



**ST CHARLES' CATHOLIC PRIMARY  
SCHOOL**



**RECEPTION CURRICULUM**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>COMMUNICATION AND LANGUAGE</b>  <b>NATIONAL CURRICULUM LINK: ENGLISH</b>	<b>LISTENING AND ATTENTION</b>		
	<p>To listen to and talk about stories and non-fiction to build familiarity and understanding.</p> <p>To listen and attend to a dialogue in a larger group and begin to respond appropriately.</p> <p>To listen carefully to rhymes and songs, beginning to show awareness of how they sound.</p> <p>To learn some songs and poems, and anticipate some words/phrases.</p>	<p>To listen to and talk about stories and non-fiction to develop a deep understanding.</p> <p>To listen and attend to a dialogue in a larger group for longer periods and respond appropriately.</p> <p>To engage during story times by joining in with repeated refrains and anticipating rhyming words.</p> <p>To learn more rhymes, poems and songs experienced in school.</p>	<p>To listen attentively to stories and non-fiction and respond to what they hear with relevant questions, comments and actions.</p> <p>To listen attentively in large group discussions and respond to what they hear with relevant questions, comments and actions.</p> <p>To engage during story times by confidently predicting outcomes and suggesting solutions.</p> <p>To confidently recite well-known songs, rhymes and poems.</p>
	<b>UNDERSTANDING</b>		
	<p>To follow simple two-part instructions.</p> <p>To understand why and how questions.</p> <p>To understand what 'good listening' involves.</p>	<p>To follow more complex two-part instructions.</p> <p>To begin to ask questions to check my understanding.</p> <p>To understand how to listen carefully.</p>	<p>To follow complex instructions with multiple parts.</p> <p>To ask questions to find out more and to check I understand what has been said to me.</p> <p>To understand how to listen carefully and why listening is important.</p>
<b>SPEAKING</b>			
<p>To start a conversation with a familiar adult or a friend.</p> <p>To copy some social phrases at appropriate times e.g. 'good morning', 'how are you?'</p> <p>To use a range of key vocabulary relating to taught topics.</p> <p>To connect one idea or action to another, in short sentences using some simple connectives.</p> <p>Begin to sequence their ideas when sharing anecdotes or describing events.</p> <p>To begin to offer ideas and simple explanations in a range of situations.</p> <p>To use some specific language to take on roles with others in imaginary play.</p> <p>To retell a familiar short story, poems or songs using exact repetition and my own words.</p>	<p>To take part in a two-way conversation</p> <p>To use a wider range of key vocabulary relating to taught topics in different contexts.</p> <p>To begin to use some scripted social phrases to communicate effectively with peers during provision with adult support.</p> <p>To use connect one idea or action to another using longer sentences, plurals and connectives.</p> <p>To add more details to recounts of events to ensure the listener understands how events progressed.</p> <p>To explain how things work and why they might happen.</p> <p>To use new vocabulary to take on roles with others in imaginary play and storytelling.</p> <p>To adapt and retell narratives and stories with my peers and teachers.</p>	<p>To hold longer conversations when engaged in back-and-forth exchanges with my teacher and peers.</p> <p>To use a wider range of key vocabulary to explain and express my ideas in different contexts.</p> <p>To draw on scripted social phrases to communicate effectively with peers with less support.</p> <p>To speak in full sentences in the correct tense using conjunctions and plurals.</p> <p>To use carefully sequenced talk, with additional details when sharing anecdotes or recounts of events, showing an awareness of listeners needs.</p> <p>To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>To develop my own narratives, using new vocabulary accurately in context and in different play situations such as story-telling and role play</p>	

			To invent, adapt and recount narratives and stories with my peers and teachers.
