dinner Sid The Tiny Seed Handa's Surprise Tad Oi Frog Monkey Puzzle The Billy Goats Gruff Rumble in the Jungle What the Ladybird heard My Shoebox Farm</p> <p>R, W, I Phonics Oral blending Speed Sounds Set 1 moving to special friends Set 1 sounds 4letter words Ditty Sheet/red books and words 1.1-1.7 word time</p>	<p>Continue to give opinions, preferences and experiences of good quality reading texts. Answer comprehension question. Examine non-fiction texts and genres. Revise rhyming couplets and strings. Life Cycle writing in non-fiction, chronological. Orally rehearse then write in response to texts. Use full stop at the end of sentence. Write a few sentences in a well-known narrative. Continue to develop features of genre e.g. instructions.</p> <p>Handwriting Learning formation of capital letters.</p> <p>Summer 1 Texts Jack & The Beanstalk Jaspers Beanstalk Duck in Truck Naughty Bus Mr Grumpy Outing The Train Ride Martha Maps it out Whatever next Handa's Surprise We all went on a Safari My Granny Went to the Market</p> <p>R, W, I Phonics R, W, I Phonics Oral blending Set 2 sounds 5 letter words</p>	<p>Independent reading for pleasure books- phonetics and picture books. Retelling stories using puppets and small world figures. Further opportunities to use language features of narrative writing based on familiar texts. Oral rehearsal then independent writing of a few sentences starting with a capital letter and ending with a full stop. Re reading their own writing as they write and making changes to make it make sense. Reading their writing aloud to small and larger groups. Use writing to record in areas of learning Exploring writing purposes – postcards, tickets, invitations.</p> <p>Handwriting Daily sentence formation practice using capital letters, full stops, finger spaces and appropriate sizing.</p> <p>Summer 2 Texts The Very Hungry Caterpillar The Bad-Tempered Ladybird Yucky Worms Super Worm What the Ladybird heard Going on a Bear hunt Zog Rainbow Fish Somebody Swallowed Stanley</p> <p>R, W, I Phonics Oral blending Set2 Alien words</p>

St Oswald's Catholic Primary School Reception Curriculum

Literacy



<p>· Sequence the events of the story · Orally retell the story using the map to support · Add labels to the map using sounds that can be heard Create a list using pictures and add labels · Use initial sounds and other letters that can be heard</p> <p>Autumn 1 Texts Super Duper You Same but Different too My Brown Skin Gingerbread Man <i>Rosie's Walk</i> My Family Gruffalo "Loves Makes a Family" "All Are Welcome"</p> <p>R, W, I Phonics Picture Cards Oral blending Fred Games Speed Sounds Set 1 single sounds Talk Through Stories Syllable Clapping</p>	<p>sentence back to make sure it makes sense · Write two or three letters in sequence to represent words that they have sounded out. · Hear and write the initial sound and last sound in words · Spell and write VC and CVC words. · Sequence the events of the story · Orally retell the story using the map to support · Add labels to the map using sounds that can be heard</p> <p>Autumn 2 Texts The Fox in the Dark A Day To Remember] We Gather Together Goodbye Autumn, Hello Winter Where the Poppies now Night Monkey, Day Monkey</p> <p>R, W, I Phonics Oral blending Magnetic boards Speed Sounds Set 1 single sounds Introduce red words (I, no, go, the, my, to) Hear and say the initial sounds Write the sounds by learning the jingles.</p>	<p>1.1-1.5 word time Recap and extend red words (you, your,)</p>		<p>Red and green books and words Spellings dictation</p>	<p>5 letter words Red and green books and words Spellings dictation</p>
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St Oswald's Catholic Primary School Reception Curriculum

