



St Catharine's CE Primary School Curriculum Overview 2020-2021
Reception

| | Unit 1A | Unit 1B | Unit 2A | Unit 2B | Unit 3A | Unit 3B |
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| Curriculum Title: | Marvellous Me! | "A Gruffalo why don't you know..." | "Once Upon a Time..." | People Who Inspire Us! | "Zap! Pow! Splat!" Superheroes! | We are Growing! |
| Brilliant Beginning: | 'All About Me' Bags | A Gruffalo Feast! | The Big Bad Wolf escape! | An inspirational visitor A visit to Imagine That! | The Evil Pea discovery! | New classmates – caterpillars. A visit from the Mobile Farm! |
| Fabulous Finish: | Stay and Play Session 'Take a Peek!' | Potions and Slime Festivities! | Stay and Play Session 'Books for Breakfast' | A day in the life of someone who inspires you Come to school as an inspirational hero! | Stay and Play Session 'Superhero Challenge Day!' | The setting free of our class butterflies. A musical performance for all! |
| Focus Book: | Fiction: Marvellous Me! I am Special! Harry's Bucket Full of Dinosaurs go to school. Mrs Plumberry's First Day at School. Non Fiction: 'Senses' 'My Family' Book Series 'Big Steps' | Fiction: Julia Donaldson stories: The Gruffalo Snail and the Whale The Stick Man Room on the Broom The Smartest Giant in Town The Highway Rat Non-Fiction: A recipe for Gruffalo Crumble! | Fiction: There is no dragon in this story! Traditional Tales: The Gingerbread Man The Three Little Pigs Little Red Riding Hood The Three Billy Goats | Fiction: The Jolly Postman The 'Busy People' Series Non-Fiction: 'Emergency Services' 'People Who Help Us.' | Fiction: Charlie's Superhero Underpants Supertato Series books Natfantastic! Ten Little Superheroes | Fiction: The Very Hungry Caterpillar Oliver's Vegetables Non-Fiction: Things with Wings The Lifecycle of a butterfly |

| Subject Area: | Coverage | | | | | |
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| Literacy: | Read, Write, Inc phonic programme | | | | | |
| | <p>To listen and attend to simple stories 1-1 and in a group.</p> <p>To recognise key features of a text: characters, setting, repeated refrains.</p> <p>To enjoy small and large group story times.</p> <p>Name recognition and writing.</p> <p>CVC labels and captions</p> | <p>To read and explore the stories of the author, Julia Donaldson.</p> <p>To begin to have an awareness of how stories are structured.</p> <p>To explore how Julia Donaldson's stories all rhyme!</p> <p>To recognise and begin to continue a rhyming string.</p> <p>To begin to complete and write a rhyming string using CVC words – bat, rat, cat.</p> | <p>To listen to and explore Traditional Tales.</p> <p>To have an awareness of how stories are structured.</p> <p>To explore similarities in Traditional Tales, some may have a villain and a story will start 'Once upon a time...'</p> <p>To write labels and captions with confidence.</p> <p>To begin to write simple sentences with support.</p> | <p>To demonstrate understanding when talking with others about what they have read.</p> <p>To read 'red words' and begin to write them from memory.</p> <p>To use phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To write simple sentences independently.</p> | <p>To use vocabulary and forms of speech that are increasingly influenced by experiences of books, and other printed materials.</p> <p>To enjoy an increasing range of Superhero and other fiction books.</p> <p>To read CVC, CVCC and 'red words' with confidence.</p> <p>To write simple sentences that can be read by themselves and others.</p> <p>To use key features of a narrative in their own writing – a shopping list, a story, an invitation.</p> | <p>To look at and enjoy, and discuss an increasing range of non-fiction books.</p> <p>To read CVC, CVCC and 'red words' with confidence.</p> <p>To write purposefully and in a meaningful context.</p> <p>To confidently include 'red words' and high frequency words in writing.</p> |



