

# ST ALOYSIUS CURRICULUM - RECEPTION

	TO KNOW		TO LOVE		TO SERVE	
	Determination Justice and Peace	Curiosity Solidarity	Empathy Human Dignity	Kindness Caring for those in need	Community The Common Good Participation	Sustainability Stewardship
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Theme	This is me!	Celebrations	Tell me a Story	How was that built?	Our Amazing World	Growing and Changing
Focus Topics	-Who am I? -Building friendships -Looking after ourselves -Exploring seasonal change	-Celebrations within different cultures -Light and dark -Nursery rhymes	-Traditional tales -Oral story telling -Farms -Healthy Eating	-Technology -Transport -Space	-Caring for our environment -Animals and their Habitats -Oceans and Seas -People who help us	-Plants and growth -Life Cycles -Seasonal change -Healthy eating -Transition
Books	<p>Boy with Flowers in his hair - Jarvis</p> <p>Handa's Surprise – Eileen Browne</p> <p>Will you be my friend? – Molly Potter</p> <p>The Three Little Pigs – Traditional</p> <p>Listen to Autumn – Morena Forza</p> <p>Pumpkin Soup – Helen Cooper</p> <p>Harvest Days: Giving Thanks Around the World – Kate De Palma</p>	<p>To Carnival! A celebration in St Lucia – Baptiste Paul</p> <p>Story of Rama and Sita - Traditional</p> <p>Best Diwali Ever – Sonali Shah</p> <p>Little Glow –Harry Woodgate &amp; Katie Sahota</p> <p>The Miracle of Hanukkah – Christopher Corr &amp; Malachy Doyle</p> <p>Ramadan and Eid Nadiyah Suyatna and Sara Khan</p> <p>Harvey Slumfenburger by John Burningham</p>	<p>The Little Red Hen - Traditional</p> <p>Jack and the Beanstalk - Traditional</p> <p>Rapunzel - Traditional</p> <p>You Choose Fairy Tales – Nick Sharratt</p> <p>Stop that's not my story – Smriti Halls</p> <p>Non-fiction book about farming</p>	<p>Jabari Tries – Gaia Cornwall</p> <p>Izzy Gizmo – Pip Jones &amp; Sara Ogilvie</p> <p>The Mellons build an Eco House – Nik Neves and Robin Jacobs</p> <p>An Engineer like me – Dr Shini Somara &amp; Nadja Sarell</p> <p>Whatever Next – Jill Murphy</p> <p>If you decide to go to the moon – Faith McNulty</p> <p>Mr Gumpy's Motor Car – John Burningham</p>	<p>Here we are – Oliver Jeffers</p> <p>Love our Earth - Jane Cabrera</p> <p>The Bee who Loved Words - Helen Doherty</p> <p>Saving Mr Hoot – Helen Stephens</p> <p>The Journey Home – Fran Preston Gannon</p> <p>Change starts with us – Sophie Beer</p> <p>Somebody Swallowed Stanley – Sarah Roberts</p> <p>A hole in the bottom of the sea – Jessica Law</p>	<p>The Extraordinary Gardener – Sam Boughton</p> <p>The Tiny Seed – Eric Carle</p> <p>The Little Gardener - Emily Hughes</p> <p>Oliver's Vegetables – Alison Bartlett &amp; Vivian French</p> <p>Mama Miti: Wangari Maathai and the Trees of Kenya – Donna Jo Napoli &amp; Kadir Nelson</p> <p>You are a beautiful beginning – Nina Laden</p>