Mathematical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Getting to Know You</p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children. Class routines. Where do things belong? Positional language.</p> <p>Just Like Me!</p> <p>Match – Provide opportunities for the children to find and match objects that are the same. Can you find one exactly like mine? How do you know it is not the same? Can you find one different to mine? Why is this one not like mine?</p> <p>Sort – Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape.</p> <p>Compare Amounts - Once the children can confidently sort collections into sets, they learn that these sets can be compared and ordered.</p> <p>Compare Size, Mass and Capacity – The children learn that objects can be compared and ordered according to their size.</p> <p>Make Simple Patterns – Children copy, continue and create</p>	<p>It's Me 1, 2, 3!</p> <p>Representing 1 2 3 – Children identify representations of 1, 2 and 3.</p> <p>Comparing 1 2 3 – Children begin to understand that as we count, each number is one more than the number before.</p> <p>Composition of 1 2 3 – Introduce children to the idea that all numbers are made up of smaller numbers.</p> <p>Circles and Triangles – Children learn that circles have one curved side and triangles have 3 straight sides.</p> <p>Spatial Awareness – Children hear and begin to use positional language.</p> <p>Light and Dark Four – Children count on and back to 4.</p> <p>Five – Children continue to subitise up to 5 items and to count forwards and backwards.</p> <p>One More One Less- Children continue to count, subitise and compare as</p>	<p>Alive in 5!</p> <p>Introducing Zero – The children will already have some practical understanding of 'nothing'. They learn the number name zero and numeral 0.</p> <p>Comparing Numbers to 5 - When comparing numbers, one quantity can be more than, the same as or fewer than another.</p> <p>Composition of 4 and 5- Children will continue to develop the understanding that all numbers are made up of smaller numbers.</p> <p>Compare Mass (2) – Children compare objects using the language heavier and lighter than.</p> <p>Compare Capacity (2) – Children build on understanding to show half full nearly full and nearly empty.</p> <p>Growing 6, 7, 8! 6, 7 and 8 – Children continue to apply counting principles.</p> <p>Making Pairs – Children understand that a pair is two.</p>	<p>Building 9 and 10</p> <p>9 and 10 – Children continue to apply the counting principle when counting to 9 and 10. Comparing numbers to 10 – Children continue to make comparisons by lining items up with 1-1 correspondence to compare them.</p> <p>Bonds to 10 – The children explore number bonds to 10 using real objects in different contexts.</p> <p>3-D Shape – Children should be given opportunities to build using a variety of shapes and to construct their own 3-D shapes.</p> <p>Pattern (2) – Building the children's earlier AB pattern work by introducing more complex patterns. Consolidation</p> <p>Vocabulary</p> <p>Order, bonds, make Cylinder, cube, cuboid, cone sphere, pyramid Repeat, pattern, colours, shapes Compare, bigger, smaller, more, less, same. Morning, night, today, tomorrow, yesterday, days shorter, longer</p>	<p>To 20 and Beyond!</p> <p>Building numbers beyond 10 – Encourage children to build and identify numbers to 20 (and beyond) using a range of resources. Counting Patterns beyond 10 – Provide regular opportunities to count on and back beyond 10.</p> <p>Spatial Reasoning (1) - Provide regular opportunities for the children to complete jigsaws and shape puzzles. Select and rotate shapes. First Then Now Adding More – The children will use real objects to see that the quantity of a group can be changed by adding more.</p> <p>Taking Away – The children use real objects to see that the quantity of a group can be changed by taking items away.</p> <p>Spatial Awareness (2) – Children understand that shapes can be combined and separated to make new shapes.</p> <p>Revision Ways of making 10 Recording number stories within 10 Orally explaining first, then and now for addition and subtraction number stories within 10. Making teen numbers 11-19. Ordering numerals to 20 Missing numbers to 20</p> <p>Vocabulary Forwards, backwards Add, plus</p>	<p>Find My Pattern</p> <p>Doubling – The children will learn that double means 'twice as many'. Sharing and Grouping – The children should understand how to share fairly to recognise equal groups. Even and Odd – The children begin to understand that some quantities will share equally into 2 groups and some won't. Spatial Reasoning (3) – Children understand that places and models can be replicated and need to experience looking at these from different positions.. On The Move Deepening Understanding – Children need time and opportunities to engage in extended problem solving and develop their critical thinking skills. Patterns and Relationships – Children should be given opportunities to explore and investigate relationships between numbers and shapes.</p> <p>Spatial Reasoning (4) – The children understand that we can make maps and plans to represent places. Revision</p> <p>Counting in twos and tens</p> <p>Numeral formation within 20</p>

