

St Mary and St Thomas Aquinas Reception Curriculum

General Overview

Themes & Topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous me	Seize the Season	People who help us	Let's investigate...	Once upon a time	It's an adventure

Religious Education

Themes & Topics	Autumn	Themes & Topics	Spring	Themes & Topics	Summer
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

St Mary and St Thomas Aquinas Reception Curriculum

General Overview

Reception Reading Spine

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous me	Seize the Season	People who help us	Let's investigate...	Once upon a time	It's an adventure
Core class texts <ul style="list-style-type: none"> Rainbow Fish Rainbow of Emotions Giraffes can't dance 	Core class texts <ul style="list-style-type: none"> Leaf Man My friend the weather monster Stick Man The Snowman 	Core class texts <ul style="list-style-type: none"> Mog and the V.E.T. Zog and the flying doctors The Jolly Postman Superhero like you 	Core class texts <ul style="list-style-type: none"> Oliver's Vegetables The tiny seed Once there were giants 	Core class texts <ul style="list-style-type: none"> The Princess and the pea Goldilocks and the 3 bears Goldilocks and just the one bear The Three little pigs The true story of the 3 Little Pigs 	Core class texts <ul style="list-style-type: none"> Journey Emma Jane's Aero-plane Blown away
Additional texts <ul style="list-style-type: none"> Can I build another me? Only one you The great big book of feelings. The colour monster The Large Family series The Wonder Oh, the places you'll go! Zagazoo Avocado Baby Little Mouse's big book of fears 	Additional texts <ul style="list-style-type: none"> Ferdie and the falling leaves Tap the magic tree The little raindrop Goodnight moon Extra Yarn The snowy day Pumpkin soup 	Additional texts <ul style="list-style-type: none"> Busy people books Rosie's Hat Mog at the Vet Hairy McClarey at the vet Emergency vehicles – Rhyme and find. A day at the police station. Going to the doctors. Nurse Dotty The tooth book Burglar Bill The three robbers 	Additional texts <ul style="list-style-type: none"> Once there were giants. Jasper's beanstalk A seed in need The enormous turnip And then it's spring Big Red Barn Little blue truck Stella Luna Nature girls 	Additional texts <ul style="list-style-type: none"> Pinocchio Rumpelstiltskin The frog prince Cinderella Three little wolves and the big bad pig Honestly, Red Riding Hood was Rotten! Jack and the Jelly bean stalk 	Additional texts <ul style="list-style-type: none"> The Red Book This is London Diary of a wombat The Queen's hat Madeline Polar Bear, Polar Bear, What do you hear? Harold and the purple crayon Lost and found At the same moment around the world

St Mary and St Thomas Aquinas Reception Curriculum

General Overview

<p>Nursery Rhymes and songs</p> <ul style="list-style-type: none"> • Hickory, dickory, dock • Baa baa black sheep • Monday's child • Pat-a-cake • Three blind mice • 		<p>Nursery Rhymes and songs</p> <ul style="list-style-type: none"> • Doctor Foster • Here is the beehive • Pussy cat, Pussy Cat • Five little men in flying saucers • There was an old Lady 		<p>Nursery Rhymes and songs</p> <ul style="list-style-type: none"> • Jack and Jill • The Queen of hearts • Miss Polly had a Dolly • Mary, Mary quite contrary • Goosey, goosey gander 	
<p>Texts to support maths</p> <ul style="list-style-type: none"> • A Pair of Socks • Seaweed Soup • The Button Box • Beep Beep, Vroom Vroom! • The Blue Balloon • Dear Zoo • We're Going on a Bear Hunt 	<p>Texts to support maths</p> <ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Gingerbread Man • • A Squash and a Squeeze by Julia Donaldson • The Three Billy Goats Gruff • Circle, Triangle, Elephant! • Rosie's Walk • Five Little Fiends • Kipper's Birthday • The Very Hungry Caterpillar 	<p>Texts to support maths</p> <ul style="list-style-type: none"> • Zero is the leaves on the trees • Room on the Broom • Who sank the boat? • The ugly five • Kipper's toy box • Simon's sock • Mr Wolf's week 	<p>Texts to support maths</p> <ul style="list-style-type: none"> • Mr Magnolia • Ten black dots • One Gorilla • Feast for ten • Pattern fish • Engines, Engines 	<p>Texts to support maths</p> <ul style="list-style-type: none"> • Jack the builder • One moose, 20 mice • A dozen duckings lost and found • Which is round? • Which is bigger? • 10 on a train • Mr Gumpy's outing • Rosie's Zoo • One Ted falls out of bed • Grandpas quilt 	<p>Texts to support maths</p> <ul style="list-style-type: none"> • This is the story of Alison Hubble • Two of everything • Double the ducks • The gingerbread man • One Hungry cat • Pete the Cat and the missing cupcakes • What the Lady bird heard • Mr Gumpy's motor car • Bill's Bucket • How many legs?

St Mary and St Thomas Aquinas Reception Curriculum

Communication and Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening Understand how to listen and why listening is important. Follow adult cues to listen. We listen for enjoyment (stories) We listen so we know what we are doing (instructions) We listen to learn new things (facts) We listen so that we can respond appropriately. (Know behaviours for successful Promote and model active listening - good sitting, good looking. Know vocabulary of classroom and school. We need to look at each other when we talk so we can concentrate on what is being said.	Listening Listen for and ask meaning of new words. Listen to, and engage, in story time. Maintain eye contact and track the teacher to show listening. Listen carefully to a story as part of a small group and as part of the whole class. Show you have been listening by joining in with repeated refrains, answering simple questions about plot, character Understand 2 step instructions.	Listening We listen to learn new things. Show understanding of newly acquired vocabulary in play. Understand the relationship between speaking and listening. In order for us to say the right thing (respond appropriately) we need to listen carefully to what the person is saying. Model how to think of appropriate questions to ask a visitor. Emphasise not asking something they have already told us. Understand 3 step instructions.	Listening Understand we need to listen so that we can respond appropriately in serve and return conversations. Understand the importance of maintaining a thread to a discussion /conversation. In order for us to say the right thing (respond appropriately) we need to listen carefully to what the person is saying. Are we talking about the same thing as the other person in the conversation.	Listening Listening to recorded stories without visuals. Continue to explore and use new vocabulary. Show good listening behaviours in assembly, liturgies and Church. Listen to others to keep play going with responses. Shows listening by understanding of positional instructions.	Listening Know we can listen attentively with sustained concentration and this is expected. Shows attentive listening in a range of situations – good sitting, good looking. Shows understanding of tense – uses past, present and future Shows understanding of newly introduced vocabulary by using to explain ideas. Process language which includes challenging adjectives, verbs and positional vocabulary in instructions.

