

St Mary's Catholic Primary School

Long Term Curriculum Plan – Reception 2023-2024



Respect Ourselves, Respect
Others, Respect our School,
Love God

	All About Me	Traditional Tales	Amazing Animals	Come Outside	Transport and Travel	God's World
Year R	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
Religious Education	Creation and Covenant Words and actions of the sign of the cross. God made me unique and God loves me. God made our world. Looking after myself, others and our world. How we are welcomed into God's family through Baptism.	Prophecy and Promise What is advent? The annunciation The Nativity How do we celebrate Christmas? How do others celebrate Christmas? Judaism	Galilee to Jerusalem The visit of the Magi. Jesus welcomes and blesses the children. The Glory Be. To show love like Jesus. Jesus feeds the 5000. We are called to help the poor and hungry.	Desert to Garden Lent is a time to care for others. The signs and symbols of Lent. The Easter story. Love God and love everyone. The signs and symbols of Easter.	To the Ends of the Earth The story of Pentecost. The Holy Spirit is our friend. The Parish church is a special place where we meet our friends. Sunday is a special day for the Church to celebrate.	Dialogue and Encounter Friends of Jesus – St Pater and St Paul. Who's in our Parish? Jesus through art. Special music, food and clothes in Church.
PSHE	Religious Understanding Handmade with Love We are created individually by God as part of His creation plan We are all God's children and are special Our bodies were created by God and are good We can give thanks to God! Religious Understanding God is love That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others Me, My Body and My Health I am me We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan!	Emotional Well Being I like, you like, we all like That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) That it is natural for us to relate to and trust one another Good feelings, bad feelings A language to describe their feelings An understanding that everyone experiences feelings, both good and bad Simple strategies for managing feelings Let's get real Simple strategies for managing emotions and behaviour That we have choices and these choices can impact how we feel and respond.	Personal Relationships Who's Who To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of 'special people' and telling them is something is troubling them You've got a friend in me How their behaviour affects other people and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships About different types of teasing and that all bullying is wrong and unacceptable Forever friends		Keeping Safe Safe inside and out About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people. My body, my rules To know they are entitled to bodily privacy That they can and should be open with 'special people' they trust if anything troubles them That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest Feeling poorly	Economic Wellbeing: Money What is money? Economic Wellbeing: Aspirations, Work and Career Jobs help people to earn money to pay for things Journey in Love

	<p>Heads, Shoulders Knees and Toes Our bodies are good and made by God The names of the parts of the body (not genitalia)</p> <p>Ready Teddy That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p> <p><u>Living in the Wider World</u> Me, You, Us That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community. That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) About what harms and what improves the world in which they live</p> <p>Loving God, loving others What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community No matter how small our offerings, they are valuable to God and He can use them for His glory.</p>	<p>We can say sorry and forgive like Jesus</p> <p><u>Life cycles</u> Growing up That there are natural life stages from birth to death and what these are</p>	<p>To recognise when they have been unkind to others and say sorry. That when we are unkind, we hurt God and should say sorry. To recognise when people are being unkind</p>		<p>Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies because God created them and gifted them to us.</p> <p>People who help us There are lots of jobs designed to help us.</p> <p>Paramedics help us in a medical emergency.</p> <p>First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p>	
Reading	<p>What I like about me The Great Big Book Of families Marvellous me inside and out Funny bones Questions and answers about your body</p>	<p>Anansi the Spider The Three Billy Goats Gruff Goldilocks and the Three Bears The Gingerbread man The Jolly Postman</p>	<p>Owl babies Out of Sight Until Tonight Non-fiction animal books The Emperors Egg Tyrannosaurus drip Chinese New Year Story</p>	<p>The Very Hungry Caterpillar Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk A stroll through the seasons Titch</p>	<p>Mrs Armitage on wheels The Naughty Bus Mr. Gumpy's Outing Oi! Get off my train! Who sank the boat Let's go by plane</p>	<p>Bible – The Creation Story Non – Fiction: World Atlases</p>

Literacy	Giving meaning to a picture or painting Mark making All about Me – drawing my face and writing my name Sequencing a familiar story	Sequencing a familiar story Writing a Christmas card for my family Features of a letter Write my letter to Father Christmas Phonics Handwriting	Animal descriptions Labelling a life cycle Finding and recording information: animal fact file Phonics Handwriting	Labelling plants Sequencing and recording plants growing Easter cards Easter story Phonics Handwriting	Easter News Story telling – my own naughty bus adventure Ordering and recording the story List – what to take on holiday Phonics Handwriting	Pledge to look after God's World Information book – Our world Book making Letter to year one Favourite memory from reception Phonics Handwriting
Maths	Getting to know you Daily Routines Counting songs Just like me Sorting Comparing Exploring pattern It's me 123 Exploring numbers to 3 Properties of shapes Light and Dark Exploring numbers to 5 Properties of shapes		Alive in 5 Concept of 0 Comparing numbers to 5 Composition of numbers to 5 Compare mass & capacity Growing 6,7,8 6, 7 & 8 Making pairs Combining 2 groups Length, height and time Building 9 & 10 9 & 10 Comparing numbers to 10 Bonds to 10 3D shape and pattern		To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning, match, rotate, manipulate First then now Adding more Taking away Spatial reasoning Compose and decompose Find my pattern Doubling Sharing and grouping Even and odd Spatial reasoning Visualize and build On the move Deepening understanding patterns and relationships Spatial reasoning Mapping – positional language	
Understanding of the world	All About Me Learning about our body parts and facial features. Exploring our senses and learning about some internal organs. Learning how to take care of our body My home – where do I live and who do I live with. When is my birthday and how do I celebrate it? Daily routines	Traditional Tales Share different cultures traditional tales. Use world maps to show children where some stories are based. Forest School – Commenting and exploring the outdoor environment. Changes in season – leaves falling. Bonfire night/ Fireworks Christmas story Post a letter to Father Christmas Our Christmas traditions	Amazing animals Listening to stories and placing events in chronological order (Chinese New Year Story sequencing) Comparing animals and their habitats. How are animals adapted to suit their environment? What can we do here to take care of animals? (Vets role play) Learn about what a palaeontologist is and how they explore really old artefacts.	Come Outside Fruit and vegetable sorting Healthy lunchbox Where has your food come from? Seasons Fruit salads/ kebabs Mini beasts Planting vegetables Describe and commenting on things they have seen whilst outside, including plants and animals. Easter story	Transport What was it like when your grandparents were children Materials: Floating / Sinking – boat building Metallic / non-metallic objects Difference between old and new vehicles: cars, motorbikes Using everyday language to talk about positions and distance to solve problems. (Bee bots) Investigating journeys. Our natural world vs manmade Cameras	God's World How God's world has changed Explore contrasting landscapes. How does temperature effect the environment? Introduce the children to concepts such as recycling and how we can take care of our world. Talk about land and sea, compare contrasting environments, beaches – hot and cold beach. Mapping and positional language. Cameras: Taking photos Recording video Light and Dark Moon and Earth