St Oswald's Catholic Primary School Reception Curriculum

Mathematical Development

<p>their own simple repeating patterns.</p> <p>Vocabulary</p> <p>Number, sort, match, set, more, less, same, different, amount, repeating, tall, short, wide, long, full, empty Count, How many Number Birthday Date Days of week Months of year seasons</p> <p>Counting songs <i>5 little speckled frogs</i> <i>· 5 little ducks</i> <i>· 5 little men in a flying saucer</i> <i>· 1,2,3,4,5 once I caught fish alive</i> <i>· Two little dickie birds</i> <i>· Three blind mice</i> <i>· Five current buns</i> <i>· 5 little monkeys jumping on the bed</i> <i>· One finger, one thumb</i></p>	<p>they explore one more and one less.</p> <p>Shapes with 4 sides – Children learn that squares and rectangles have 4 straight sides and 4 corners.</p> <p>Night and Day – Children talk about night and day and order key events in their daily routine.</p> <p>Vocabulary</p> <p>Circle, triangle, rectangle, square, shape, sides How many, count On, in, under, next to, Subitise -fast eyes, one more, one less Day, night, morning, afternoon</p>	<p>Combining 2 groups – Children begin to combine 2 groups to find the total.</p> <p>Length and Height – Children begin to use language to describe length and height.</p> <p>Time – Children continue to order using language such as now, before and later.</p> <p>Vocabulary</p> <p>Zero, fewer than, more than, same, equal, Bigger, smaller, heavier, lighter, longer, shorter Full, empty, half full, half empty, nearly full, nearly empty Pair, total, altogether Now, later, next, before, after, soon</p>	<p>Subtract, take away, minus, equals, makes Part whole Ten frames Order, sequence, , missing numbers In, on, around, though, under, top, next to, behind, in front, through</p>	<p>Time – o clock. Days of the Week</p> <p>Vocabulary</p> <p>Double, half Odd, Even Share, equal, unequal, fair Direction, left, right, forwards, backwards Season, month, days of week, date Hour hand, minute hand, o clock</p>
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St Oswald's Catholic Primary School Reception Curriculum

