**crest**

**ST CHARLES CATHOLIC PRIMARY SCHOOL**

**What is my child learning this term?**

**Reception Spring 2025**

**crest**

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| **C&L** | **PSED** | **PD** |
| To listen to and talk about stories and non-fiction to develop a deep understanding.  To listen and attend to a dialogue in a larger group for longer periods and respond appropriately.  To engage during story times by joining in with repeated refrains and anticipating rhyming words.  To learn more rhymes, poems and songs experienced in school.  To follow more complex two-part instructions.  To begin to ask questions to check my understanding.  To understand how to listen carefully.  To take part in a two-way conversation  To use a wider range of key vocabulary relating to taught topics in different contexts.  To begin to use some scripted social phrases to communicate effectively with peers during provision with adult support.  To use connect one idea or action to another using longer sentences, plurals and connectives.  To add more details to recounts of events to ensure the listener understands how events progressed.  To explain how things work and why they might happen.  To use new vocabulary to take on roles with others in imaginary play and storytelling.  To adapt and retell narratives and stories with my peers and teachers. | To explain what makes me special.  To set own goals and show some perseverance to achieve them, reflecting and evaluating with support.  To identify and moderate my own feelings socially and emotionally, considering the feelings of others.  To follow class rules and routines with little support, reminding their peers of expectations.  To understand the importance of personal hygiene, including hand washing and toileting, managing own self-care needs.  To be able to line up and queue successfully without touching one another, walking in a line and waiting patiently.  To talk about what I need to eat to be healthy.  To adapt and use social phrases with increasing independence to build relationships with peers.  To express their own needs and show more understanding of the feelings and perspectives of others. | Gross motor skills:  To grasp and release with two hands to throw and catch a large ball or object.  To jump off an object and land appropriately using hands, arms and body to stabilise and balance.  To talk about different factors that support their overall health and wellbeing.  To move freely and with confidence making changes to body shape, position and pace of movement.  To show understanding of the need for safety when tackling new challenges, considering and managing some risks.  Fine motor skills:  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 |
| **RE** | **Literacy** | **Maths** |
| Branch 3 – From Galilee to Jerusalem  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.  Branch 4 – From Desert to Garden  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. | To continue with RWI Phonics  To recall and discuss stories or information that has been read to me, using some recently introduced vocabulary from the text.  To retell stories in play in the correct sequence, taking on character roles.  To suggest what could happen next in stories.  To re-read books and explain my choices.  To describe main story settings, events and principal characters in increasing detail.  To form most lower case and capital letters correctly.  To write VC and CVC words using taught GCPs.  To orally rehearse and write captions/phrases and some simple sentences using finger spaces.  To reread what I have written to make sure it makes sense.  To write for a variety of purposes including fiction and non-fiction.  Key Texts   * ‘Lost and Found’ by Oliver Jeffers * ‘Gigantosaurus’ by Jonny Duddle * ‘The Journey Home from Grandpa’s’ by Jemima Lumley * ‘Handa’s Hen’ by Eileen Browne | 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 use 1st, 2nd….10th  To know the order of the months and days of the week.  To recall number bonds to 5.  To begin to share, double and half up to 10 objects.  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. |
| **UTW** | **EAD** | **KEY DATES/EVENTS** |
| To retell a simple religious story (From Galilee to Jerusalem, From Desert to Garden)  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)  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.  To talk about other people who are significant to me, including people in school.  To identify the different roles/job people have within the wider context of the local community.  To begin to understand the cultural differences between this county and another.  To draw simple information from an aerial view of the local area and identify key landmarks that are familiar to me.  To use all my senses to explore and describe how the weather and seasons change over time, from Winter to Spring.  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.  To describe the different habitats of animals (polar regions).  To understand the need to respect and care for the natural environment and all living things.  To make observational pictures of the world around me. | To draw with increasing complexity and detail.  To return to and build on their previous learning, refining ideas and developing their ability to represent them.  To create props that I can then use to enhance my role play.  To develop storylines in my pretend play.  To build on a repertoire, and remember and sing entire songs.  To sing in a group or on my own, increasingly matching the pitch and following the melody.  To explore and engage in music making and dance, performing solo or in groups.  To play instruments with increasing control to express their feelings and ideas. | Tesco trip  Stay and Play for Parents |
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