



St. Chad's Catholic Primary School

Reception Curriculum Overview



'Sharing, Caring and Learning Together Through Christ'

Mission Statement: "At St. Chad's we seek to create a happy, safe and caring community, where each child is encouraged to learn and develop their uniqueness through Jesus Christ."

Within the Early Years our curriculum is designed to provide all children with the opportunities and experiences that they need in order to develop confidence, knowledge, skills and attitudes to be able to succeed as learners and in life. The EYFS team plan learning opportunities that build on what pupils know and can do. We take into account the varied backgrounds of our pupils and aim to ensure the children acquire a wide vocabulary, communicate effectively and interact positively with each other and with adults. We aim to foster excellent attitudes to learning by providing effective and timely adult interactions to ensure their learning is scaffolded or stretched to make the next learning step.

All staff have high expectations of learning and behaviour, and the enhancement of skills and knowledge for learning is achieved through a well-resourced, stimulating environment that allows children to repeat and consolidate their own learning.

Children are encouraged to become independent, resilient and determined learners and individuals whatever their starting points. We foster a love of learning by ensuring that we capture and learn through the children's interests where possible. Every moment is a learning opportunity. In the Early Years we have a sharp focus on ensuring the children have a secure knowledge of phonics in preparation for them to become confident and fluent readers.

Children will have many opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. We provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.

	Autumn Term	Spring Term	Summer Term
General Themes	Discover	Explore	Create
Our Values/Ethos Assemblies /Circle time These will mirror the principles and values of our school. We will revisit these throughout the year.	Ethos 1.1 A school where warmth and love is experienced and felt first hand. 1.2 Opportunities for all to experience peace, stillness and silence through spiritual reflection. 1.3 A school that nurtures the natural energy and spirit of children. 1.4 A school where children feel safe and comfortable. 1.5 Relationships based on a respect that all individuals are unique and created in the image and likeness of God. 1.6 Gospel values to permeate through all our teaching and encounters. Vision ; An ambitious school that delivers meaningful learning experiences by connecting with the natural world and the traditions of its community, to equip children to flourish and contribute to a fairer and more sustainable world.		
Assessment opportunities	Analyse Nursery Assessments In-house -Baseline data on entry National Baseline Assessment/analysis On-going assessments Parents Evening Notes EYFS team meetings In house moderation Mid-term Assessments End of term tracker data	Ongoing assessments Parents Evening Notes EYFS team meetings In house moderation Midterm Assessments End of term tracker data Cluster Moderation	Ongoing assessments EYFS team meetings In house moderation Midterm Assessments End of term tracker data Cluster Moderation Assessment against ELG Transition discussions with Y1 teacher
Parental Involvement	Staggered Start School visits / Parents Evening Home / School Agreement Phonics workshop Home School Diaries, Nativity	Home/School Diaries Parents Evening Whole school Assemblies Parents Workshops	Home/School Diaries Reports Art Gallery

Reception Long Term Planning

	Autumn Term	Spring Term	Summer Term
General Themes	Discover	Explore	Create
Characteristics of Effective Learning	Characteristics of Effective Learning Playing and exploring: -Children investigate and experience things, and ‘have a go’. Active learning: -Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Creating and thinking critically: -Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.		
Over Aching Principles	Unique Child: Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured Positive Relationships: Children learn to be independent through positive relationships Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. Learning and Development: Children develop and learn at different rates. (see’ the characteristics of effective teaching and learning’) The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)		

		Autumn Term		Spring Term		Summer Term	
		Discover		Explore		Create	
Religious Education	R.E. is delivered following the Religious Education Directory. Branch titles are given below:						
	2023-24 Rec.	Branch 1 Creation & Covenant	Branch 2 Prophecy & Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the Ends of the Earth	Branch 6 Dialogue & Encounter
	2024-25 Y1						
R.S.H.E. Reception	In EYFS, PSHE is an integral thread running through the curriculum with circle times, daily activities providing the focus for dealing with this.						
	Module Name	-Relationships -Journey in Love -Friendship -RSE – Social, emotional and spiritual		-Feelings and Emotions -Journey in Love -Jealousy -RSE – Physical and intellectual			
	Topic Title/Lesson Guide						

LITERACY	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). We are committed to a systematic, synthetic phonics programme of learning. We have fidelity to the Letters and Sounds guidance. Although we recognise that this is no longer a validated scheme, we ensure that we use appropriate resources, have fully decodable books matched to pupils' phonic knowledge, provide high-quality staff training and achieve strong results. Our approach meets the expectations of the 16 essential core criteria. Used alongside our strategy for supporting children with additional needs and dyslexia, the approach works for all children, including the most disadvantaged.
MATHEMATICS	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. The Mathematics curriculum is planned and delivered using the White Rose Hub approach and resources, which fulfils all EYFS requirements. This approach is approved by the National Centre for Excellence in the Teaching of Mathematics (NCTM). Full details of coverage can be found in the White Rose Hub scheme of work. Teachers employ effective Assessment for Learning (AfL) strategies to inform planning and next steps.