Understanding the World.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>All about Me</p> <p>Past and Present Begin to sequence events real or fictional using first... Next. Talk about past family events.</p> <p>People, culture and communities Know who they live with – sequence family members People familiar to us – family members and relatives, family photos, retelling family stories, drawing and representing Learn that our school is made up of children who are all different – backgrounds, homes, countries of birth, beliefs, skin colour, languages and accents and some still have families in other countries. Similarities and differences in families Learn from books that families are made up in different ways and all celebrated. Look at simple maps of our journeys around local area. Learning about types of houses – terraced, flat, detached and identifying the type of house they live in.</p> <p>Tour of the school, once settled into class. Learn about the Five Senses use senses to explore world around them – use herb garden</p>	<p>Festivals and Celebrations Past and Present Familiar celebrations – Halloween, bonfire night, Christmas. Use family photos to discuss memories / family events – weddings, christenings, birthdays. Remembering things that happened in the past a long time ago, e.g. Guy Fawkes – why do we celebrate Bonfire Night? – to remember the foiled plot to kill king James . Remembrance Day - who are we remembering and why? Learn times of day go in order and repeat. Say what they did yesterday, last night, this morning.</p> <p>People, Culture and Communities Learn that different religions have special places linked to their beliefs – Catholic / Christian Churches, Jewish synagogues. Learn about community celebrations – Visit church for Harvest Festival – learn to be thankful for what we have and to help others less fortunate by sharing, donating to foodbank. Hannukah – Jewish festival celebrations. Islam – Prayer routine, washing hands, prayer mat, facing East, special objects, Mosque. Christmas and how we celebrate. Domestic role play – get-</p>	<p>Cycle A – Winter and Food Glorious Food Cycle B – Winter and Transport</p> <p>Past and Present Transport (bikes) changes over time – changes over time, similarities and differences then and now. Remembering key events in our own lives– Christmas / Epiphany celebrations. Explore artefacts from the past -compare old and new transport – look at similarities and differences then – now. Research grandparents' childhood compare and contrast – play, homes, school, transport. Vocab – Spanner, ratchet, Bike pump, tyres, spokes, lights, helmet, Allan key,</p> <p>People, Culture and Communities Explore cultural differences through festivals –learn about how Chinese New Year is celebrated and about Chinese culture eg food, dancing, parades</p> <p>The Natural World Changing seasons – autumn to winter. Colder, darker days Wet weather, frost, snow, ice, bare trees. Learn about deciduous and evergreen trees find some evergreens in forest school adventures. Planting flowering bulbs for Spring. Observe natural processes of freezing and melting</p>	<p>Cycle A – Let it Grow Cycle B – All Creatures Great and Small</p> <p>Past and Present Our chronology – timeline of animal growth Explore changes over time – how have we/animals changed since birth. Photos to compare then and now. People, Culture and Communities Learn about how Christians celebrate Easter and how we celebrate in our families.</p> <p>The Natural World Observing changes in nature in Spring - Learn the signs of Spring - buds on trees, lambs, chicks, ducklings, blossom on trees, nest building. Learn what we see at a Farm. Visit farm Learn what farm animals need to grow and maintain health. Learn the names of Farm animals and produce. Learn names of baby animals and match to adult. Small world Play – farm, Safari – wild animals, zoo. Learn the names of wild animals, zoo animals. Learning about the Lifecycle of chicks, tadpoles, butterflies. Planting beans and seeds. Learning the main parts of the plant and that food comes from plants – growing cress for sandwiches.</p>	<p>Cycle A – If You go Down to the Woods Today Cycle B – Mini-Beasts</p> <p>Past and Present Seasonal Change, weathers changes, animal growth Map work, Goggle Draw representations of classroom and school building</p> <p>People, Culture and Communities Map work – locating Gateshead, North East England, Great Britain Look at maps of local area Identify features Create simple maps Look at aerial views and street views</p> <p>Introduce the globe Learn that earth is made up of land and sea and how to recognize this on a globe / map.</p> <p>Learn that a map is a view from above a place and has symbols and colours that mean different things.</p> <p>Investigating Forces</p> <p>Learn that Forces can be used to make an object move - pushes and pulls</p> <p>Investigating magnetism learn that magnets attract certain materials and why– using language of attract and repel.</p>	<p>Cycle A – Oh I do like to be beside the seaside Cycle B – Communities</p> <p>People, Culture and Communities Learn about different jobs of family members – invite in to talk about occupations. Use small world play to extend understanding of occupations – Pet Shop, Vets. Learn about occupations – firefighters, Police Officers Know to call 999 in an emergency</p> <p>Small World play – garage, road way, Happy Street Town, Fire station Places that are special to members of the community – church, mosque, temple Welcome a visitor from the Muslim community to talk to us about Islam and show us artefacts that are special to her because of her religion.</p> <p>Look at satellite maps and ariel views from google earth of local area Locate streets, parks. Local buildings, places of worship, Leisure centre, library. Learn about the services these public places offer our local community.4 People who help us in school – what is their role? People who help us in the community – e.g. medics, police</p>

St Oswald's Catholic Primary School Reception Curriculum

Understanding the World.