St Mary and St Thomas Aquinas Reception Curriculum

Communication and Language

<p>Speaking</p> <p>Speaking with others about their needs and wants.</p> <p>Join in with social phrases- responding to adults saying hello.</p> <p>Answering simple ‘how are you’ questions.</p> <p>Participation in predictable texts.</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</p> <p>Demonstrate an understanding of waiting turns to speak/not interrupting.</p>	<p>Speaking</p> <p>Secure agreed rules for conversational turn taking in small and larger groups.</p> <p>Begin to explain their observations and why things happen.</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>Use puppets and story maps to retell stories</p> <p>Performance speaking</p> <p>Use phrases like once upon a time, happily ever after, suddenly, then,</p>	<p>Speaking</p> <p>Retell stories in play.</p> <p>Use talk partners</p> <p>Add connectives on the end of simple responses to include detail or causative extensions.</p> <p>Extend answers using a range of connectives - And, but, because, so</p> <p>Participate in very familiar stories as choric speech</p> <p>Answer ‘why’ questions within a small group or whole class situation - Why do you think the doctor has this? Why do you think this happens? Why do you do that?</p> <p>Begin to formulate simple questions to ask a visitor.</p>	<p>Speaking</p> <p>Tell familiar stories using sequenced illustrations as prompts.</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>Answer open ended or speculative questions.</p> <p>How do plants grow? How does a seed become a tree? How do we become an adult?</p> <p>Questions based on knowledge from topic (see general themes)</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>Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance</p> <p>Retell stories and take on a role in play.</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>Vocabulary – journey, adventure, aeroplane, travel, holiday, commute, world</p>
---	---	---	--	--	---

St Mary and St Thomas Aquinas Reception Curriculum

Communication and Language

<p>Participate in adult narration of independent learning.</p> <p>Discuss family routines and experiences.</p> <p><u>Vocabulary</u> Parents, mam, dad, brother, sister, grandparents, grandmother, grandfather, step mam, step dad, school, homes, family, bodies, feelings.</p> <p><i>Role Play Opportunities - Home corner, Shop, café</i></p>	<p>next, the end when telling a story.</p> <p>Talk about the characters, setting, author, illustrator and blurb</p> <p><u>Vocabulary</u> seasons, spring, summer, autumn, winter, similar, different, trees, local area, advent, Christmas, beginning, middle, end,</p> <p><i>Role Play Opportunities— Weather Station, nativity scene</i></p>	<p><u>Vocabulary</u> Doctor, nurse, dentist, vet, fire officer, police officer, post officer, animals, help, care</p> <p>Role Play – vets, doctors, dentist, post officer</p>	<p><u>Vocabulary</u> growing, Lent, Easter, change, observe</p> <p>Role Play – greenhouse, farm</p>	<p><u>Vocabulary</u> Pentecost, once upon a time, then, next, suddenly, finally.</p> <p>Role Play – linked to class texts – Castle and cottage</p>	
---	---	--	--	---	--

St Mary and St Thomas Aquinas Reception Curriculum

Personal, Social & Emotional Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building and Maintaining Relationships 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. Learn to ask for help when they need support. Learn importance of hand washing before food and after toilet. NSPCC PANTS rule On-line safety.	Building and Maintaining Relationships Playing alongside and with other children. Asking to join play. Welcoming others into play scenarios. Developing the ability to take turns knowing that taking turns gives everyone a fair opportunity. Highlight the importance of everyone given a fair chance. Learn to use words to show feeling hurt or upset e.g. saying 'Stop I don't like that' if child upsetting them Learn to talk about changes they feel when well and unwell. NSPCC PANTS Online Safety	Building and Maintaining Relationships Understanding the concept of friendship as including people and not excluding because of 'Best Friends' or exclusive friendship groups. Consider what it means to be a friend. To know that a friend is someone who helps and supports. To know that we can have lots of different friends. Understand that there may be people who you enjoy doing different things with and that is fine. 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 Developing Confidence and Resilience	Building and Maintaining Relationships How to manage conflicts and disagreements with friends Knowing how to tell 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. Talking about relationships outside of school – siblings, cousins, other friends. What can you learn from these relationships? NSPCC PANTS ONLINE Safety	Building and Maintaining Relationships Developing a sense of belonging. This is where I belong. This is my community. Knowing that the feelings and views of others are important Respecting and responding to other people's views. Learn to negotiate and solve problems without aggression. Reflect on own actions and choices. NSPCC PANTS Online Safety	Building and Maintaining Relationships 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

St Mary and St Thomas Aquinas Reception Curriculum

Personal, Social & Emotional Development

<p>Developing Confidence and Resilience</p> <p>Settling to the routines and expectations of the classroom – Registration snack time, lunch, Rules of our areas etc.</p> <p>Spending time playing alongside others in the areas, developing confidence with resources and class environment.</p> <p>Adults modelling positive play.</p> <p>Developing confidence in choosing own experiences and learning.</p> <p>Selecting resources independently.</p>	<p>Developing Confidence and Resilience</p> <p>Become more familiar with class and school rules. Begin to understand why these rules are important.</p> <p>Rules are important in class so that we can all enjoy learning and playing together.</p> <p>Many of the rules we have keep us all safe.</p> <p>Encourage independence children to dress appropriately for the Winter weather.</p> <p>Develop sense of responsibility looking after classroom.</p> <p>To understand that they may need to attempt a task several times before they can achieve / complete it.</p> <p>Learn about importance of teeth brushing for good oral health.</p>	<p>Developing an understanding of school rules. Understanding of the need for rules to keep everyone safe – consequences of actions.</p> <p>We need rules and laws to keep everyone safe.</p> <p>There are people we can ask for help when we need it.</p> <p>Promoting intrinsic motivation - encourage children to complete tasks to the best of their ability for them, not to please an adult.</p> <p>Make links between completing tasks and the positive feelings it creates.</p> <p>Knowing it feels good when they have achieved something that they wanted to achieve.</p> <p>Look at how we can continue to look after ourselves by making healthy food choices. Identify appropriate choices.</p>	<p>Developing Confidence and Resilience</p> <p>Learn to persevere when tasks become difficult.</p> <p>Encourage children to challenge themselves and to keep trying.</p> <p>Model how to respond positively to feedback in order to improve.</p> <p>Know that sometimes, my first attempt is not my best.</p> <p>Identify what they can do themselves to improve.</p> <p>Know that if I keep trying, I will always get better.</p> <p>Know how to resolve conflicts independently following adult modelling. Solving problems without aggression.</p> <p>Learn to bounce back after upset with some independence.</p>	<p>Developing Confidence and Resilience</p> <p>Focus with the children on independent learning.</p> <p>How do they use the different areas of the indoor and outdoor environment?</p> <p>What are your favourite areas? Why?</p> <p>Are there any areas you don't use so much? Why?</p> <p>Are there any suggestions you could make to improve things for the next Reception class?</p> <p>Continue to build confidence to speak with others about interests, opinions, ideas and reads.</p> <p>Circle time, review time and planning time. Learn to think of other ways of doing something if something hasn't worked.</p>	<p>Developing Confidence and Resilience</p> <p>Consider the changes that happen in our lives.</p> <p>Prepare for transition to Year 1.</p> <p>Focus on what we know now that we didn't know when we started school.</p> <p>What skills and talents have we developed that will help us in Year 1?</p> <p>Showing resilience and perseverance when challenged. Explaining preferences- voting.</p> <p>Describe self in positive but realistic terms.</p> <p>Discuss abilities – what I can do and what I need to get better at.</p> <p>Learn to set own goals - how to improve their work.</p>
--	--	--	--	--	--