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>  <b>NATIONAL CURRICULUM LINK: PSHE</b>	<b>SELF REGULATION</b>		
	<p>To talk about what I am good at.</p> <p>To show confidence in trying new activities, understanding that it is okay to make mistakes with adult support.</p> <p>To identify and name my own emotions and the emotions of others.</p> <p>To follow class rules and routines with support.</p>	<p>To explain what makes me special.</p> <p>To set own goals and show some perseverance to achieve them, reflecting and evaluating with support.</p> <p>To identify and moderate my own feelings socially and emotionally, considering the feelings of others.</p> <p>To follow class rules and routines with little support, reminding their peers of expectations.</p>	<p>To see myself as a valuable individual.</p> <p>To set challenging personal goals and show resilience and perseverance in achieving them, reflecting and evaluating as I go.</p> <p>To show and understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly.</p> <p>To explain the reason for rules, knowing right from wrong and trying to behave accordingly.</p>
	<b>MANAGING SELF</b>		
	<p>To develop independence in dressing, taking jumpers/cardigans, shoes and coats on and off independently.</p> <p>To talk about the importance of regular physical activity.</p> <p>To talk about the importance of having a good sleep routine.</p>	<p>To understand the importance of personal hygiene, including hand washing and toileting, managing own self-care needs.</p> <p>To be able to line up and queue successfully without touching one another, walking in a line and waiting patiently.</p> <p>To talk about what I need to eat to be healthy.</p>	<p>To discuss the importance of sensible amounts of screen time.</p> <p>To talk about how to be a safe pedestrian.</p> <p>To be able to use a knife and fork effectively to cut up and eat a variety of meals with good manners.</p> <p>To talk about how to keep my teeth healthy.</p>
	<b>BUILDING RELATIONSHIPS</b>		
<p>To use social phrases with support to build relationships with peers.</p> <p>To express their own needs and to talk about the feelings and perspectives of others.</p>	<p>To adapt and use social phrases with increasing independence to build relationships with peers.</p> <p>To express their own needs and show more understanding of the feelings and perspectives of others.</p>	<p>To use talk to resolve conflicts and build relationships with peers with independence.</p> <p>To show sensitivity to their own and others' needs and perspectives.</p>	
<b>PHYSICAL DEVELOPMENT</b>  <b>NATIONAL CURRICULUM LINK: PE</b>	<b>GROSS MOTOR SKILLS</b>		
	<p style="text-align: center;"><b>Introduction to PE, Ball Skills</b></p> <p>To demonstrate balance.</p> <p>To make independent choices.</p> <p>To negotiate space safely with consideration for myself and others.</p> <p>To follow instructions involving several ideas or actions.</p> <p>To play co-operatively and take turns with others.</p> <p>To use movement skills with developing balance and co-ordination.</p> <p>To persevere when trying new challenges.</p> <p>To play ball games with consideration of the rules.</p> <p>To use ball skills with developing competence and accuracy.</p>	<p style="text-align: center;"><b>Dance, Fundamentals</b></p> <p>To be confident to try new challenges and perform in front of others.</p> <p>To combine movements fluently, selecting actions in response to the task.</p> <p>To negotiate space safely with consideration for myself and others.</p> <p>To follow instructions involving several ideas or actions.</p> <p>To show respect towards others when providing feedback.</p> <p>To use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p>	<p style="text-align: center;"><b>Games, Gymnastics</b></p> <p>To negotiate space safely with consideration for myself and others.</p> <p>To follow instructions involving several ideas or actions.</p> <p>To play co-operatively, take turns and encourage others.</p> <p>To play games honestly with consideration of the rules.</p> <p>To show an understanding of my feelings and can regulate my behaviour.</p> <p>To use ball skills with developing competence and accuracy.</p> <p>To am confident to try new challenges.</p>

		<p>To play co-operatively, take turns and encourage others.</p> <p>To play games honestly with consideration of the rules.</p> <p>To use movement skills with developing balance and co-ordination when playing games.</p>	<p>To combine movements, selecting actions in response to the task and apparatus.</p> <p>To confidently and safely use a range of large and small apparatus.</p> <p>To use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p>
<b>LITERACY</b>  <b>NATIONAL CURRICULUM LINK: ENGLISH/PHONICS</b>	<b>WORD READING</b>		