<p>Learn about similarities and differences, between ourselves - hair colour, eye colour skin colour. Learn to name body parts . Learn what a skeleton is and why we have one. Learn about changing materials when baking liquid to solid, cold dough to hot dough. Baking our own skeleton people</p> <p>The Natural World Learn that seasons repeat and go in order. Explore seasonal change – signs of Autumn, - leaves changing colour, trees losing leaves, bird migration, animals preparing for hibernation, evergreens and deciduous, weather changes, shorter days Animals preparing for winter, hedgehogs, squirrels, birds – hibernation and migration Habitats – woodland.</p> <p>Outdoor classroom - autumn change. Introduce some trees eg horse chestnut and fruit – conkers. Learn to recognise some leaves – beech, horse chestnut, sycamore.</p> <p>Investigations - Sources of light – what gives us light? Shadows</p> <p>Technology Learn about different purposes of technology and how it helps us in our daily lives –radio, laptop, photocopier, microwave, TV etc.</p>	<p>ting the house ready for Christmas, wrapping presents, putting tree up.</p> <p>The Natural World Nocturnal animals – owl, badger, fox How things are different at night – flowers close up, some animals and birds are awake, keeping ourselves safe in the dark. Combining ingredients in cooking and baking, heating and cooling effects – Christmas cookies</p> <p>Technology – exploring a range of technological cause and effect toys. Learn how to use Interactive board including colour investigation to mark make using pen features. Use Eggy Words and Safari coding</p> <p>Vocabulary Halloween, harvest, wedding, christening, baptism, Church Remembrance, Prayer mat, Mosque, Islam, Muslim Last night, this morning, home, street, town, detached, terraced, flat, Winter, nocturnal Baking, heating, cooling, torch, candle, sun, light, dark, day, night, electricity bulb, wire, battery</p>	<p>in outdoors. Looking at changing states of matter – cold temperatures freezing water to ice. Recognising environments that are different to ours – polar regions – Arctic and Antarctic. Compare and contrast polar ways of life to ours – homes, transport, food etc. Learn about animal adaptations – how arctic animals stay warm. Small World Play – Polar Regions. Learn about Ernest Shackleton – Arctic explorer and his experiences. How do penguins stay warm? How do they move? Can they fly? Forest school focus – RSPB Bird Watch – feeding the birds. Learning the names of common birds and listening to some bird song.</p> <p>Technology – using simple apps and programmes to reinforce learning mouse skills. Learn how to play simple games on IWB. Use more tools in PAINT – brushes, eraser, stamps, shapes Take part in simple programming with age-appropriate equipment eg Beebots</p> <p>Vocabulary Same, different, old, new, Arctic, Antarctic, polar, polar bears, penguins, fish, seal, spikes, huddle, waddle, blubber, habitat insulate. Explorer Common bird names</p> <p>Texts Emperor Penguin Lost and Found</p>	<p>Incubating eggs and hatching chicks. Learning the life Cycle of the hen. Recording our observation of change over time. Investigating changes of state – melting and hardening of chocolate to make Easter nests.</p> <p>Technology – knowing that we can use the internet to research animals. Take photos/QR with iPad. Begin to understand how to stay safe online. Use Book Creator</p> <p>Vocabulary Baby, child, teenager, adult, grow, change, same, similar, difference Farm animals, eggs, wool, meat, beef, pork Wild animal names, jungle, desert, grassland, rainforest Seed, flower, stem Roots, shoot, Incubator, chick, hatch, peck feed, Chrysalis, metamorphosis, change Melt, solid, liquid runny, smooth, harden</p> <p>Texts Jaspers Beanstalk The Tiny Seed Seeds Grow From Tadpole to Frog Tadpoles Promise Monkey Puzzle The Farm A Day in the Life of a Farmer Farm Animals Handa's Hen The Easter Story Some Pets</p>	<p>The Natural World Identify a Brown, Andean, polar bear and a panda bear. Know where in the world they live and how their environment is different to ours of the UK. Discuss their features, what makes them the same and what makes them different.</p> <p>Looking at minibeasts habitats and features Name, discuss and describe seven minibeasts (Worm, Snail, Woodlouse, Bee, Slug, Millipedes, Stick Insects) and to identify similarities and differences. Talk about minibeasts and return them to where they found them. Describe their features (numbers of legs, shell, slimy, furry, pattern, Antenen) compare habitats and discuss their needs.</p> <p>Technology Learn how to take photos and record video on IPAD Learn how to retrieve information from tech searches (QR codes) Learn how to use search engines to find things out Learn to always ask permission to use the WWW.</p> <p>Vocabulary</p>	<p>Use Small World Play to gain understanding of occupations eg Hospital.</p> <p>The Natural World Learning how humans impact the environment eg pollution and what we can do to help. Respecting and caring for our world Conservation – protecting natural resources – reduce, re-use, recycle Recycling – learn what rubbish does to our seas, animals and local environment. Learn Signs of Summer – flowers, leaves on trees, berries on bushes, more sunshine more daylight butterflies and other insects. Learning about animals and habitats - Sea life Growing sunflowers – learning that a plant needs soil, water and sunlight to grow. Learn that seeds produce roots to allow water to the plant and shoots produce leaves to collect sunlight for the plant to make it grow. Sorting and Matching materials. Learning words to describe materials – strong, hard, rough, smooth, rigid, flexible, liquid, solid.</p>
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St Oswald's Catholic Primary School Reception Curriculum

