

St Joseph's Catholic Primary School - Reception Curriculum Overview

| Curriculum Area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Year 1 |
|------------------------------|---|--|---|--|---|---|---|
| Theme | Ourselves | Animals | Transport | Journeys | Toys | Superheroes | N/A |
| C&L | <p>Listening with attention</p> <p>Building relationships with adults and peers</p> | <p>Listen and respond to ideas expressed by others in conversation or discussion</p> <p>Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words</p> <p>Use language to imagine and recreate roles and experiences in play situations</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduce a storyline or narrative into play</p> | <p>Listen and respond to ideas expressed by others in conversation or discussion</p> <p>Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words</p> <p>Use language to imagine and recreate roles and experiences in play situations</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduce a storyline or narrative into their play</p> <p>Develop own narratives and explanations by connecting ideas or events</p> | <p>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>Develop narratives and explanations by connecting ideas or events</p> | <p>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</p> <p>Answer 'how' and 'why' questions in response to stories</p> <p>Develop narratives and explanations by connecting ideas or events</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> | <p>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</p> <p>Answer how and why questions in response to stories</p> <p>Express themselves effectively, showing awareness of listeners' needs</p> <p>Develop narratives and explanations by connecting ideas or events</p> | National Curriculum - Spoken Language KS1 |
| Literacy (Pathways to Write) | The Ginger Breadman by Mara Alperin | I'm going to eat this ant by Chris Naylor-Ballesteros Outcome - A list of food items | Naughty Bus by Jan Oke Outcome - Recount of where Naughty Bus has been | The Journey Home by Emma Levey Outcome - Retell/rewrite of the story | Silly Doggy by Adam Stower Outcome - Retell/rewrite of the story | Supertato by Sue Hendra Outcome - A wanted poster with a character description | Year 1 Pathways to Write |

| Poetry | <i>My Many Coloured Days</i> by Dr Seuss | <i>Creepy Crawly and Busy Bugs</i> | <i>This Little Puffin: A Treasury of Nursery Rhymes, Songs and Games</i> | The Farmyard | <i>A Treasury of Songs</i> by Julia Donaldson | Food | |
|---------|--|---|--|--|--|--|---------------------------------------|
| Reading | <p>Handling books carefully</p> <p>Looking at books independently</p> <p>Describing main settings and principle characters</p> <p>Knowing that texts contain meaning</p> | <p>Hear and say the initial sound in words</p> <p>Segment the sounds in simple words and blend them together and know which letters represent some of them</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Begin to read words and simple sentences</p> <p>Enjoy an increasing range of books</p> <p>Read some common irregular words</p> | <p>Continue a rhyming string</p> <p>Hear and say the initial sound in words</p> <p>Segment the sounds in simple words and blend them together and know which letters represent some of them</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Read and understand simple sentences</p> <p>Enjoy an increasing range of books</p> <p>Read some common irregular words</p> | <p>Read and understand simple sentences</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Demonstrate understanding when talking to others about what they have read</p> | <p>Read and understand simple sentences</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Read some common irregular words</p> <p>Demonstrate understanding about what they have read</p> | <p>Read and understand simple sentences (that include all taught graphemes)</p> <p>Read some common irregular words</p> <p>Demonstrate understanding about what they have read</p> <p>Read words with adjacent consonants</p> | Year 1 Whole Class Reading Curriculum |
| Writing | <p>Mark making indoor and outdoor</p> <p>Give meaning to marks that they make in different places</p> <p>Oral retelling</p> <p>Labels</p> | <p>Begin to break speech down into words</p> <p>Hear and say the initial sound in words (and some subsequent sounds)</p> <p>Segment the sounds in simple words and blend them together (Write CVC words)</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Write labels and captions</p> | <p>Begin to break the flow of speech into words</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Write labels and captions</p> <p>Attempt to write short sentences in meaningful contexts</p> <p>Use phonic knowledge to write words in ways</p> | <p>Attempt to write short sentences in meaningful contexts</p> <p>Use phonic knowledge to write words in ways which match spoken sounds</p> <p>Apply taught digraphs into writing</p> | <p>Use phonic knowledge to write words in ways which match spoken sounds</p> <p>Spell some common irregular words</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Apply taught digraphs and trigraphs into writing</p> | <p>Use phonic knowledge to write words in ways which match their spoken sounds</p> <p>Spell some common irregular words</p> <p>Write simple sentences which can be read by themselves and others (applying taught phonic sounds)</p> <p>Write phonetically plausible words</p> | Year 1 Pathways to Write |

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| | | | which match their spoken sound Spell some irregular common words | | Write words with adjacent consonants | Use key features of narrative in own writing (EXC) Have an awareness of a capital letter and full stop when writing a simple sentence | |
| Phonics | Phase 2: Sets 1 - 3 | Phase 2: Sets 4 - 5 | Phase 3: Sets 6 - 8 | Phase 3: Sets 9 - 11 | Phase 4: Set 12 | Phase 4: Set 12 | Phase 5 |
| Power Maths | Numbers to 5 Sorting | Comparing Groups within 5 Change within 5 Time | Number bonds within 5 Numbers to 10 Comparing Numbers within 10 | Addition to 10 Number bonds to 10 Space and shape | Exploring Patterns Counting on and counting back Numbers to 20 | Numerical Patterns Measure | Power Maths 1A |
| Maths CP | Recognising numbers up to 10 Accurate counting numbers to 5 Comparing groups | Counting animal legs a number of ants/animal numerals | Sorting vehicles Number parking bays for vehicles Build London/town and explore 3D shapes Make a 3D London bus How many people on the bus? How many if 1 gets off? (+/-) Paying for us fare using coins and matching numicon Positional language - where is the bus now? | Design a hat and scarf for Hattie using repeating patterns Number match with animals Counting animal legs - adding together Laying the table ready for mealtime Size linked to beds, scarves, bath tubs, bowls, Sorting with feathers - colour and size animal patterns | Props from book - Sorting wellies, hats, bows and scarves according to patterns etc Use compare bears for counting, sorting and comparing Counting in 2s using wellies Length investigation with scarves Maths problems relate to story: Safari animals going missing - subtracting Compare two groups of props: more, fewer Use 2d and 3d shapes to create enclosures for the animals | How many peas in a pod? Pupils shell peas to count and record how many Sort and classify vegetables List class favourite vegetables Investigate making repeating patterns with food items Simple problems involving addition and subtraction, using supermarket / food items | N/A |