	<p>To continue to secure pre-RWI phonic skills focussing on rhythm and rhyme, alliteration, and oral blending and segmenting (aspects 4, 5 &amp; 7)</p> <p>To blend sounds into words orally.</p> <p>To read all 25 set 1 single letter sounds speedily.</p> <p>To read 'Word Time' 1.1 to 1.5 words with 'Fred Talk'.</p>	<p>To blend sounds into words orally.</p> <p>To read all set 1 sounds speedily including set 1 'Special Friends'.</p> <p>To read words with 'Special Friends'.</p> <p>To read 4 sound words with 'Fred Talk'.</p> <p>To read 3 and 4 sound nonsense words with 'Fred Talk'.</p> <p>To read some common exception words.</p>	<p>To blend sounds into words orally.</p> <p>To read all set 1 sounds, including 'Special Friends', speedily.</p> <p>To read previously taught words with all set 1 sounds speedily.</p> <p>To read some set 2 'Special Friends'.</p> <p>To read 'Word Time' 1.6 and 1.7 words.</p> <p>To read 4 and 5 sound nonsense words with 'Fred Talk'.</p> <p>To read more common exception words.</p> <p>To read aloud simple sentences and decodable books consistent with my phonics knowledge.</p>

	<b>COMPREHENSION</b>		
	<p>To recall and discuss stories or information that has been read to me, with support</p> <p>To retell stories I have heard in small world/role play.</p> <p>To begin using vocabulary and forms of speech that are increasingly influenced by my experiences of reading and being read to.</p> <p>To describe main story settings, events and principal characters in some detail.</p> <p>To know that information can be retrieved from books, computers and mobile digital devices.</p>	<p>To recall and discuss stories or information that has been read to me, using some recently introduced vocabulary from the text.</p> <p>To retell stories in play in the correct sequence, taking on character roles.</p> <p>To suggest what could happen next in stories.</p> <p>To re-read books and explain my choices.</p> <p>To describe main story settings, events and principal characters in increasing detail.</p>	<p>To demonstrate a good understanding of what has been read to me by retelling stories and narratives in my own words, using recently introduced story vocabulary.</p> <p>To retell, adapt and combine stories in play in the correct sequence, taking on character roles.</p> <p>To begin to notice some relationships between one text and another.</p> <p>To suggest what could happen next in stories and make plausible predictions.</p> <p>To talk about my likes and dislikes of a variety of texts.</p> <p>To begin to comment on perceived links between texts and own life experiences.</p>
	<b>WRITING</b>		
<p>To write some taught sounds with good letter formation, including some letters from my own name.</p>	<p>To form most lower case and capital letters correctly.</p> <p>To write VC and CVC words using taught GCPs.</p>	<p>To write recognisable letters (lower case and capital), most of which are formed correctly.</p> <p>To write CVC words, some longer words and some common exception words.</p>	

	<p>To begin to spell words using known GPCs, identifying initial sounds and some other sounds in the word.</p> <p>To begin to write some lists, captions and labels.</p> <p>To re-read what I have written with support.</p>	<p>To orally rehearse and write captions/phrases and some simple sentences using finger spaces.</p> <p>To reread what I have written to make sure it makes sense.</p> <p>To write for a variety of purposes including fiction and non-fiction.</p>	<p>To orally rehearse and write simple phrases and sentences that can be read by others using finger spaces, capital letter and full stops.</p> <p>To begin to sequence my writing to create a 2/3-part story/fact cards etc. using maps/planners to support my writing.</p>
		<b>FINE MOTOR SKILLS</b>	
	<p>To use a comfortable grip with good control when holding pens, pencils and other small tools.</p> <p>To show a preference for a dominant hand.</p> <p>To explore a range of small tools and begin to use these competently and safely.</p>	<p>To continue to refine my tripod grip when using writing implements.</p> <p>To use a dominant hand consistently.</p> <p>To use a range of small tools with increasing efficiency and precision.</p>	<p>To hold a pencil effectively in preparation for fluent writing, using a tripod grip in almost all cases.</p> <p>To use a range of small tools including scissors, paintbrushes, tweezers, threading, pens and pencils competently, safely and confidently.</p>
<b>MATHS</b>	<b>NUMBER</b>		
<b>NATIONAL CURRICULUM LINK: MATHS</b>	<p>To develop fast recognition of up to 3 objects, without having to count them individually. (subitising)</p> <p>To recite numbers forwards to 10, starting from different numbers.</p> <p>To count objects, actions and sounds up to 5, and in an irregular arrangement.</p> <p>To compare quantities of objects up to 5 using mathematical language more/less, greater/fewer, including using STEM sentences.</p> <p>To link numeral with cardinal value to 5.</p> <p>To explore the composition of numbers to 5.</p>	<p>To begin subitising up to 5.</p> <p>To recite numbers forwards to 20 and back from 10, starting from different numbers.</p> <p>To count objects, actions and sounds up to 10, and in an irregular arrangement.</p> <p>To compare quantities of objects up to 10, including STEM sentences.</p> <p>To link numeral with cardinal value to 10.</p> <p>To begin exploring composition of numbers to 10.</p> <p>To recall number bonds to 5.</p> <p>To begin to share, double and half up to 10 objects.</p>	<p>To subitise confidently to 5.</p> <p>To have a deep understanding of number to 10; including the composition of each number.</p> <p>To automatically recall number bonds to 5 (addition and subtraction) and some to 10.</p> <p>To verbally count beyond 20, recognising the pattern of the system.</p> <p>To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as other quantities.</p> <p>To explore and represent patterns within numbers up to 10; including evens and odds, double facts and how quantities can be distributed equally.</p>