Understanding the World.

<p>Learn how to use devices around classroom eg remote control, I Pads, CD player, radio, clock</p> <p>Vocabulary Today, tomorrow, yesterday, day, week, month, year, season, brother, sister, mum, dad, grandma, grandad, auntie, uncle, cousin Sight, touch, hear, taste, smell. Parts of body Tree, leaf, trunk, branch, evergreen, deciduous autumn, hibernation, migration, woodland, pond</p> <p>Texts Just the job for dad The Same but Different too – K All Kinds of People There is a pig up my nose The Senses There's a pig up my nose Autumn Hodge the Hedgehog Non-fiction Autumn Leaf Man Goodbye Summer, hello Autumn</p>	<p>Freeze, melt, ice, frost, icicle, bulb, soil, Eid, Muslim, Islam, mosque, Koran, prayer mat</p> <p>Texts Room on the Broom Leaf Man Snow White and the seven Dwarfs. The Smartest Giant in Town Day Monkey, Night Monkey The Nativity Play My First Christmas Hannukah Diwali Rama and Sita Stickman</p>	<p>The Great Race China Chinese New Year The Gingerbread Man Supertato Vegetable assembly Goodbye Autumn Hello Spring Mr Wolfs Pancakes Penguins Fix it Duck The Jolly Postman Perky Little Penguins</p>	<p>The Detective Dog What the Ladybird Heard Rumble in the Jungle The ugly Duckling</p>	<p>Ariel view, Arctic, minibeasts, antenna, habitat, legs, shell, spin, web, slimy Magnetic, attract, repel, force, push, pull</p> <p>Texts Very Hungry Caterpillar Handa's Surprise B is for Bear Are you a snail? Mad about Minibeasts Woody the woodlouse Brown Bear, Brown Bear Swim Polar Bear, Swim We're going on a bear hunt Walking Through the Jungle Push and Pull Investigating Magnets</p>	<p>Learning how materials serve different purposes – eg waterproofing Investigating changes of state water into ice liquid into solid – making fruit ice lollies in the freezer.</p> <p>Investigation Floating and sinking – learn about the forces involved when pushing things under water. Investigation – How do we make a shadow? Small world play – seaside and beach Aquarium Learn about sun safety and how we keep ourselves safe around water. Domestic Role Play – packing suitcase for holiday</p> <p>Technology – using the web more independently to retrieve information (adult supervision) Learn what personal information is and that it shouldn't be shared on the WWW.</p> <p>Vocabulary Pollution, reduce, reuse, recycle Scientist Summer, sea, sea life, Material, strong, hard, rough, smooth, waterproof, liquid, solid, float, sink, upthrust, Shadow</p> <p>Texts At the Fire Station At the Dentist At the hospital</p>
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St Oswald's Catholic Primary School Reception Curriculum

Understanding the World.