| R.E. | Myself | Welcome | Judaism | Birthday | Celebrating | Gathering | Islam | Growing | Good News | Friends | Our World | Come and See - Y1 |
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| PD&M | <p>Use one-handed tools and equipment</p> <p>Move skilfully negotiating space</p> <p>Washing and drying hands</p> <p>Dressing with some help</p> | | <p>Use pincers to collect ants from a sensory tub</p> <p>Move like a bug game (images on dice)</p> <p>Ant farm mazes - follow the maze with a pencil</p> <p>Threading (anteater tongue)</p> <p>In PE pupils could move around like ants and anteaters</p> | | <p>Draw the route the bus takes on a map with a pencil</p> <p>Bedtime routines and personal hygiene</p> <p>In PE pupils could travel in different ways around a route (e.g. London)</p> | | <p>Design a city using large play equipment and construction to use as a base for role play</p> <p>As animals travel across various equipment, explore different ways of travelling: teetering across treacherous ledges, soaring through, sliding, creeping</p> <p>Mark making - journeys through different settings, gross and fine motor skills</p> <p>Writing/drawing natural materials</p> <p>Cave gloop - footprints, trails, patterns</p> <p>Weaving linked to knitting - through gates, wooden railings, scarf hangers, geo boards</p> | | <p>Look at how bears move</p> <p>Role play how the bear got from the safari to the garden using an obstacle course that pupils can make in outdoor area</p> <p>Make marks, label pictures, write titles for the book, make poster of lost animals etc</p> <p>Look at Chester Zoo map and create a safari park outside - ride-ons can be cars travelling through the zoo</p> <p>Weave on fences to create enclosures</p> | <p>Small objects and tweezers - e.g. Put an amount in each container/ save the frozen evil peas from the jelly!</p> <p>Play with Mr Potato head - Attach clothing by lining up clip and hole</p> <p>Super hero assault course outside</p> <p>Dance write - Tell the story of Supertato and ask the pupils to act out his actions e.g. flying through the air, lifting up the cheese, washing broccoli.</p> <p>Exaggerated mark making on a large roll of paper</p> <p>Healthy eating - Use paper plates and art resources to make healthy dinner</p> <p>Five a day - What would your five be?</p> | <p>Year 1 P.E. Curriculum</p> | |
| UtW | <p>Seasonal Changes</p> <p>Familiar people and places</p> <p>Talking about significant events</p> | | <p>Seasonal Changes</p> <p>Mini-beasts</p> <p>Habitats</p> <p>Christmas</p> | | <p>Seasonal Changes</p> <p>Floating and Sinking</p> <p>Exploring the School Environment</p> <p>Chinese New Year</p> | | <p>Seasonal Changes</p> <p>Animals that live in caves</p> <p>Making Parachutes</p> <p>Easter</p> | | <p>Seasonal Changes</p> <p>Pets, zoo & safari animals</p> <p>Artificial habitats</p> <p>Wildflower Wellies</p> | <p>Seasonal Changes</p> <p>Growing vegetables</p> <p>Freezing and melting</p> <p>Vegetable Soup</p> | <p>Year 1 Humanities Curriculum: History - Toys in the Past</p> | |

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| | | | | | | | Geography - Around the World |
| EA&D | Nursery Rhymes Mark making Combining colours | Animal Songs Fly Swatter Painting Animal Restaurant Role Play | Vehicle Songs Painting with vehicles Junk modelling buses | Animal Patterns Lullabies and instruments Making caves Party decorations Baking cakes | Build a safari enclosure Bear hunt Footprint and paw marks | Superhero vegetables Vegetable prints Superhero masks Painting with kitchen utensils | Year 1 Arts Curriculum: A&D- Spirals D/T - Delightful Decorations Music - Combining Pulse, Rhythm and Pitch |
| PSED | Managing Feelings and Behaviour | Caring for animals Thinking of others Listening and responding | The importance of apologising Helping others/people who help us Feeling lonely and scared | Who looks after them and what makes them feel special? Who is in my family? Working as part of a group or class adjusting to the situation Confident to try new activities and speak in familiar groups | Role play different characters expressing emotions through facial expressions Work in groups with common goal What makes us feel sad? | How can we be heroes? Who can we help? Forgiveness School Rules | Year 1 P.S.H.E. Curriculum |
| No Outsiders | You Choose by Nick Sharrat and Pippa Goodheart | Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharrat | Hello Hello by Brendan Wenzel | The Family Book by Todd Parr | Mommy, Mama and Me by Leslea Newman and Carol Thompson | Blue Chameleon by Emily Gravett | |