		Autumn Term		Spring Term		Summer Term	
		<i>Discover</i>		<i>Explore</i>		<i>Create</i>	
MUSIC	Music is delivered through the Charanga scheme, following a 2-year rolling programme ensuring that full coverage is met. Each unit covers the inter-related dimensions of music pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, notation). Each unit provides the opportunity to learn about different genres of music and how to play tuned and untuned instruments, improvisation and composition. Full details of coverage is available in the Progression of knowledge and skills documents. Unit titles for each cycle are given below (Bold = Charanga unit, Italics = musical genre):						
	2024-25	Hey You (Y1 unit) <i>Old School Hip Hop</i>	Ho Ho (Y2 Unit) <i>Christmas Song (overview study allowing for Christmas)</i>	In The Groove (Y1 unit) <i>Different styles inc blues, baroque, Latin, Bhangra, folk, funk.</i>	Zootime (Y2 unit) <i>Reggae</i>	Your Imagination Improvisation and Composition	Reflect, Rewind and Replay Share and perform the learning taken place throughout the year.
	2023-24	Hands, Feet, Heart (Y2 unit) <i>South African Music</i>	Rhythm in the Way We Walk and Banana Rap (Y1 unit) <i>Reggae and Hip Hop (overview study allowing for Christmas)</i>	I Wanna Play in a Band (Y2 unit) <i>Rock</i>	Round and Round (Y1 unit) <i>Bossa Nova, Latin</i>	Your Imagination Improvisation and Composition	Reflect, Rewind and Replay Share and perform the learning taken place throughout the year.
PE		Master Basics - Movements: running, jumping, catching, balancing, coordination		Dance Perform dances using simple movements		Team Games Simple Tactics	

		Autumn Term	Spring Term	Summer Term
		<i>Discover</i>	<i>Explore</i>	<i>Create</i>
General Themes		Starting school / my new class / New Beginnings Staying healthy / Food / Human body Changing and growing My family / PSED focus What am I good at Staying safe How do I make others feel	Animals around the world Climates- hot and cold places, how it affects people and animals Fun Science /Materials Making Pancakes People who help us How we can help others-global learning our friends in Uganda/fund raising event	Artists with links to nature Art Gallery Planting Seeds Plants and Flowers Animals in our local environment Pond Dipping Road Safety How can get myself ready for KS1
Communication and Language	Children in reception will be learning to: • Understand how to listen carefully and why listening is important • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Show and tell Circle time Collective worship Assemblies Share 1950's games/knowledge with buddies Christmas Play Rest of curriculum and continuous provision provide opportunities to develop these skills	Show and tell Circle time Collective worship Assemblies Sharing our fund raising idea with Parents Rest of curriculum and continuous provision provide opportunities to develop these skills	Show and tell Circle time Collective worship Assemblies Art Gallery Guides Rest of curriculum and continuous provision provide opportunities to develop these skills

	• Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary			
PSED	Children in reception will be learning to: See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - tooth brushing – - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian	Managing Self –Health and Hygiene Self- Regulation – Waiting /Controlling impulses Health and growth- make fruit salads, identify exercises , healthy picnic Rest of curriculum, continuous provision/playtimes /school life provide opportunities to develop these skills Links to PSHE scheme – 1 decision and Journey in Love and RE	Building Relationships Helping ourselves and others Rest of curriculum , continuous provision/playtimes/school life provide opportunities to develop these skills Links to PSHE scheme – 1 decision and Journey in Love and RE	Building Relationships Solving problems , work and play cooperatively Road safety training Rest of curriculum, continuous provision/playtimes /school life provide opportunities to develop these skills Links to PSHE scheme – 1 decision and Journey in Love and RE