		Stickman – Julia Donaldson  Jolly Christmas Postman – Janet and Allan Ahlberg  The Christmas Story- Brian Wildsmith		Transport – Alain Gree		
Wow moments	Harvest Festival	World Nursery Rhyme week  Diwali  Nativity Play	Story Museum Trip (TBC)	Visit to the Church (Stations of the Cross)	Fire Service Visit (TBC)  Dentist Visit (TBC)  Teddy Bear Hospital?	Allotment Visit/Port Meadow Walk (TBC)
RE	Creation – God's Gifts People who care for us	Advent Christmas	Baptism People who help us	Lent Holy Week	Easter Pentecost	Prayer
C and L	Ongoing – i) Encourage a love of reading and develop recall through role play and small world activities ii) Use a wider range of vocabulary, through daily stories, role play and investigation stations.					
	-To engage in regular story time and understand how to listen carefully.  -Begin to understand a question or instruction that has two parts.  - Listen regularly to rhymes and songs.	- Encourage ‘Why?’ questions through stories and investigation.  - Begin to participate with a repertoire of rhymes and songs that are familiar.  - Describe events in some detail	-Actively engage in story time  -Retell a simple story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words  -Taste different healthy foods and be able to express a point of view and to debate when they disagree with an	- Connect one idea or action to another using a range of connectives  - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen	-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  -Ask their own questions to check understanding.	-Recall the stories and rhymes we have learnt through the year and be able to talk about these.  -Use new vocabulary within different contexts and throughout the day including common social phrases.

			adult or a friend, using words.			
PSED	<p>Ongoing: i) Considering the feelings and perspectives of others ii) Building relationships iii) Determination, problem solving and perseverance through our continuous provision.</p> <p>Please see Appendix 1a for further information on healthy eating.</p>					
	<p>-Familiarise themselves with Chestnut class and begin to independently and purposely select and use activities and resources.</p> <p>-Begin to develop their sense of responsibility through 'choose it, use it, put it away' and carrying out daily tasks.</p> <p>- Begin to build self-esteem and see themselves as a valuable individual with God-given gifts.</p> <p>- Manage their own needs and hygiene through using toilets independently and getting changed for PE with minimal support.</p> <p>- Explore our feeling through stories, talk and art. Use words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>- Continue to explore feelings by introducing 'Zones of Regulation. Use this to help us use appropriate ways of being assertive and talk with others to solve conflicts.</p> <p>- Increasingly follow rules, understanding why they are important.</p>	<p>-Understand gradually how others might be feeling</p> <p>- Play with one or more other children, extending and elaborating play ideas</p> <p>- Continue to explore feelings by introducing 'Zones of Regulation. Use this to help us use appropriate ways of being assertive and talk with others to solve conflicts.</p>	<p>-Understand gradually how others might be feeling</p> <p>-Remember rules without needing an adult to remind them</p> <p>- Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>- Be able to use Zones of Regulation to explain how they are feeling.</p> <p>- To understand and begin to apply resilience by persevering when things are difficult.</p>	<p>- Show more confidence in new social situations.</p> <p>- To understand how to be a safe and respectful member of wider society including a safe pedestrian.</p>	<p>- As a group talk about our favourite memories and how they make us feel.</p> <p>- To be able to talk about the factors that support our health including a balanced diet, good oral hygiene, rest, being safe in the wider world and having a sensible amount of 'screen time.'</p>
Literacy	<p>Ongoing – i) Understand the five key concepts about print: - print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing and we read English text from left to right and from top to bottom</p>					

	<ul style="list-style-type: none"><li>-With a language rich environment engage in conversations about stories and learn new vocabulary.</li><li>-Read individual letters by saying the sounds for them</li><li>-Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li></ul>	<ul style="list-style-type: none"><li>-Use some of their print and letter knowledge independently in their early writing (mark making)</li><li>-Read some letter groups that each represent one sound and say sounds for them</li><li>-Read a few common exception words matched to the school's phonic programme</li><li>-Refine phonological awareness, so that they can: - spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound.</li></ul>	<ul style="list-style-type: none"><li>-Engage in extended conversations about stories and then make up our own stories.</li><li>-Spell words by identifying the sounds and then writing the sound with letters</li><li>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li></ul>	<ul style="list-style-type: none"><li>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li><li>-Re-read what they have written to check that it makes sense</li></ul>	<ul style="list-style-type: none"><li>-Form all lower-case and capital letters correctly</li><li>-Explore non-fiction texts, identifying the basic features and differences with fiction.</li><li>-Spot new vocabulary and be involved with discussion around meaning.</li></ul>	<ul style="list-style-type: none"><li>-Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li></ul>
Maths	Ongoing – i) pupils will build on previous experiences of number and continue to develop subitising and counting skills ii) exploring the composition of numbers within and beyond 10 iii) develop a range of counting strategies iii) be able to use the language of comparison and identify when things are equal or unequal					
	<ul style="list-style-type: none"><li>-Identify when a set can be subitised and when counting is needed</li><li>-Subitise different arrangements, both unstructured and structured, including using a number frame</li><li>-Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li><li>-Spot smaller numbers 'hiding' inside larger numbers</li></ul>	<ul style="list-style-type: none"><li>-Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li><li>-Begin to identify missing parts for numbers within 5</li><li>-Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li><li>-Focus on equal and unequal groups when comparing numbers.</li></ul>			<ul style="list-style-type: none"><li>-Continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li><li>-Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li><li>-Compare quantities and numbers, including sets of objects which have different attributes</li><li>-Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li></ul>	

