



**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>To climb stairs, steps and move across climbing equipment using alternate feet.</p> <p>To create lines and circles pivoting from the shoulder and elbow.</p> <p>To use their core muscle strength to achieve a good posture when sitting on the floor or at a table.</p> <p>To run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>To revise and refine fundamental movement skills such as; rolling, walking, running, hopping etc.</p> <p>To dress and undress independently.</p>	<p>To grasp and release with two hands to throw and catch a large ball or object.</p> <p>To jump off an object and land appropriately using hands, arms and body to stabilise and balance.</p> <p>To talk about different factors that support their overall health and wellbeing.</p> <p>To move freely and with confidence making changes to body shape, position and pace of movement.</p> <p>To show understanding of the need for safety when tackling new challenges, considering and managing some risks.</p>	<p>To run, move and negotiate space with increasing skill, adjusting speed or changing direction to avoid obstacles.</p> <p>To consistently use core muscle strength to maintain a good posture when sitting at a table.</p> <p>To travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>To handle tools, objects, construction and malleable materials safely and with control and intention.</p>
<b>LITERACY</b>	<b>WORD READING</b>		

<b>NATIONAL CURRICULUM LINK: ENGLISH/PHONICS</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>
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	<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 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 form most lower case and capital letters correctly.</p> <p>To write VC and CVC words using taught GPCs.</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 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 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. To show a preference for a dominant hand. 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. To use a dominant hand consistently. 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. To use a range of small tools including scissors, paintbrushes, tweezers, threading, pens and pencils competently, safely and confidently.</p>
<b>MATHS</b>  <b>NATIONAL CURRICULUM LINK: MATHS</b>	<b>NUMBER</b>		
	<p>To develop fast recognition of up to 3 objects, without having to count them individually. (subitising) To recite numbers forwards to 10, starting from different numbers. To count objects, actions and sounds up to 5, and in an irregular arrangement. To compare quantities of objects up to 5 using mathematical language more/less, greater/fewer, including using STEM sentences. To link numeral with cardinal value to 5. To explore the composition of numbers to 5.</p>	<p>To begin subitising up to 5. To recite numbers forwards to 20 and back from 10, starting from different numbers. To count objects, actions and sounds up to 10, and in an irregular arrangement. To compare quantities of objects up to 10, including STEM sentences. To link numeral with cardinal value to 10. To begin exploring composition of numbers to 10. To recall number bonds to 5. To begin to share, double and half up to 10 objects.</p>	<p>To subitise confidently to 5. To have a deep understanding of number to 10; including the composition of each number. To automatically recall number bonds to 5 (addition and subtraction) and some to 10. To verbally count beyond 20, recognising the pattern of the system. To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as other quantities. 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. To begin to use mathematical language to talk about length, height, weight and capacity. To explore shape and create shape pictures. To complete simple peg board jigsaws. 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. To order 2-3 items by length, height, weight or capacity. To create more shapes by combining existing shapes. To complete more complex jigsaws with support, rotating shapes to fit. To find 2D shapes within 3D shapes; naming 3D shapes and identifying properties.</p>	<p>To copy, create, continue more complex repeating patterns. To compare length, height, weight and capacity using mathematical language and STEM sentences. To select, rotate and manipulate shapes to develop spatial reasoning skills. To complete more complex jigsaws, rotating shapes and identifying matching colours/shapes. 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>PAST AND PRESENT</b>		
	<p>To use simple language to talk about significant events in relation to the passing of time. To talk about my experiences before I started school. 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. 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. To describe how story settings have changed over time.</p>

<b>NATIONAL CURRICULUM LINK: HISTORY, GEOGRAPHY, RE, SCIENCE</b>	<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><b>Branch 1 – Creation and Covenant</b></p> <p>God made our beautiful world and everything in it. God made me. God loves me. God loves everyone. God made the wonderful world.</p> <p>The words and actions of the Sign of the Cross. Give thanks for God's Wonderful World. Look after me. Look after God's world.</p> <p><b>Branch 2 – Prophecy and Promise</b></p> <p>Mary was going to have a baby. His name will be Jesus. Jesus was born in Bethlehem. Shepherds hurried to see Mary and Joseph and baby Jesus.</p> <p>The Annunciation. The Nativity. The Shepherds visit the manger. Advent Wreath. The tradition of the crib. Nativity celebration.</p> <p>Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all.</p> <p>To retell parts of a simple religious story. To recognise and explore some celebrations special to people in my community. (Halloween, Christmas – Christian, Diwali – Sikh/Hindu)</p>	<p><b>Branch 3 – From Galilee to Jerusalem</b></p> <p>The Wise Men visit Jesus. Jesus welcomes the little children. Jesus blesses the little children. Jesus was born for everyone. The Glory Be is a special prayer. Show love to everyone like Jesus.</p> <p><b>Branch 4 – From Desert to Garden</b></p> <p>Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (Great Commandment) Caring for other in Lent. Jesus died on a cross. Jesus rose and we celebrate. Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden. Care for others. Celebrate with signs and symbols – Hot Cross Buns, garden growth, Easter eggs.</p> <p>To retell a simple religious story. To recognise that people have different beliefs and celebrate in different ways, and can give some examples of these. (New Year/Chinese New Year, Easter – Christian, Purim - Jewish)</p>	<p><b>Branch 5 – To the Ends of the Earth</b></p> <p>Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us. The Holy Spirit is our friend. The Holy Spirit looks after us. The parish church is a special place where we meet our friends. We sing and say prayers. The parish church. We gather with friends at church, especially on Sunday.</p> <p><b>Branch 6 – Dialogue and Encounter</b></p> <p>To understand that some places are special to members of the community, and through explorations, begin to talk about them. To be respectful of the traditions, cultures and religions of others. (Eid – Islam/Muslim)</p>
	<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 use all my senses to explore and describe how the weather and seasons change over time, from Winter to Spring.</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 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 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 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>
<p><b>EXPRESSIVE ARTS AND DESIGN</b></p> <p><b>NATIONAL CURRICULUM LINK:</b></p> <p><b>ART, D&amp;T, MUSIC</b></p>	<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>