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| | | | | | To begin to include 'red words' and high frequency words in writing. | |
| Mathematics: | <p>To sing and enjoy number rhymes and songs.</p> <p>To represent numbers using fingers, marks on paper and objects.</p> <p>To match numeral to quantity correctly.</p> <p>To understand that a number has personal significance – "I am 4!"</p> <p>To begin to recite numbers to 5 and beyond.</p> <p>To use number names accurately in play.</p> | <p>To count to 5 and beyond.</p> <p>To recognise numbers to 5 and beyond.</p> <p>To sort and compare up to the number 5.</p> <p>To estimate the number of objects to 5 and then 10 objects.</p> <p>To look at and compare one more and one less of a number up to 5.</p> <p>To begin to explore and use simple ways to measure time.</p> | <p>To explore number bonds to 5.</p> <p>To count to 10 and compare groups up to 10.</p> <p>To explore practical addition.</p> <p>To begin to use the language of money.</p> <p>To use money in practical first hand experiences.</p> | <p>To count to beyond 10, beginning to reach 20.</p> <p>To explore number bonds to 10 using a ten frame and part-whole model.</p> <p>To show an awareness of 2D and 3D shapes and use language to describe them – 'long, tall, small, round.'</p> <p>To explore characteristics of everyday objects and 2D/3D shapes.</p> <p>Use mathematical language to describe shapes.</p> | <p>To make simple patterns and explore making more complex patterns.</p> <p>To add by counting on and explore subtraction by counting back.</p> <p>To count to 20 and to know one more and one less of a number.</p> <p>To identify own mathematical problems based on own interests and fascinations.</p> <p>To explore doubling, halving and sharing.</p> | <p>To show confidence using numbers up to 20.</p> <p>1-20: To count on, backwards and forwards, find one more and one less, find the missing number.</p> <p>To explore odds and evens in numbers.</p> <p>To measure by height, distance, weight, capacity and length.</p> <p>To understand and use the language of weight, height, volume and capacity.</p> |

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| <p>Personal, Social and Emotional Development:</p> | <p>To begin to form new friendships in class.</p> <p>To enjoy joining in and taking turns in group games.</p> <p>To create our own class rules together.</p> | <p>To show confidence in talking about self in positive terms.</p> <p>To answer questions and sharing thoughts, feelings and ideas with others.</p> | <p>To enjoy joining in and taking turns in group games.</p> | <p>To show confidence in speaking in a familiar group.</p> <p>To talk about ideas, and choose the resources needed for chosen activities.</p> | <p>To show sensitivity to others' needs and feelings.</p> <p>To show confidence in trying in new activities.</p> <p>To explain preference for some activities more than others.</p> <p>To work as a part of a group, and understand how to follow rules.</p> | <p>To adjust behaviour to different situations, and take changes of routine – a visit from the farm.</p> <p>To show sensitivity and care towards living things.</p> |
| <p>Physical Development:</p> | <p>Team building games: to negotiate speed and direction in team games.</p> <p>To enjoy joining in team competitions and games.</p> <p>To follow rules and boundaries in games that have an outcome such as, winning.</p> | <p>Obstacles: to explore with different ways of moving – running, jumping, hopping, skipping etc.</p> <p>To change speed and direction when moving in variety of ways.</p> | <p>Gymnastics: to jump and land appropriately.</p> <p>To travel over, under, around and through climbing/balancing equipment.</p> | <p>Different Ways of moving and travelling: to show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> | <p>Sports Day/Athletics: to show confidence in competitive sports (sports day practice)</p> | <p>Controlled movement games: to how good control and co-ordination in large and small movements.</p> |