	<ul style="list-style-type: none"><li>-Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li><li>-Hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number</li><li>- Develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li><li>-Compare sets of objects by matching</li><li>-Begin to develop the language of ‘whole’ when talking about objects which have parts</li></ul> <p><b><u>Shape, Space and Measure:</u></b></p> <ul style="list-style-type: none"><li>-Compose shapes and become familiar with their names and properties</li><li>-Continue, copy and create repeating patterns</li></ul>		<ul style="list-style-type: none"><li>-Understand that two equal groups can be called a ‘double’ and connect this to finger patterns</li><li>-Sort odd and even numbers according to their ‘shape’</li><li>-Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern</li><li>-Order numbers and play track games</li><li>-Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li></ul> <p><b><u>Shape, Space and Measure:</u></b></p> <ul style="list-style-type: none"><li>-Select, rotate and manipulate shapes to develop spatial reasoning skills.</li><li>-Compare length, weight and capacity</li></ul>		<ul style="list-style-type: none"><li>-Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10</li><li>-Continue to identify when sets can be subitised and when counting is necessary</li><li>-Develop conceptual subitising skills including when using a rekenrek</li></ul> <p><b><u>Shape, Space and Measure:</u></b></p> <ul style="list-style-type: none"><li>- Recognise that a shape can have other shapes within it just as numbers can</li></ul>	
UTW	<ul style="list-style-type: none"><li>-Look at family photographs and begin to make sense of their own life-story and family’s history.</li><li>-Explore the differences and similarities in people’s lives.</li><li>- Observe and notice the effect of seasonal changes in the environment.</li></ul>	<ul style="list-style-type: none"><li>- Continue to develop knowledge of their own life-story and family’s history through celebrations.</li><li>-Explore collections of materials with similar and/or different properties.</li><li>-Understand that some places are special to members of their community</li></ul>	<ul style="list-style-type: none"><li>-Talk about what they see, using a wide vocabulary.</li><li>-Comment on images of familiar situations in the past</li><li>-Compare and contrast characters from stories, including figures from the past</li></ul>	<ul style="list-style-type: none"><li>- Build on our knowledge of the need to respect and care for the environment and all living things.</li><li>- Explore how things work.</li><li>-Draw information from a simple map</li></ul>	<ul style="list-style-type: none"><li>- Begin to understand the need to respect and care for the environment and all living things.</li><li>- Continue developing positive attitudes about the differences between people.</li><li>Learn about different occupations, through story, role play and</li></ul>	<ul style="list-style-type: none"><li>-Understand the key features of the life cycle of an animal.</li><li>-Plant seeds and care for growing plants.</li><li>- Build on our understanding of life cycles, by learning about those of plants.</li><li>-Explore and talk about different forces they can feel.</li></ul>