	<b>NUMERICAL PATTERNS</b>		
	<p>To talk about, create and continue an ABAB pattern.</p> <p>To begin to use mathematical language to talk about length, height, weight and capacity.</p> <p>To explore shape and create shape pictures.</p> <p>To complete simple peg board jigsaws.</p> <p>To identify some 2D shapes by name and talk about their properties.</p>	<p>To create, continue and correct an error in an ABAB pattern.</p> <p>To order 2-3 items by length, height, weight or capacity.</p> <p>To create more shapes by combining existing shapes.</p> <p>To complete more complex jigsaws with support, rotating shapes to fit.</p> <p>To find 2D shapes within 3D shapes; naming 3D shapes and identifying properties.</p>	<p>To copy, create, continue more complex repeating patterns.</p> <p>To compare length, height, weight and capacity using mathematical language and STEM sentences.</p> <p>To select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>To complete more complex jigsaws, rotating shapes and identifying matching colours/shapes.</p> <p>To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>

<b>UNDERSTANDING THE WORLD</b>  <b>NATIONAL CURRICULUM LINK:</b> <b>HISTORY, GEOGRAPHY, RE, SCIENCE</b>	<b>PAST AND PRESENT</b>		
	<p>To use simple language to talk about significant events in relation to the passing of time.</p> <p>To talk about my experiences before I started school.</p> <p>To describe how a character from a story has changed over time.</p>	<p>To use a simple timeline to describe how time will pass across the year, relating to specific events.</p> <p>To talk about how I have changed over time, looking at and commenting on baby pictures of myself and my friends.</p>	<p>To comment on images of familiar situations in the past.</p> <p>To describe how story settings have changed over time.</p>
	<b>PEOPLE AND COMMUNITIES</b>		
	<p>To discuss what a family is and understand all families are different.</p> <p>To identify the different roles/jobs people have within a familiar context e.g. school.</p> <p>To begin to understand that people have different beliefs and celebrate special times in different ways.</p> <p>To understand what a 'bird's eye view' is.</p>	<p>To talk about other people who are significant to me, including people in school.</p> <p>To identify the different roles/job people have within the wider context of the local community.</p> <p>To begin to understand the cultural differences between this county and another.</p> <p>To draw simple information from an aerial view of the local area and identify key landmarks that are familiar to me.</p>	<p>To continue to build relationships with people within the local community and talk about why they are important to me.</p> <p>To compare life in this country with life in another.</p> <p>To know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class.</p> <p>To follow a map around an area familiar to me.</p>
	<b>PEOPLE AND COMMUNITIES: RE - COME AND SEE</b>		
<p style="text-align: center;"><b>Domestic Church - Family</b></p> <p>To develop an understanding of first and family names</p> <p>To understand God knows each person's name</p> <p style="text-align: center;">To know God loves everyone</p> <p style="text-align: center;"><b>Baptism/Confirmation – Belonging</b></p> <p>To celebrate being welcomed into school and our class.</p> <p>To know how we welcome people into a family.</p> <p style="text-align: center;">To know we are welcomes into God's family through Baptism.</p> <p style="text-align: center;"><b>Advent/Christmas – Loving</b></p> <p>To appreciate how birthdays are waited for and celebrated.</p> <p>To talk about how people look forward to and prepare for the birthday of Jesus. (Advent)</p> <p>To talk about how to celebrate Jesus' birthday and the first Christmas.</p> <p style="text-align: center;">To retell parts of a simple religious story.</p> <p>To recognise and explore some celebrations special to people in my community. (Halloween, Christmas – Christian, Diwali – Sikh/Hindu)</p>	<p style="text-align: center;"><b>Local Church – Community</b></p> <p>To discover what a celebration is, the elements of celebration and how people celebrate.</p> <p>To discuss what the parish family celebrates.</p> <p>To discuss how a parish family celebrates. (Story of the Presentation)</p> <p style="text-align: center;"><b>Eucharist – Relating</b></p> <p>To discover the importance of supporting and encouraging others.</p> <p>To discuss how the parish family gathers for Sunday Mass.