St Mary and St Thomas Aquinas Reception Curriculum

Personal, Social & Emotional Development

		<p>Fruit and vegetables help to keep us healthy. They contain vitamins that help different parts of our body.</p> <p>Learn about foods that are good or not so good for teeth.</p> <p>Learn about the damage don't to teeth by not brushing or sugary foods.</p> <p>Road safety</p> <p>Managing Emotions</p> <p>Learn to link events in books to real life feelings and experiences.</p> <p>Working with the children on ways to self-comfort and not seek immediate adult interaction.</p>			<p>Reminders about importance of good oral hygiene, keeping ourselves clean and germ free, making healthy choices when eating, regular exercise etc.</p> <p>Managing Emotions</p> <p>Know that people show their emotions in different ways.</p> <p>Managing Emotions</p>
	Managing Emotions		Managing Emotions		
			Know how to calm self		

St Mary and St Thomas Aquinas Reception Curriculum

Personal, Social & Emotional Development

<p>Managing Emotions</p> <p>Beginning to identify all of our different feelings and emotions.</p> <p>We all have feelings. It is alright to feel sad/angry/scared. To talk to a grown up when we have these feelings and they can help.</p> <p>Learn to distract themselves if upset.</p> <p>Introduce and encourage talking about how we are feeling and what we can do to help ourselves and each other.</p> <p>Learn to tolerate delay.</p> <p>Knowing we respect our resources and tidy up.</p> <p>Develop strategies for staying calm when frustrated.</p>	<p>Know how to manage emotions in different situations.</p> <p>Know to ask adult for help to manage uncomfortable feelings.</p> <p>Remembrance Day activities – Thinking about others and how they must have felt. People who suffered to help others.</p> <p>Consider the feelings of others.</p> <p>Learn to recognise that behaviour may affect others especially when we are angry.</p> <p>Showing patience and waiting. Advent – Waiting /Time to prepare, get ready.</p> <p>Know it is important to be patient. We don't always get what we want immediately.</p>	<p>Link to previous work on feelings and being patient.</p> <p>Use pictures of different scenarios to talk together about possible responses.</p> <p>To know it is sometimes best to wait until they are finished and not interrupt.</p> <p>Knowing the boundaries set.</p>	<p>Continue to explore own and others emotion.</p> <p>Focus on how we have developed from babies and toddlers. What can we do now that we couldn't do?</p> <p>When we were a baby, we needed help with everything.</p> <p>As a toddler, we began to walk, talk and feed ourselves.</p> <p>As a child, we start school and make lots of friends.</p> <p>As a teenager, we start to think about work and how to look after ourselves.</p> <p>As an adult, we begin to make our own decisions, have our own house/family/job.</p> <p>How can we tell someone what we want and how we are feeling now?</p> <p>When we were a baby, we cried to tell people we were unhappy. We</p>	<p>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.</p> <p>Increasing self-regulation behaviour – learn to stop themselves from doing something they shouldn't.</p> <p>Safety around the room at home and school.</p> <p>Continue to develop self-control and calming techniques.</p> <p>Knowing the importance of maintain good learning behaviour.</p> <p>Show awareness of how we can help others to behave well.</p> <p>Be able to articulate meaning of school rule - show respect and give examples.</p>	<p>Respect and care for our world.</p> <p>Endangered animals – showing some empathy. What can we do to help them?</p> <p>Why is it important to help them?</p> <p>Endangered animals need our help so that they don't die out and become extinct.</p> <p>Begin to understand why some people act in a certain way.</p> <p>Know that some people don't realise that what they are doing is affecting the animals.</p> <p>Know that people think that what they are doing is right.</p> <p>Some people don't care about the animals.</p> <p>Why is it important to look after our world?</p>
--	---	---	--	--	--

St Mary and St Thomas Aquinas Reception Curriculum

Personal, Social & Emotional Development

<p><u>Ten Ten RSE</u></p> <p>Handmade with Love</p>	<p>Link to Reverse Advent Calendar – some children aren't as lucky as us</p> <p><u>Ten Ten RSE</u></p> <p>I am me</p> <p>Head, shoulders, knees and toes</p> <p>Ready Teddy?</p>	<p><u>Ten Ten RSE</u></p> <p>I like, you like, we all like!</p> <p>All the feelings</p> <p>Let's get real</p> <p>Growing up</p>	<p>couldn't say exactly what was wrong.</p> <p>Articulating now we can speak, we can explain exactly how we are feeling and what is wrong. Increasing following rules without reminders.</p> <p><u>Ten Ten RSE</u></p> <p>Role model</p> <p>Who's who?</p> <p>You've got a friend in me</p> <p>Forever friends</p> <p>What is the internet?</p> <p>Playing online</p>	<p><u>Ten Ten RSE</u></p> <p>Safe inside and out</p> <p>My body, my rules</p> <p>Feeling poorly</p> <p>People who help us</p>	<p>Knowing it is ok to challenge others but we must always be kind.</p> <p>Solve problems and find solutions to conflicts and rivalries.</p> <p>Understand consequences of own behaviour and articulate.</p> <p><u>Ten Ten RSE</u></p> <p>God is love</p> <p>Loving God, Loving others</p> <p>Me, You, Us</p>
---	--	---	---	---	---