	-Use all their senses in hands-on exploration of natural world around them.	-Recognise that people have different beliefs and celebrate special times in different ways			meeting members of our community.  -Recognise some environments that are different from the one in which they live  -Recognise some similarities and differences between life in this country and life in other countries	-Talk about the differences between materials and changes they notice.
PD	<p>Daily fine motor exercises i) Funky Fingers morning activities ii) Dough Disco iii) Movement to classical music with scarves iii) weekly PE lessons</p> <p>iiii) daily access to outdoor area and a range of balls, climbing apparatus and balance bikes.</p> <p>Children have regular access to appropriate outdoor space, a range of surfaces to feel, move and balance on. Children experience carrying things up and down on different levels.</p> <p>A choice of open-ended materials will be provided that allow for extended, repeated and regular practising of physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. There is also the floor space indoors for movement. All spaces are accessible to children with varying confidence levels, skills and needs. This allows less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. There are low-pressure zones where less confident children can practise movement skills on their own, or with one or two others. <b>Model</b> precise vocabulary to describe movement and directionality and encourage children to use it. Children will be highly active and get out of breath several times every day.</p>					
	<p>- Refine the skills they need to manage the school day successfully: lining up and queuing for mealtimes – remind them of personal space.</p> <p>-Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Assess children’s pencil grip and begin refining/improving it.</p>	<p>-Progress towards a more fluent style of moving, with developing control and grace</p> <p>-Give children opportunities to develop their upper arm and shoulder strength, core strength and stability that they need to support their small motor skills.</p> <p>-Develop tummy-crawling, crawling on all fours, climbing,</p>	<p>-Children will develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>-Ensure children are holding pencils for writing, scissors and knives and forks correctly thus allowing development of a handwriting style which is fast, accurate and efficient</p> <p>-Children can now confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>-Challenge children with climbing higher, running faster and jumping further.</p> <p>-Children can spin, rock, tilt, fall, slide and bounce.</p>	<p>-Encourage children to conclude movements in balance and stillness.</p> <p>-They all develop overall body-strength, balance, coordination and agility.</p>	

	<p>-Revise and refine the fundamental movement skills they have already acquired such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p>	pulling themselves up on a rope and hanging on monkey bars.			
EAD	<p>Ongoing – i) Topic related role play to encourage children to take part in pretend play ii) Topic related small world equipment like animal sets, dolls and dolls houses, etc, to encourage the development of complex stories iii) Explore different materials freely, to develop their ideas about how to use them and what to make.</p>				
	<p>- Look at the work of famous artists and how they expressed emotion in their work and then create our own emotion art.</p> <p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>- Explore colour mixing and the colour wheel.</p> <p>- Use a mirror to explore our faces. How are we similar and different? Use this research to draw ourselves.</p> <p><b>Suggested artists for focus:</b></p>	<p>- As part of our Christmas Nativity, sing in a group or on their own, increasingly matching the pitch and following the melody whilst engaging in music making and performing.</p> <p>-Watch and talk about dance and performance art (including the KS2 Christmas Carols and a Christmas related theatre production) expressing their feelings and responses.</p>	-Develop storylines in their pretend play.	-Create collaboratively, sharing ideas, resources and skills	<p>-Listen with attention to music from around the world and talk about their thoughts to what they have heard.</p> <p>- -Watch and talk about dance and performance art (the KS2 production) expressing their feelings and responses.</p> <p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them on paper or through performance.</p> <p><b>Suggested artists for focus:</b></p>

	-Pablo Picasso (emotions/faces)  -Andy Goldsworthy (transient art)			<b><u>Suggested artists for focus:</u></b> Paul Klee (block printing, houses, cityscapes)		Eric Carle (food, farms, life cycles, collage)
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Sometimes our topics may change to reflect the children’s particular interests. This long-term plan is not an exhaustive list but is designed to give an overview of our learning.

### **Appendix 1a) PSED and Healthy Eating**

Please note that as part of our ongoing focus on health and wellbeing in EYFS we use snack time as an opportunity to discuss healthy eating and read a selection of quality texts that focus on food and a wide and varied diet to promote discussion among the children.

These books include (but are not limited to):

The Giant Jam Sandwich – John Vernon Lord

Oliver’s Fruit Salad – Vivian French

Oliver’s Vegetables – Vivian French and Alison Bartlet

Mr Wolf’s Pancakes – Jan Fearnley

Faruq and the Wiri Wiri – Sophia Payne

Mama Panya’s Pancakes – Mary Chamberlin

Eat Your Superpowers: How Colourful Foods Keep Us Healthy and Strong – Tony Buzzeo

Vegetable Glue – Susan Chandler