					What the Ladybird Heard at the Seaside Spectacular City Floating and Sinking Water Water Everywhere Will it Float? Tiddler Dear Earth
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St Oswald's Catholic Primary School Reception Curriculum

Expressive Art and Design

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Art Focus Playdough and using tools Mark making with wax crayons - Investigate the marks and patterns made by different textures.</p> <p>Mark making with felt tips - Develop fine motor skills as they create and explore patterns.</p> <p>Mark making with Chalk - Outdoor with chalk, practising making patterns in a new medium and identifying similarities and differences between the different tools used.</p> <p>Observational pencils Drawing To explore mark making using pencils Looking closely at Autumn collections. Focus on pencil lines – what different shape lines can you see? To create a simple observational drawing. Draw Self-portraits – looking closely at parts of the face using a mirror.</p> <p>Portraits of our friends. Drawing faces in colour. Applying what they have practised over the last six weeks Observe, shape, line, straight, curved</p> <p>Vincent Van gogh Colour mixing station Leaf printing, Outdoor painting, finger painting (See Lesson 1, 2 module 2 Kapow)</p>	<p>DT Focus Bake biscuits to give to a friend linked to 'Cool to be Kind' Week.</p> <p>Exploring junk modelling – to explore and investigate the tools in the junk modelling area.</p> <p>Cutting skills – to investigate cutting different materials</p> <p>Choosing resources to make their own model</p> <p>Make models – verbally plan and make model, review and present</p> <p>Build upon knowledge of joins and explore different ways to temporary join materials together.</p> <p>Design a hibernate box Group Firework picture (See Lesson 6 – Module 2 Kapow)</p> <p>Clay Work Introduction to clay - How to flatten using hands/rolling pin How to create patterns in the clay using different tools to Roll, pinch, squeeze, flat Explores and uses wider range of natural and man-made materials. Make a clay tree decoration.</p> <p>Making Pumpkin soup (Lesson 5 Kapow)</p>	<p>Art Focus Exploring and understanding clay through manipulation and experiment. To explore clay and its properties. Looking closely at Arctic animals, fruit bowl</p> <p>Design an animal sculpture, talk about how they will create it.</p> <p>Create animal sculpture</p> <p>Paint animal sculpture, evaluate, discuss process and colour</p> <p>Artists – Georgia O'Keefe- Chinese Blossom (Chinese New Year)</p> <p>DT Fantastic fruits and vegetables – Lesson 1</p> <p>Some materials will stand better than others. Some materials will bend into shape more than others.</p> <p>Plan, design, evaluate</p> <p>Transport Junk Modelling</p> <p>Vocabulary Clay, design, dragon, attach Media, Oil pastels Sculpture Join, attach</p>	<p>DT Focus Egg decorating (seasonal tasks Kapow)</p> <p>Exploring threading and weaving, using different materials ribbons, wool, ten frames.</p> <p>Paper weaving, practise and apply weaving skills using paper.</p> <p>Design Easter Card. Chn learn about the symbol of the cross and use their threading skills to make a cross to add to the card.</p> <p>Focus in on plants/ flowers. Look at capturing whole plant compared to just a petal or a leaf.</p> <p>What size paper are you going to use? How much of the paper are you going to use?</p> <p>Where are you going to position your drawing?</p> <p>Mother's Day cards</p> <p>Paint daffodils and flowering bulbs.</p> <p>Vocabulary Threading Capture Focus Position</p>	<p>Art Focus Rainbow Salad</p> <p>Observational Drawing Looking closely - life cycle of frog</p> <p>Making paper snakes – Learning how to fold and curl paper to make colourful snakes. (Let's get Crafty, Lesson 4 Kapow)</p> <p>Symmetrical butterfly - Using paint and butterfly cutout to create a symmetrical butterfly.</p> <p>Caterpillar observational drawing</p> <p>Ladybird painting stones</p> <p>Painting flowers – Make observational painting of flowers. Draw outlines and then paint.</p> <p>Artist – Barbara Hepworth</p> <p>Developing joining techniques Improving scissor skills</p> <p>Vocabulary Pattern, Symmetrical Print Fold over Like, dislike, prefer Junk modelling Design, plan Cuboid, Spherical, Flat Attach Axel Rolling</p>	<p>DT Focus</p> <p>Observational Drawing Looking closely at shells sea life photos</p> <p>Wax resist technique - under the sea work</p> <p>Waterproof Materials – exploring a range of materials, how do they behave when water is added to them? Structures – boats, Lesson 1 Kapow</p> <p>Floating and sinking, Structures – Boats, Lesson 2 Kapow</p> <p>Designing Boats, What would make a successful boat? Sketch their boat ideas and designs. Structures – Boats, Lesson 5 Kapow.</p> <p>Choose the appropriate materials that you will need to make your model.</p> <p>Consider how best to join the different parts of your model. Evaluate – does your model look like your design? What would you do next time to change / improve</p> <p>Vocabulary Texture Wax resist</p>