St Mary and St Thomas Aquinas Reception Curriculum

Physical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
Exploration of outdoor equipment – trikes, balance bikes, scooters.	Continue to move in different ways inside and out balancing.	Stops balance bike effectively and leaves sensible distance behind other riders	Resources with which we bat, pat and hit a ball – tennis rackets, cricket bats, hockey sticks	Introduce games with rules and teams	Team games – Tag, football, dodgeball
Learns to walk then uses feet to scoot a balance bike	Maintains balance on balance bike and manoeuvres around corners	Introduce variety of balls in different sizes	Controlling a moving ball using a stick	The importance of rules to help everyone play fairly, e.g. Tag	Creating own obstacle courses ensuring a range of surfaces and heights, heavy lifting.
Exploration of body movements – walking, jogging, sprinting, jumping, hopping, skipping, crawling	Introduce apparatus – gymnastic equipment – slide, climb, crawl, jump, land	Throwing balls underhand Catching large ball between extended arms. Rolling and kicking large ball with one foot while swinging opposite arm	Parts of foot to best strike ball Catching large balls by bringing hands in towards chest	Travelling – focus on changing direction Moving around, under, over and through different objects and equipment	In dance - control bodies when performing a sequence of movements Travel confidently with control in a range of ways – skip, hop, sidestep, changing direction.
Moving at different speeds and directions	Introduction to managing risk – climbing, travelling at different heights, jumping off and landing appropriately	Throwing and kicking at a target	Throwing and catching smaller balls	Explore rolling in different ways	Explore jumps – straight tuck, jumping jack, half turn
Stopping on a signal	Throwing bean bags at a target – stance and arm swing to throw under-arm	Aiming at targets of different shapes and sizes	Creating obstacle courses	Exploring different ways to jump – ensuing safe landing	Use toes to dribble keeping football close Trap a ball moving by putting foot on it
Standing still	Continue to work on core muscle strength	Partner work - rolling, bouncing, throwing, kicking	Use of various balance beams with increasing control	In dance – create movement phrase which demonstrates their own ideas	Perform a sequence of movement showing control
Negotiating space and moving around safely	Describe how body feels when still and when exercising	Standing with one foot forward to throw opposite leg to throwing hand	In dance, join in a range of different movements changing g speed and style	Use fingers to push the ball down bounce with 2 hands.	
Exploration of small equipment – large and small balls, bean bags, quoits, hoops		Travelling backwards and sideways	Movement in dance to cultural music		
Pre-writing muscle strengthening activities –					

St Mary and St Thomas Aquinas Reception Curriculum

Physical Development

<p>streamers, large scale painting</p> <p>Action songs</p> <p>Self-help – wash and dry hands, put on and take off coat</p>	<p>Self-help – get dressed and undressed for PE independently</p>	<p>Moving in different ways over the apparatus</p> <p>Self-help – put on and take off jumper.</p>	<p>Creating a short movement phrase</p> <p>Self -help – put on wellies and overalls independently</p>	<p>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>Sports day activities – running races, egg and soon, sack race, relay races</p> <p>Self-help – remembering to drink water regularly in warmer weather</p> <p>Self-help -Learn about sun safety and how we keep ourselves safe around water.</p>
--	---	---	---	---	--

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

St Mary and St Thomas Aquinas Reception Curriculum

Physical Development

Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor
Develop muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing, screwing, stretching elastic bands	Increasingly difficult fine motor challenges – e.g. tiny bead threading, smaller tweezers	Daily letter formation practice	Letter formation in words and sentences on hand-writing paper.	Working on sizing of letter shapes and sitting letters correctly on the line	Correct formation of capital letters
Mark making – lines, circles, zig zags, left to right directionality	Letter formation of graphemes taught in phonics	To know ascenders, short letters and descenders.	Secretarial skills of writing a sentence e.g. finger spaces	Continue to develop control – ensuring anti-clockwise movements and re-tracing vertical lines	Appropriate letter sizing for differing line widths
Establishing handedness	Focus on importance of directionality and re-tracing of vertical lines	Introduction to clay – kneading, rolling, shaping and using a range of tools to model	Scissor skills – cutting out circle shapes within a half an inch and then a quarter of an inch of the line	Scissors -cuts out squares accurately.	Presenting writing for display
Drawing and painting inside and out – pencils, markers, felt pens, chalk, crayons, paint brushes, finger paint	Explore dough and dough tools	Developing woodwork skills – hitting a nail with a hammer, two hands on the saw, etc.	Cutting fruit and vegetables using one hand to steady the food	Using the fork to hold food while cutting it with a knife	Scissor skills – cutting around and out complex shapes
Daily tracing of name	Refine comfortable tripod grip	Learning how to hold a knife and fork correctly – practicing in dough	Spreading butter and jam using a knife	Talking about healthy food and drink	Using a knife and fork together in both hands when eating
Scissor grip – smiling thumbs looking up	Daily writing of own name	Importance of exercise in maintaining health	Remember importance of healthy food choices and good water intake	Weaving focus – large scale outside and individual frames	Revisiting staying safe online
Snips and straight lines	Daily letter formation practice	Staying safe online		Revisit good oral hygiene and importance of teeth brushing	Importance of good sleep routine and sensible amounts of screen time
Steadying paper with other hand	Scissor grip – wavy lines	Scissors – cutting within a quarter of an inch of a line			Safety in and around the home and on the road
Oral health and importance of daily teeth brushing	Moving paper around to cut	Using a knife to cut soft food correctly using one hand			
	Using thinner crayons, finer felt tips and finer paint brushes				

St Mary and St Thomas Aquinas Reception Curriculum

Physical Development

	<p>Pulling up zipper when started by adult</p>	<p>Learn about importance of holding adult hand or near road, staying away from the kerb, not running ahead.</p> <p>Learn about keeping safe on the road and pavements and crossing the road.</p> <p>Learning to do up own zipper independently</p>			
--	--	---	--	--	--

St Mary and St Thomas Aquinas Reception Curriculum

Literacy

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Develop love of books, stories and poems.	Continue to develop love of books, stories and poems.	Shared reading of texts & writing genres and reasons to write- teacher modelling.	Continue to share texts for pleasure.	Continue to give opinions, preferences and experiences of good quality reading texts.	Independent reading for pleasure books- phonetics and picture books.
Learn to handle books with care.	Differentiate fiction + non-fiction.	Express preferences about books.	Comprehension questions.	Answer comprehension question.	Retelling stories using puppets and small world figures.
Can name part of a book-cover, title, author, page.	Explore and name parts of a book- blurb, illustrator, spine and contents.	Shared reading of words captions phrases and sentences- with known letter/sound correspondence or topic based.	Further explore non-fiction.	Examine non-fiction texts and genres.	Further opportunities to use language features of narrative writing based on familiar texts.
Joining in with shared books, repeated refrains.	Suggest how stories might end.	Sequencing and retelling familiar stories	Parts of a book- glossary and contents page	Revise rhyming couplets and strings.	Oral rehearsal then independent writing of a few sentences starting with a capital letter and ending with a full stop.
Begin to make prediction based on a text.	Identify rhyming words and continue rhyming strings.	Learn stories off by heart and retell orally.	Shared reading of non-fiction sentences.	Orally rehearse then write in response to texts.	Re reading their own writing as they write and making changes to make it make sense.
Develop awareness of print in environment.	Mark making more purposefully- conveying a message.	Orally rehearse then write sentence with finger spaces.	Oral rehearsal and writing non-fiction sentences.	Use full stop at the end of sentence.	Reading their writing aloud to small and larger groups.
Retelling familiar stories.	Explore reasons to write.	Write from memory some key tricky words and make phonetic attempts at others words.	Science writing labelling linked to plants and growing.	Write a few sentences in a well-known narrative.	Use writing to record in areas of learning.
Mark making and play writing in areas.	Oral rehearsal of sentence to dictate to scribe.	Write labels for own models and work on display.	Life Cycle writing in non-fiction, chronological.	Continue to develop features of genre – fairy tale narrative	Exploring writing purposes – postcards, tickets, invitations.
Dictate and draw to show response to stories and books.	Hear, say and write more than one letter to represent a word.	Write simple instructions for others.	Write more than one sentence independently that can be read by themselves and others.		
Retell using puppets.	Begin to label drawings independently.		Begin to show some understanding of features of genre e.g. a list.		
Begin to use initial letters to represent a word.					
Handwriting					