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| <p>Communication and Language:</p> | <p>To listen and respond to others in 'All About Me' circle times.</p> <p>To follow instructions within new boundaries and routines in class.</p> <p>To bring in important items from home to share in circle time.</p> | <p>To follow two step instructions within class.</p> <p>To begin to talk about festivals and celebrations.</p> <p>To add narrative and storyline into play, using props to aid this learning.</p> | <p>To follow a story without props or pictures – audio CDs.</p> <p>To add narrative and storyline into play, using props to aid this learning.</p> | <p>To listen attentively in a range of situations.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> | <p>To develop own narratives and explanations by connecting ideas or events.</p> <p>To use a range of language in imaginative ways to add information, express ideas and justify actions or events.</p> | <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> |
| <p>Understanding the World:</p> | <p>To explore and create our own family tree.</p> <p>To identify why we are special and unique, noticing similarities and differences in ourselves and our families.</p> <p>To explore our new and exciting environment!</p> | <p>To talk about significant times.</p> <p>To discuss similarities and differences in all aspects – nature, people etc.</p> | <p>To notice similarities, differences, pattern and change in our environment e.g. Weather, seasons etc.</p> <p>To use technology to take pictures of our ever changing environment.</p> <p>To show an awareness and understanding of other cultures and their celebrations.</p> | <p>To know the similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To begin to understand the purpose of the Emergency Services, the importance of their role and how we can use them.</p> | <p>To recognise that a range of technology is used in places such as homes and schools.</p> <p>To select and use technology for particular purposes.</p> | <p>To talk about some of the things they have observed such as, animals, habitats and growth.</p> <p>To show care and concern for living things and the environment.</p> <p>To look closely at similarities, differences and patterns. Children know about similarities and differences in</p> |

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| | | | | | | <p>relation to places, objects, materials and living things.</p> <p>To make observations of animals and plants and explain why some things occur, and talk about the changes.</p> |
| <p>Expressive Arts and Design:</p> | <p>To sing a variety of nursery rhymes and familiar songs.</p> <p>To express which songs are our favourites.</p> <p>To make collages and pastel self-portraits using variety of tools and techniques.</p> | <p>To create using a variety of techniques and resources.</p> <p>To use tools competently and appropriately.</p> <p>To design with a purpose in mind.</p> | <p>To introduce a storyline or narrative into their play.</p> <p>To play alongside other children who are engaged in the same theme.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> | <p>To safely use and explore a variety of materials, tools and techniques.</p> <p>To experiment with colour, design, texture, form and function.</p> | <p>To manipulate material to achieve a planned effect using a variety of tools and techniques – make a Supertato!</p> | <p>To use own ideas to design and create their own creatures, using clay.</p> <p>To represent own ideas, thoughts and feelings through design and technology and role play.</p> <p>To use what they have learnt about media and materials in original ways, thinking about the uses and purposes.</p> |



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| Religious Education: | Linked to our topic 'All About Me' focusing on why we are special to others and why God is special to us. | The Christmas Story | Friendship and trust – Daniel and the Lion. | The people in our family who inspire us. What are we thankful for? The Easter Story. | Have faith in God - Jonah and the Whale. | Stories Jesus heard - old testament stories. |
| Music: | CHIME – Music Service | CHIME – Music Service | To begin to build a repertoire of songs. | To explore the different sounds of instruments. | To sing songs and begin to experiment with ways of changing them. | To develop own ideas through selecting and using instruments and music that interest them. |
| Visits/Visitors/Tailored weeks: | Diwali | A visit from Father Christmas | Chinese New Year | Visitors: People Who Inspire Us. | Health and Self Care – Physical Fortnight. | Sports Day |
| Christian Values: | Hope | Compassion | Courage | Generosity | Wisdom | Responsibility |
| RSE/PSHE: | No Way Through Isn't True | Fake Is A Mistake | Too Much Selfie Isn't Healthy | Don't Forget To Let Love In | Don't Rub It In, Rub It Out | TBC |
| SMSC: | Our EYFS provision promotes children's spiritual, moral, social and cultural development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens. | | | | | |
| Fundamental British Values: | <u>Democracy:</u> Class Rules <u>Individual Liberty:</u> Reflecting upon similarities and differences, developing own interests and ideas. <u>Rule of Law:</u> Understand their own and others' behaviour and feelings | | <u>Democracy:</u> Turn taking, sharing, discussion, and collaboration in role play activities. <u>Mutual Respect and Tolerance of different faiths:</u> Opportunities for the children to make links with the wider community. | | <u>Democracy:</u> Create a safe transition environment, where we understand it is safe to make mistakes, share thoughts and ideas, explore different options etc. <u>Individual Liberty:</u> Provide opportunities to take on risks, challenges and responsibilities. | |