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Expressive Art and Design



<p>Vocabulary</p> <p>Crayon, felt tip, chalk, coloured pencil Straight, curved, Observational Collage Materials, resources, Selotape, masking tape Dough tools, roll, stretch, squeeze</p> <p>Music</p> <p>Exploring sounds Exploring using vocal sounds. Lesson 1 Kapow Body Sounds Exploring using the body to make sounds Lesson 2 Kapow Instrumental sounds Exploring making sounds with instruments Lesson 3 Kapow Exploring sounds within the environment. Lesson 4 Kapow Sounds in nature. Listening and imitating sounds that chn hear outside Lesson 5 Kapow</p> <p>Knowledge Skills</p> <ul style="list-style-type: none"> ● To know twenty nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. 	<p>Vocabulary</p> <p>Brush, thick, thin, mix, pour, stir, spray, flick Dough – roll, pinch, flatten, squeeze, clay, decorate Artist Drawing</p> <p>Music</p> <p>Celebration music (Kapow) Lesson 1 Diwali Music Lesson 2 Hanukkah Music Lesson 3 Kwanzaa Music Lesson 4 Christmas Music Lesson 5 Christmas Action Songs</p> <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To know five nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. 	<p>Fray Plan, design, evaluate Layer Technique painting</p> <p>Music</p> <p>Transport (Kapow) Lesson 1 Exploring different types of transport Lesson 2 Trains Lesson 3 Boats Lesson 4 Cars Lesson 5 Transport Journey</p> <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To know ten nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes. ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars. <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. ● To sing along with a pre-recorded song and add actions. ● To sing along with the back-ing track. 	<p>Practice Improvement dialogue</p> <p>Music</p> <p>Musical Stories (Kapow) Lesson 1 Moving to Music Lesson 2 Understanding instru-ments to represent characters Lesson 3 Storytelling with Ac-tions Lesson 4 Using instruments to represent actions Lesson 5 Musical Story Compo-sition Lesson 6 Musical Story Perfor-mance</p> <p>Main songs- Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. ● To sing along with a pre-recorded song and add actions. ● To sing along with the back-ing track. 	<p>Finish Music</p> <p>Music and Movement (Kapow) Lesson 1 Action Songs Lesson 2 Finding the Beat Lesson 3 Exploring Tempo Lesson 4 Exploring Tempo and Pitch through Dance Lesson 5 Music and Movement performance.</p> <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. ● To sing along with a pre-recorded song and add actions. ● To sing along with the back-ing track. 	<p>Combine Floating, waterproof, improvements</p> <p>Speak and act in role, demon-strating recall of the jobs of key members of the community</p> <p>Music</p> <p>Lesson 1 What makes an instru-ment? Lesson 2 Introduction to the or-chestra Lesson 3 Follow the Beat Lesson 4 Tuned and Untuned Instruments Lesson 5 Big Band Performance</p> <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures. There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. <p>Knowledge / Skills</p> <ul style="list-style-type: none"> ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. ● To sing along with a pre-recorded song and add actions. ● To sing along with the back-ing track.
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Expressive Art and Design



<p>Knowledge / Skills</p> <ul style="list-style-type: none">● To know that we can move with the pulse of the music.● To know that the words of songs can tell stories and paint pictures. There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. <p>Knowledge / Skills</p> <ul style="list-style-type: none">● To sing or rap nursery rhymes and simple songs from memory.● Songs have sections. ● To sing along with a pre-recorded song and add actions.● To sing along with the backing track.					
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