Physical	Children in reception will be learning to: • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing	Baseline Assessment and teaching of fundamental skills Running, hopping, skipping, jumping, throwing underarm, balancing, rolling Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Dance Perform dances using simple movements Negotiate space and obstacles safely, with consideration for themselves and others.	Team Games Simple Tactics Negotiate space and obstacles safely, with consideration for themselves and others
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• Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	Movement to music, try and move in time to music. Use of the outdoor area for building and making using a variety of resources Continuous provision opportunities for creating and building Christmas gift and card use of a variety of tools to make. Handwriting skills – finger gym activities	Demonstrate strength, balance and coordination when playing. Move energetically such as dancing, hopping, skipping and climbing Use of the outdoor area for building and making using a variety of resources Continuous provision opportunities for creating and building Mother’s Day – sewing craft and card Easter – Card and gift, using a variety of tools to make. Handwriting –daily practice in phonics	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Use of the outdoor area for building and making using a variety of resources Continuous provision opportunities for creating and building Father’s Day – gift and card Buddy gift Handwriting –daily practice in phonics
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Literacy	Children in reception will be learning to: • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	Autumn 1 Books Handas Surprise Oliver's Fruit Salad Oliver's Vegetables Nursery Rhymes Supertato Welcome Once there were Giants Reading for pleasure books Autumn 2 Books Squirrels Autumn Search Not a Stick Squirrels Busy Day Gruffalo Elmer Reading for Pleasure Books including Christmas Stories Phonics /writing Phase 1 – Listening/hearing sounds Rhymes Alliteration Reading books linked to phonics phase Phase 2 phonics – letters and sounds Keyring words Write recognisable letters/cvc words	Spring 1 Books Little Penguin Lost Penguin Small The Polar Bear and the Snow Cloud The Polar Bear (Information Book) Reading for pleasure books around Animals from cold places and our country including Farmer Duck Little Red Hen Spring 2 Books Mama Panya's Pancakes African Animals We all went on Safari Giraffes Can't Dance The Tiger who came to tea Reading for pleasure books around African Animals Information book – Seasons, signs of spring Phonics /writing Phase 3 phonics – letters and sounds Keyring words Reading books linked to phonic phases Writing- Spell words with recognisable letters and sounds. Write simple words/phrases	Summer 1 Books Jack and the beanstalk Other traditional tales Goldilocks and the 3 Bears Billy Goats Gruff Red Riding Hood The Jolly Postman Information Books on Plants/growing life cycle of a sunflower Summer 2 Books Lifecycle of a frog Mad about minibeasts Reading for pleasure books around plants and animals Phonics /writing Phase 3/4 phonics – letters and sounds Keyring words Reading books linked to phonic phases Writing- Spell words with recognisable letters and sounds. Write simple words/phrases. Write longer pieces of writing/ own interests/linked to texts
Maths	Children in reception will be learning to: • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value.	Number – Match and sort, compare amounts Representing , Comparing, Composition of 1,2,3 Representing numbers to 5	Number – Introducing 0 Comparing numbers to 5 Composition of 4 and 5 6,7,8 making pairs	Number – Building numbers beyond 10 Counting Patterns beyond 10 Adding More Taking Away

	- Count beyond ten. - Compare numbers. - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10 - Automatically recall number bonds for numbers 0–5 and some to 10. - Select, rotate and manipulate shapes to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Continue, copy and create repeating patterns. - Compare length, weight and capacity.	One more and one less Measure, Shape and Spatial thinking – Compare Size, mass and capacity Exploring Pattern Circles, triangles, positional language Shapes with 4 sides Time Practice these skills in continuous provision and through daily activities	Combining 2 groups 9 and 10 Comparing numbers to 10 Bonds to 10 Measure, Shape and Spatial thinking – Compare Mass (2) Compare Capacity (2) Length and height Time 3D shape Pattern (2) Practice these skills in continuous provision and through daily activities	Doubling Sharing and Grouping Even and Odd Deepen understanding patterns and relationships Measure, Shape and Spatial thinking – Spatial Reasoning Match, Rotate, Manipulate Compose and Decompose Visualise and Build Mapping Practice these skills in continuous provision and through daily activities
Understanding the World	Children in reception will be learning to: - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past - Compare and contrast characters from stories, including figures from the past. - Draw information from a simple map. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside.	Past and Present- 1950s learn how children lived – 1950's street party. Guy Fawkes – Bonfire Night The Natural world – Autumn/Seasons- Autumn Walk Use of resources in continuous provision.	People, cultures and communities – understanding how others live, similarities and differences. Hot and Cold places in the world Exploring maps Exploring how environments are different Chinese New Year Changing states of materials-ice melting, Chocolate The natural world- seasons spring walk, signs of spring/comparing winter Visit from Police/fire service as available. Use of resources in continuous provision.	The natural world – exploring the local environment, caring for and growing plants Caring for animals Protecting the environment Seasons – Summer Use of resources in continuous provision.

	• Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.			
Expressive Arts and Design	Children in reception will be learning to: • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in groups.	Self Portraits Collage healthy plates of food Firework Art Autumn Art Christmas Art Sing Rhymes Make use of props and materials when role playing characters in narratives and stories Learn and sing songs for the Christmas play Perform songs, move in time to music Use of resources in continuous provision.	Making sock puppets-Little Penguin Lost African patterns Mother's Day gifts/cards Easter gift/card Spring drawing/painting Make use of props and materials when role playing characters in narratives and stories Building a structure using boxes and other resources Learn and sing songs for the Easter Service Make Easter Cakes(changing state of matter, chocolate) Use of resources in continuous provision.	Making art linked to 2/3 different artists and using different tools, resources and equipment, include outdoor art Make use of props and materials when role playing characters in narratives and stories Learn and sing songs for the Final assembly Father's Day gift and card Make a gift for our buddies Plan a leaving celebration for them. Use of resources in continuous provision.