St Mary and St Thomas Aquinas Reception Curriculum

Literacy

<p>Formation of m a s d t i n p g o c k u b f e l h r j Copying name</p> <p>RWI Phonics Speed sounds m a s d t i n p g o c k u b f e l h r j</p> <p>Oral blending and segmenting Orally blend CVC and CCVC words</p> <p>Blend CVC words with learned sounds</p> <p>Hear and say the initial sounds</p> <p>Write the sounds by learning the rhymes</p>	<p>Handwriting Formation of v y w z x Copying words accurately. Writing name.</p> <p>RWI Phonics Speed sounds v y w z x Special Friends ch sh th ng nk</p> <p>Oral blending and segmenting practice</p> <p>Orally blend CVC and CCVC words</p> <p>Blend and read CVC words with the sounds already learnt</p> <p>Hear and say the initial sounds Write the sounds by learning the jingles.</p>	<p>Handwriting Daily formation practice Sitting letters on lines, ascenders and descenders formed correctly.</p> <p>RWI Phonics Set 2 sounds ay ee igh ow oo oo</p> <p>Orally blend CVC and CCVC words</p> <p>Blend and read CCVC words with the sound already learned</p> <p>Write the sounds by learning the jingles.</p> <p>Read the sentence</p> <p>Spellings dictation</p>	<p>Handwriting Daily formation practice. Sitting letters on lines, ascenders and descenders formed correctly. Letter sizing.</p> <p>RWI Phonics Review learned set 2 sounds and introduce :o ar or air ir ou oy</p> <p>Orally blend CVC and CCVC words</p> <p>Blend and read CCVC words with the sound already learned</p> <p>Write the sounds by learning the jingles</p> <p>Read a sentence</p> <p>Spellings dictation</p>	<p>Handwriting Learning formation of capital letters.</p> <p>RWI Phonics Review set 1 and 2 sounds learned.</p> <p>Blend and read CVCC, CCVC, CCCVC, CCVCC words with the sounds already learned</p> <p>Read longer words like compound words</p> <p>Words ending in: -ing -ed -er-est</p> <p>Read a sentence</p> <p>Spellings dictation</p>	<p>Handwriting Daily sentence formation practice using capital letters, full stops, finger spaces and appropriate sizing.</p> <p>RWI Phonics Review set 1 and 2 sounds learned.</p> <p>Blend and read CVCC, CCVC, CCCVC, CCVCC words with the sounds already learned</p> <p>Read longer words like compound words</p> <p>Words ending in: -ing -ed -er-est</p> <p>Read a sentence</p> <p>Spellings dictation</p>
--	--	---	--	--	--

St Mary and St Thomas Aquinas 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. 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</p>	<p>It's Me 1, 2, 3!</p> <p>Representing 1 2 3 – Children identify representations of 1, 2 and 3. 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>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) –</p>	<p>Building 9 and 10</p> <p>9 and 10 – Children continue to apply the counting principle when counting to 9 and 10.</p> <p>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>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.</p> <p>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.</p> <p>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. Taking Away – The children use real objects to see that the quantity of a</p>	<p>Find My Pattern</p> <p>Doubling – The children will learn that double means 'twice as many'.</p> <p>Sharing and Grouping – The children should understand how to share fairly to recognise equal groups.</p> <p>Even and Odd – The children begin to understand that some quantities will share equally into 2 groups and some won't.</p> <p>Spatial Reasoning (3) – Children understand that places and models can be replicated and need to experience looking at these from different positions.</p> <p>On The Move Deepening Understanding</p>

St Mary and St Thomas Aquinas Reception Curriculum

Mathematical Development

<p>these sets can be compared and ordered. 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 their own simple repeating patterns.</p> <p>Vocabulary - <i>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 seasons</i></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 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>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>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>Pattern (2) – Building the children's earlier AB pattern work by introducing more complex patterns. Consolidation</p> <p>Vocabulary - <i>Order, bonds, make, Cylinder, cube, cuboid, cone sphere, pyramid, repeat, pattern, colours, shapes, Compare, bigger, smaller, more, less, same, Morning, night, today, tomorrow, yesterday</i></p>	<p>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</p> <p>Orally explaining first, then and now for addition and subtraction number stories within 10.</p> <p>Making teen numbers 11-19</p> <p>Ordering numerals to 20 Missing numbers to 20</p> <p>Vocabulary - <i>Forwards, backwards, Add, plus Subtract, take away, minus, equals, makes</i></p>	<p>Children need time and opportunities to engage in extended problem solving and develop their critical thinking skills.</p> <p>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.</p> <p>Counting in twos and tens</p> <p>Numeral formation within 20</p> <p>Time – o clock</p> <p>Days of the Week</p>
---	---	---	---	--	---

St Mary and St Thomas Aquinas Reception Curriculum

Mathematical Development

	<p>Vocabulary -Circle, triangle, rectangle, square, shape, side, how many, count, on, in, under, next to, subitise, one more, one less. day, night, morning, afternoon</p>	<p>Vocabulary - 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>Part whole, Ten frames Order, sequence, missing numbers, In, on, around, though, under, top, next to, behind, in front, through</p>	<p>Vocabulary 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>
--	---	--	--	--	--