</p> <p>To realise the joy of gathering and listening to God's word.</p> <p style="text-align: center;"><b>Lent/Easter – Giving</b></p> <p>To recognise growth in nature and discover the ways in which things grow.</p> <p style="text-align: center;">To learn about Lent and how we can grow to be more like Jesus.</p> <p>To learn about Good Friday and how we celebrate Easter.</p> <p style="text-align: center;">To retell a simple religious story.</p> <p>To recognise that people have different beliefs and celebrate in different ways, and can give some</p>	<p style="text-align: center;"><b>Pentecost – Serving</b></p> <p>To know that everyone has good news to tell.</p> <p style="text-align: center;">To learn about the coming of Holy Spirit.</p> <p>To learn about Pentecost and the celebration of the Good News of Jesus.</p> <p style="text-align: center;"><b>Reconciliation – Inter-Relating</b></p> <p>To talk about making friends and being a friend.</p> <p style="text-align: center;">To know that Jesus had friends and we can be friends of Jesus.</p> <p style="text-align: center;">To know Jesus' rule for friends.</p> <p style="text-align: center;"><b>Universal Church – World</b></p> <p>To share what we love and wonder about our world.</p> <p>To understand how everyone shares in God's world.</p> <p style="text-align: center;">To praise God for our wonderful world.</p> <p style="text-align: center;">To understand that some places are special to members of the community, and through explorations, begin to talk about them.</p> <p>To be respectful of the traditions, cultures and religions of others. (Eid – Islam/Muslim)</p>	

		examples of these. (New Year/Chinese New Year, Easter – Christian, Purim - Jewish)	
	<b>NATURAL WORLD</b>		
	<p>To use all my senses to explore and describe how the weather and seasons change over time, from Autumn to Winter.</p> <p>To talk about shadows, and identify the light source and the object making the shadow.</p> <p>To observe changes in the sky at different times of day.</p> <p>To identify the sun, moon and stars, and how they are different from Earth.</p> <p>To describe the different habitats of animals (woodland creatures).</p>	<p>To use all my senses to explore and describe how the weather and seasons change over time, from Winter to Spring.</p> <p>To use my senses to explore a range of natural materials and comment on how they change over time in different conditions e.g. when heat is applied.</p> <p>To describe the different habitats of animals (polar regions).</p> <p>To understand the need to respect and care for the natural environment and all living things.</p> <p>To make observational pictures of the world around me.</p>	<p>To use all my senses to explore and describe how the weather and seasons change over time, from Spring to Summer.</p> <p>To identify and describe some plants in my surroundings and talk about their similarities and differences.</p> <p>To describe the key elements of a life cycle of an animal (minibeast).</p> <p>To make observational pictures of plants and talk about how plants grow and change.</p> <p>To describe the different habitats of animals (jungle/grassland regions).</p>
<b>EXPRESSIVE ARTS AND DESIGN</b>  <b>NATIONAL CURRICULUM LINK:</b> <b>ART, D&amp;T, MUSIC</b>	<b>CREATING WITH MATERIALS</b>		
	<p>To select colours for a purpose.</p> <p>To safely use and explore a variety of materials and tools.</p> <p>To use different tools and materials for a purpose and to achieve a goal.</p>	<p>To draw with increasing complexity and detail.</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To create props that I can then use to enhance my role play.</p>	<p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>To create collaboratively, sharing ideas, resources and skills.</p> <p>To share my creations, explaining the process I have used and the choices I have made.</p>
	<b>BEING IMAGINATIVE AND EXPRESSIVE</b>		
	<p>To participate in pretend play linked to additional experiences from visits/visitors or in the local community.</p> <p>To recite entire songs that are familiar to them.</p> <p>To join in with songs as part of the class.</p> <p>To explore playing instruments with increasing control and purpose.</p> <p>To respond to what I have heard, expressing my thoughts and feelings.</p>	<p>To develop storylines in my pretend play.</p> <p>To build on a repertoire, and remember and sing entire songs.</p> <p>To sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>To explore and engage in music making and dance, performing solo or in groups.</p> <p>To play instruments with increasing control to express their feelings and ideas.</p>	<p>To work collaboratively to develop storylines in my pretend play.</p> <p>To remember and sing entire songs, learned in the setting.</p> <p>To pitch match a song sung by another person.</p> <p>To sing the melodic shape of familiar songs.</p> <p>To create my own songs or improvise a song around one I know.</p> <p>To listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>To watch and talk about dance and performance art, expressing their feeling and responses.</p>