<p>Expressive Arts and Design</p>	<p>Giving meaning to the marks I make</p> <p>Role play: Home corner School</p> <p>Finding the beat: Explore and Create – initially using voices only but building to using classroom instruments too</p> <p>Singing/Performing - Pat-a-cake 1, 2, 3, 4, 5, Once I caught a Fish Alive Five Little Ducks Name Song Things for Fingers</p>	<p>Exploring paint – mixing colours</p> <p>Structures: Junk modelling Making my own troll Christmas decorations Christmas cards Cutting skills</p> <p>Role play: Theatre Post Office</p> <p>Singing/Performing – I'm A Little Teapot The Grand Old Duke of York Ring O' Toses Hickory Dickory Dock Not Too Difficult The ABC song</p>	<p>Textures: fur, fins and feathers Salt dough fossils</p> <p>Textiles: Bookmarks Threading Weaving Making bookmarks</p> <p>Role play: Vets</p> <p>Everyone: Explore and Create – initially using voices only but building to using classroom instruments too</p> <p>Singing / Performing – Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle Twinkle If you're Happy and You Know It Head, Shoulders, Knees and Toes</p>	<p>Observational drawings – plants in forest school and butterflies</p> <p>Cooking & Nutrition In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.).</p> <p>Role play: Garden centre</p> <p>Our World: Listen and Respond to a different style of music each week/step Explore and Create – using voices and classroom instruments</p> <p>Singing / Performing – Old MacDonald Incy Wincy Spider Baa Baa Black Sheep Row Row Row Your Boat The Wheels On the Bus The Hokey Cokey</p>	<p>London bus drawing using chalk and oil pastels– using colour for purpose</p> <p>Structures: Making boats Exploring and testing materials Papier Mache (linked to 3D shape)</p> <p>Role play: Travel agents Airport</p> <p>Big Bear Funk: Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>	<p>Collage – natural resources Thin and thick brushes</p> <p>Cooking & Nutrition: Seasonal project. Designing and making a rainbow salad</p> <p>Role play: Beach shop</p>
<p>Communication and language</p>	<p>All about me books Explore and discuss my new school Learn social phrases Fiction books Daily story time</p>	<p>Language Groups Partner Work Story Telling - Traditional tales Retelling a familiar story Learn and use new vocabulary Daily story time</p>	<p>Language Groups Partner Work Ask's how and why questions...</p> <p>Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Daily story time</p>	<p>Language Groups Partner Work Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Sustained focus when listening to a story Daily story time</p>	<p>Language Groups Group Work Helicopter stories Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Daily story time</p>	<p>Language Groups Group Work Reflecting– my memories from this year and my goals for next year Daily story time</p>

Physical Development	Baseline skills Using scissors Holding a pencil Moving in different ways around obstacles Stop and start Lining up Squiggle dance	Gymnastics Moving into a space Making shapes with my body Balances Jumping	Games Using a small piece of equipment such as a beanbag to develop awareness when throwing and catching	Gymnastics Rolling Using small equipment Jumping off the horse Sliding on the bench	Athletics Jumping Running Throwing Sports day	Games Big ball and small ball Team games Relay races
PSED	Circle times: My family I like/I do not like Explore my new surroundings My new friend is ... Every family is different and unique I am special Our school rules	Circle times: How can we keep safe on Firework night? Which clothes do we need to wear in different seasons? What can I do to stay healthy? How do you celebrate Christmas?	Circle times: Who is there to help us? How can we care for wild animals? How can we solve a problem if someone takes our toy? Feelings: How do you feel? Why? How do we make someone feel better if they feel sad?	Circle times: How we can share and take turns (finding a compromise) Our favourite stories and explain why. How do we stay healthy? Healthy eating, oral health, screen time, sleep, road safety What are we planning on doing with our families over Easter?	Circle times: What Makes a good Classroom? Values: Hardworking Respect Kindness Confidence Excellence Resilience	Circle times / Transition day: Linked heavily to needs of the class to assist transition to Year 1
Computing	How to use the Interactive Whiteboard.	Computing systems and networks: using a computer Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out	Programming 1: all about instructions. The children learn to receive and give instructions and understand the importance of precise instructions	Computing systems and networks: exploring hardware Tinkering and exploring with different computer hardware and learning to operate a camera	Programming 2: programming BeeBots Children learn about directions, experiment with programming a Beebot/Blue-bot and tinker with hardware	Data Handling: introduction to data Children sort and categorise data and are introduced to branching databases and pictograms