St Mary and St Thomas Aquinas Reception Curriculum

Understanding the World

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present Begin to sequence events real or fictional using first.... Next. Talk about past family events using my world books. People, culture and communities Know who they live with – sequence family members People familiar to us – family members and relatives, family photos, re-telling family stories, drawing and representing Learn that our school is made up of children who are all different Similarities and differences in families Learn from books that families are made up in	Past and Present Familiar celebrations – Halloween, bonfire night, Christmas. Use family photos to discuss memories / family events- christenings, birthdays and Christmas. 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. People, Culture and Communities	Past and Present Remembering key events in our own lives– Christmas / Epiphany/La Befana and sharing their experience Explore artefacts from the past -compare old and new toys – look at similarities and differences then – now. People, Culture and Communities Look at simple maps and plan a route to the post box. Learn about different jobs of family members – invite in to talk about occupations. People who help us in school – what is their role? People who help us in the community – e.g. medics, police	Past and Present Our chronology – timeline of human growth Explore changes over time – how have we changed since babyhood? Photos to compare then and now. Present children with pictures, stories, artefacts and accounts form the past and explain similarities and differences Research grandparents' childhood compare and contrast People, Culture and Communities Learn about how Christians celebrate Easter and how we celebrate in our families.	Past and Present Learn about Kings and Queens, Princes and Princesses through Fairy tales Learn about fictional characters and creatures and link to real people and differentiate between real and fiction. Eg dragons. Learn about castles, knights etc. Small World Play – castle and knights People, Culture and Communities Map work – locating Gateshead, Newcastle, Stella, Blaydon, River Tyne Great Britain Look at maps, Ariel view, street views and of local area - identify features Create simple maps	Past and Present Travel and transport changes over time – changes over time, similarities and differences then and now. Journeys, holidays and adventures – where have we travelled to and how did we get there? What are the best ways to travel a long way? A short way? Learn about the experiences of inspirational person E.g Emilia Earhart Small World Play – train set, airport, introduced geographical areas. People, Culture and Communities Look at satellite maps and ariel views from google earth of contrasting areas.

St Mary and St Thomas Aquinas Reception Curriculum

Understanding the World

<p>different ways and all celebrated.</p> <p>Small World Play – doll's house</p> <p>Talking about differences reflecting cultural diversity</p> <p>Tour and draw representations of classroom and school building</p> <p>Learn about the Five Senses and use senses to explore world around them.</p> <p>Learn about similarities and differences, between ourselves - hair colour, eye colour, skin colour.</p> <p>Learn to name body parts.</p> <p>Learn what a skeleton is and why we have one.</p> <p>Learn about changing materials when baking liquid to solid, cold dough to hot dough.</p>	<p>Learn that different religions have special places linked to their beliefs – Catholic / Christian Churches, Jewish synagogues.</p> <p>Learn about community celebrations – Hannukah – Jewish festival celebrations.</p> <p>Christmas and how we celebrate.</p> <p>Learn some of the key features of our local area – River Tyne, riverside, church, Blaydon, Ryton, Stella</p> <p>Look at simple maps of our journey to school and around local area.</p> <p>Learning about types of houses – terraced, flat, detached and identifying the type of house they live in.</p> <p>Small World play – Street, town, buildings, seasonal objects.</p>	<p>Learn about occupations – firefighters, Police Officers</p> <p>Know to call 999 in an emergency</p> <p>Use small world play to extend understanding of occupations – doctors, vets, post office</p> <p>The Natural World Wanderlust Nature Study – Winter – ice, snow-flakes, northern lights, robins, rocks.</p> <p>Technology Use simple apps and programmes to reinforce learning mouse skills</p> <p>Learn how to use and navigate google maps to walk to the postbox.</p> <p>Take part in simple programming with age-appropriate equipment eg Beebots</p> <p>Vocabulary Same, different, old, new,</p>	<p>Places that are special to members of the community – church, mosque, temple</p> <p>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>The Natural World Wanderlust Nature Study – Spring – rain, Spring flowers, nests, beetles, beans, seeds, baby animals.</p> <p>Observing changes in nature in Spring - Learn the signs of Spring - buds on trees, lambs, chicks, ducklings, blossom on trees, nest building</p> <p>Learn what we see at a Farm</p> <p>Visit farm</p>	<p>Learn that a map is a view from above a place and has symbols and colours that mean different things.</p> <p>Learn about different natural environments eg cities, forests, woodlands</p> <p>The Natural World Wanderlust Nature Study – Spring – Bees, butterflies, beetles, grasses, herbs, clouds</p> <p>Sorting and Matching materials. Learning words to describe materials – strong, hard, rough, smooth, rigid, flexible, liquid, solid. Learning how materials serve different purposes – eg waterproofing</p> <p>Investigating Forces</p>	<p>Learn about the area and why people visit. E.g for holidays, to work, to discover</p> <p>Explore new cultures and traditions, land marks, animals compare ourselves to people living there.</p> <p>The Natural World Introduce the globe</p> <p>Learn that earth is made up of land and sea and how to recognize this on a globe / map.</p> <p>Locate places on the map and learn about as a contrasting environment to ours</p> <p>Learn about features the landscape - jungle, rain forests, grass lands, deserts</p> <p>Learning how humans impact the environment eg pollution and what we can do to help.</p>
--	--	--	---	--	--

St Mary and St Thomas Aquinas Reception Curriculum

Understanding the World

<p>Baking our own ginger-bread men</p> <p>The Natural World</p> <p>Wanderlust Nature Study – Autumn Exploration - Owls, Apples, Mushrooms, sticks, Spiders, Pumpkins, hedgehogs.</p> <p>Technology</p> <p>Learn about different purposes of technology and how it helps us in our daily lives – microwave, TV etc.</p> <p>Learn how to use devices around classroom eg remote control, iPads, desk top and mouse, CD player</p> <p>Vocabulary <i>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, technology, electricity</i></p>	<p>The Natural World</p> <p>Wanderlust Nature Study – Autumn/ Winter Exploration -leaves, fire, hibernation, Moss, Mud, Worms, Winter trees.</p> <p>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.</p> <p>Changing seasons – autumn to winter Colder, darker days Wet weather, frost, snow, ice, bare trees</p> <p>Learn about deciduous and evergreen trees find some evergreens in forest school adventures.</p> <p>Combining ingredients in cooking and baking, heating and cooling effects – Christmas cookies</p>	<p>Arctic, Antarctic, polar, polar bears, penguins, Inuit, seal, caribou, skidoo, blubber, habitat insulate Explorer Common bird names</p>	<p>Learn what farm animals need to grow and maintain health.</p> <p>Learn the names of Farm animals and produce.</p> <p>Learn names of baby animals and match to adult.</p> <p>Small world Play – farm, Safari – wild animals, zoo</p> <p>Learning about the Lifecycle of bean plant</p> <p>Planting beans and seeds</p> <p>Learning the main parts of the plant and that food comes from plants – growing cress for sandwiches. Record observations of the cress over time.</p> <p>Investigating changes of state – melting and hardening of chocolate to make Easter nests.</p> <p>Learn that seeds produce roots to allow water to the plant and shoots produce leaves to collect</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>Technology</p> <p>Learn how to take photos and record video on iPad Learn how to retrieve information from different sources</p> <p>Learn how to use search engines to find things out</p> <p>Learn to always ask permission to use the internet.</p> <p>Vocabulary Map, globe, Gateshead, Newcastle, England, town, city, Ariel view, Magnetic, attract, repel, force, King, Queen, prince, princess, royalty,</p>	<p>Learn which animals are Wild animals and not pets. Know how we can look after and caring for our world</p> <p>Conservation – protecting natural resources – reduce, re-use, recycle Recycling – learn what rubbish does to our seas, animals and local environments</p> <p>Learning about Steve Irwin as a conservationist his work, his discoveries, his impact and his legacy.</p> <p>Recognising environments that are different to ours – polar regions – Arctic and Antarctic</p> <p>Compare and contrast polar ways of life to ours – homes, transport, food etc.</p> <p>Learn about animal adaptations – how arctic animals stay warm</p>
---	---	---	--	---	---

St Mary and St Thomas Aquinas Reception Curriculum

Understanding the World

	<p>Observe natural processes of freezing and melting in outdoors</p> <p>Looking at changing states of matter – cold temperatures freezing water to ice.</p> <p>Technology Exploring a range of technological cause and effect toys</p> <p>Learn how to use PAINT to mark make using pen features.</p> <p>Begin to take photos and videos with IPad</p> <p>Vocabulary <i>Halloween, harvest, christening, baptism, Remembrance, Last night, this morning, church, home, street, town, detached, terraced, flat, seasons, winter, autumn, heating, cooling, sun, light, dark, day, night, Freeze, melt, ice, frost, icicle. Tree, leaf, trunk, branch, evergreen,</i></p>		<p>sunlight for the plant to make it grow.</p> <p>Learning that humans need food, water, sleep and exercise to grow and maintain health.</p> <p>Technology Knowing that we can use the internet to research</p> <p>Show more control when taking photos with IPad</p> <p>Begin to understand how to stay safe online</p> <p>Use more tools in PAINT – brushes, eraser, stamps, shapes.</p> <p>Vocabulary Baby, child, teenager, adult, grow, change, same, similar, difference Living, dead, never lived Eid, Muslim, Islam, mosque, Koran, prayer mat Farm animals, eggs, wool, meat, beef, pork Seed, flower, stem</p>	<p>dragons, fairies, Castle, drawbridge, moat, knight, attack, defend, Material, strong, hard, rough, smooth, waterproof</p>	<p>Small World Play – Polar Regions, conservation park for endangered animals.</p> <p>Learn about Ernest Shackleton – Arctic explorer and his experiences. List what an arctic Explorer would need to take with him.</p> <p>Learning about animals and habitats - Sea life</p> <p>Investigation Floating and sinking – learn about the forces involved when pushing things under water.</p> <p>Small world play – seaside and beach</p> <p>Wild animal names, jungle, desert, grassland, rainforest</p> <p>Domestic Role Play – packing suitcase for holiday</p> <p>Technology</p>
--	---	--	--	--	---

St Mary and St Thomas Aquinas Reception Curriculum

Understanding the World

	<i>deciduous autumn, hibernation, migration, woodland, pond</i>		Roots, shoot, Incubator, chick, hatch, peck feed Melt, solid, liquid runny, smooth, harden		<p>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 Forms of transport Journey, destination, Space shuttle, rocket, astronaut, moon, planets</p> <p>Pollution, reduce, reuse, recycle, conservation, Summer, sea, sea life, liquid, solid, float, sink</p>
--	---	--	---	--	--

St Mary and St Thomas Aquinas Reception Curriculum

Expressive Art and Design

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Artist Focus – Poonac</p> <p>Mark making with wax crayons, felt tips and chalk</p> <p>Focus on pencil lines – what different shape lines can you see?</p> <p>Self-portraits – looking closely at parts of the face using a mirror.</p> <p>Observe, shape, line, straight, curved</p> <p>Representation of family drawings.</p> <p>Loose parts- Autumn collection</p> <p>Art collage</p> <p>Dough modelling & tool use</p> <p>Focus on joining - when to use glue/Sellotape knowing that some glue is stronger than others. Know that Sellotape will</p>	<p>Artist Focus – Kandinsky</p> <p>Finger painting, outdoor painting, Painting to music.</p> <p>Using different brush strokes to create an effect</p> <p>Collage and Transient art</p> <p>Landscape collages</p> <p>Holds a pencil and represents.</p> <p>Observational Drawing</p> <p>Looking closely at shape and size.</p> <p>Experiments with different lines. Focus on colour – what colours can you actually see.</p> <p>Introduce water colours– capture the colour and shape of Autumn leaves.</p> <p>Leaf rubbing and printing</p>	<p>Artist Focus – The Starry Night – Vincent van Gogh</p> <p>Introduce oil pastels as well as water colours to capture the shape and colour. What are the good things about each?</p> <p>Oil pastels produce bright, vibrant colour. Watercolours produce a softer, duller colour and are easier to mix.</p> <p>Oil pastels produce bright, vibrant colour. Watercolours produce a softer, duller colour and are easier to mix.</p> <p>Produce lines of different thickness.</p> <p>Printing- using tools patterns.</p> <p>Large scale group art piece in the style of Van Gogh using mixed media</p> <p>Playdough tool use</p> <p>Landscape art</p>	<p>Artist Study – Henri Matisse</p> <p>Explore collage work by Matisse – explain what can be seen and what has been used.</p> <p>Use ‘The Snail’ by Matisse to create a ‘mini beast’ collage inspired by the original.</p> <p>Continue to develop cutting and threading skills</p> <p>Continue to explore new ways to join materials</p> <p>Experiment using tissue paper and crepe paper to make flowers – creating texture and layers.</p> <p>Observational Drawing</p> <p>Looking closely – our flowering bulbs</p> <p>Focus on size- are you trying to capture the whole or are you concentrating on one smaller part?</p>	<p>Artist Focus – Andy Goldsworthy -Land Art</p> <p>Explore site specific land art. Create art inspired by Goldsworthy using natural resources.</p> <p>Observational Drawing</p> <p>Looking closely - life cycle of frog</p> <p>Focus on position- where are things in relation to other things?</p> <p>Next to, behind, in front of, on top of, underneath, above, below</p> <p>Observe and draw the view Landscapes</p> <p>Create repeating patterns</p> <p>Transient Art</p> <p>Loose parts</p> <p>Developing joining techniques</p>	<p>Artist focus- Jean-Michel Basquiat</p> <p>Explore the work of chosen artist. Understand his process – creating with music and how it makes us feel.</p> <p>Observational Drawing</p> <p>Looking closely at shells sea life photos</p> <p>Wax resist technique - under the sea work</p> <p>Focus on detail - What small things can you see if you really look?</p> <p>Consider texture and pattern - how can we make it look smooth, bumpy, hairy?</p> <p>Focus on whole design process.</p> <p>Model making – linked to transport</p> <p>Draw out your design. Can you label some of the key parts?</p>

St Mary and St Thomas Aquinas Reception Curriculum

Expressive Art and Design

<p>not stick to some materials.</p> <p>3 D shape Exploring junk modelling area.</p> <p>Begin to look at different ways we can join things to our box to make something else.</p> <p>Enact domestic routines and brief family narratives using props.</p> <p><u>Vocabulary</u> - Crayon, felt tip, chalk, coloured pencil Straight, curved, Observational Collage Materials, resources, Selotape, masking tape Dough tools, roll, stretch, squeeze</p> <p>CHARANGA Music—ME</p> <p>Explore and Create Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Find the pulse in music.</p>	<p>Colour Mixing – Exploring how colours can be made lighter and darker. Explore what happened if colours are mixed together.</p> <p>Christmas cards</p> <p>Explores and uses wider range of natural and man-made materials. Create ‘Stick Man’.</p> <p>Use small world props to support story telling.</p> <p><u>Vocabulary</u>- Transient Art Water colours Brush, thick, thin, mix, pour, stir, spray, flick, Artist, Drawing, collage =, layered, textured.</p> <p>CHARANGA Music—My Stories</p> <p>Explore and Create Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p>	<p>Observational Drawing Looking closely at building on post box walk</p> <p>Focus on choice of media – what would be the best thing to use to create this image?</p> <p>Speak and act in role, demonstrating recall of the jobs of key members of the community</p> <p>Focus on materials – strong/sturdy/weak/flimsy</p> <p>Some materials will stand better than others. Some materials will bend into shape more than others.</p> <p>Revisit Joins – how to join different materials Join/attach</p> <p>Fray the edges in order to create a larger surface are to stick</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>We rarely get anything the way we want it first time. It often takes a lot of practises before we achieve what we want.</p> <p>Mother’s Day and Easter cards</p> <p>Paint daffodils and flowering bulbs.</p> <p>Retell episodes from a known story with dialogue using small world figures or puppets</p> <p><u>Vocabulary</u>- <i>Threading, Capture, Focus</i></p>	<p>Improving scissor skills</p> <p>Castles – junk modelling & block play</p> <p><u>Vocabulary</u></p> <p>Pattern, Symmetrical Print, Fold over, Like, dislike, prefer, materials, natural, Design, plan</p> <p>CHARANGA Music—Big Bear Funk</p> <p>Explore and Create Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Find a funky pulse.</p> <p>Copy-clap 3- or 4-word phrases from the song.</p> <p>Begin to keep the beat of the song with a pitched note.</p> <p>Begin to add pitched notes to the rhythm of the words or phrases in the song.</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><u>Vocabulary</u></p> <p>Texture Wax resist Combine Floating, waterproof, improvements</p> <p>CHARANGA Music—Reflect Rewind Replay</p>
---	---	---	--	--	--

St Mary and St Thomas Aquinas Reception Curriculum

Expressive Art and Design

<p>Be able to and clap the rhythm of names.</p> <p>Explore high sounds and low sounds using voices and glockenspiels</p> <p>Exploration of a wide variety of musical styles – recommended examples Celebration by Kool And The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness</p>	<p>Find the pulse as one of the characters from the song.</p> <p>Clap the rhythm of small phrases from the songs.</p> <p>Explore high pitch and low pitch in the context of the songs.</p> <p>Invent a pattern to go with a song using one note.</p> <p>Exploration of a wide variety of musical styles – recommended examples Roll Alabama by Bellowhead Boogie Wonderland by Earth Wind And Fire Don't Go Breaking My Heart by Elton John and Kiki Dee Ganesh Is Fresh by MC Yogi Frosty The Snowman sung by Ella Fitzgerald Spiderman sung by Michael Bublé</p>	<p>Encourage children to design and build an emergency vehicle</p> <p>Plan, design, evaluate</p> <p>Introduce the idea of evaluating our models – what do we like about our model? What would we like to do again?</p> <p>Retell episodes from a known story in role or small world play</p> <p>Vocabulary</p> <p>Media, Oil pastels, Landscape, join, attach, fray Plan, design, evaluate Layer, Technique, painting, modelling</p> <p>CHARANGA Music—Everyone</p> <p>Explore and Create Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Invent ways to find the pulse.</p>	<p><i>Position, Practice, natural, land art, Improvement, describe, explain, dialogue</i></p> <p>CHARANGA Music—Our World</p> <p>Explore and Create Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Find the pulse and show others your ideas.</p> <p>Copy-clap some rhythms of phrases from the songs.</p> <p>Explore high pitch and low pitch using the images from the songs.</p> <p>Use a starting note to explore melodic patterns using one or two notes.</p> <p>Exploration of a wide variety of musical styles – recommended examples Lovely Day by Bill Withers Beyond The Sea sung by</p>	<p>Enjoy playing patterns using a combination of any of the three notes C, D and E.</p> <p>Explore 'funk' as a music style – recommended examples - I Feel Good by James Brown Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band</p>	<p>Explore and Create Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Find the pulse in music across a range of music styles.</p> <p>Copy-Clap a longer sequence or rhythm from a song.</p> <p>Continue to explore and embed high and low pitch using context and imagery from songs.</p> <p>Keep the beat of song with a pitched note</p> <p>Add pitched notes to the rhythm of the words or phrases in the song.</p> <p>Begin to plan and compose using a combination of any of the three notes C, D and E.</p> <p>Explore 'classical' as a music style – recommended examples - Wil-</p>
--	--	---	--	---	---

St Mary and St Thomas Aquinas Reception Curriculum

Expressive Art and Design

		<p>Copy-clap some rhythms of phrases from the songs.</p> <p>Explore high pitch and low pitch in the context of the songs.</p> <p>Use the starting note to explore melodic patterns using one or two notes.</p> <p>Exploration of a wide variety of musical styles – recommended examples We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine</p>	<p>Robbie Williams Mars from The Planets Suite by Gustav Holst Frog's Legs And Dragon's Teeth by Bellowhead Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell Singing In The Rain performed by Gene Kelly</p>		<p>William Tell Overture by Rossini Dance Of The Sugar Plum Fairy by Tchaikovsky Flight Of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer Of Jollity by Gustav Holst Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams</p>
--	--	--	--	--	--