



# St. Mary's R.C. Catholic Primary School 2022-23



## Curriculum Map: Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E.	<p>Throughout the year children will be taught R.E. lessons using the 'Come &amp; See' scheme. All children will focus on the following topics throughout the year: Domestic Church (family), Baptism/Confirmation (belonging), Advent/Christmas (loving), Local Church (community), Eucharist (relating), Lent/Easter (giving), Pentecost (serving), Reconciliation (inter-relating), Universal Church (world) and another Religion.</p>					
	<p><b>Myself</b></p> <ul style="list-style-type: none"> <li>The importance of name. That God knows and loves me.</li> </ul>	<p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>What it is to welcome and to be welcomed. Baptism a welcome into God's family</li> </ul> <p><b>Birthday</b></p> <ul style="list-style-type: none"> <li>Waiting for a birthday. Advent waiting for Jesus' birthday</li> </ul>	<p><b>Celebrating</b></p> <ul style="list-style-type: none"> <li>What a celebration is. How the parish family celebrate.</li> </ul> <p><b>Gathering</b></p> <ul style="list-style-type: none"> <li>How and why people gather.</li> <li>The joy of gathering together to celebrate mass</li> </ul>	<p><b>Grow</b></p> <ul style="list-style-type: none"> <li>Spring is a time when things grow.</li> <li>Lent is a time to be more like Jesus.</li> </ul> <p><b>Good News</b></p> <ul style="list-style-type: none"> <li>That everyone has good news.</li> <li>Pentecost the celebration of the Good News of Jesus</li> </ul>	<p><b>Reconciliation</b></p> <ul style="list-style-type: none"> <li>We can make friends</li> <li>Jesus had good friends</li> </ul> <p><b>Our World</b></p> <ul style="list-style-type: none"> <li>What we love and wonder about the world</li> <li>God gave us a wonderful world</li> </ul>	<p><b>Other Religions</b></p> <ul style="list-style-type: none"> <li>Islam-special days</li> <li>Special objects</li> <li>Judaism special days</li> <li>The story of Hanukkah</li> </ul>



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Effective Learning	<p style="text-align: center;"><b>Playing and exploring</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> <li>• Initiating activities</li> </ul>	<p style="text-align: center;"><b>Active learning</b></p> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplished something- not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	<p style="text-align: center;"><b>Creating and thinking critically</b></p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> <li>• Choosing ways to do things</li> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>			



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	Ourselves	Celebrations	We Love Stories	Bears	Growing	When I Grow Up...
<b>Expressive Art and Design</b>	<ul style="list-style-type: none"> <li>• During the year make use of material and props in role play</li> <li>• Home corner, getting reading for school, celebrations- party, little red riding hood, breakfast, Three bears Shop money focus</li> <li>• Occupation focus- child led</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, texture form and function</li> <li>• Share their creation, explaining the process they have used</li> </ul>					
<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>• Explore materials freely and develop own ideas</li> <li>• Draw lines and simple shapes</li> <li>• Draw self from observation</li> <li>• Draw family from memory</li> <li>• Cutting</li> </ul>	<ul style="list-style-type: none"> <li>• Paint shapes, lines and edges</li> <li>• Use collage to make picture joining materials Selecting, cutting and sticking - firework picture</li> <li>• clay -making diva lamps</li> </ul>	<ul style="list-style-type: none"> <li>• Use sponges to experiment with paint</li> <li>• Encourage children to notice features in the natural world</li> <li>• Stick Man and art with nature</li> <li>• Explore weaving with materials</li> </ul>	<ul style="list-style-type: none"> <li>• Draw from imagination</li> <li>• Learn that colors can be made lighter or darker by adding white or black to a color</li> </ul>	<ul style="list-style-type: none"> <li>• Learn fundamental colour mixing</li> <li>• Play with colours to discover "new Colours"</li> <li>• Share and talk about creations</li> </ul>	<ul style="list-style-type: none"> <li>• Working together to develop and realise creative ideas - junk modelling</li> </ul>



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	<p>skills</p> <ul style="list-style-type: none"><li>• Learn how to hold a paint brush</li></ul>					
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# St. Mary's R.C. Catholic Primary School 2022-23



Being Imaginative and Expressive	<p>Follow Chranga music scheme            Sing well known songs through the year            Try to move in time to music through the year</p>					
	<p>Sing a range of well- known nursery rhymes and song</p> <p>Perform well known nursey rhymes</p>	<p>Perform songs- nativity production- try to move in time to music</p>	<p>Recount stories - focus on traditional tales</p>	<p>Recount stories - focus on traditional tales            Bear songs and rhymes</p> <p>Adapt stories - focus on traditional tale adaptation</p>	<p>Recount stories - focus on traditional tales</p> <p>Adapt stories - focus on traditional tale adaptation</p>	<p>Invent stories            Use knowledge of stories built during the year</p>
Understanding the World	<p>Talk about weather and seasons and make observations of plants, animals natural and found objects            Understand the past through events- Use big book to create class log of events            Talk about past events in children's lives throught the year e.g. baptism</p>					



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Past and Present	Talk about past events in children's lives throughout the year 1-1 in small group and in whole class					
	<ul style="list-style-type: none"> <li>• Talk about themselves and family</li> <li>• Talk about time in nursery pre-school settings</li> <li>• Talk about people around them in school</li> <li>• (class visit from adults around school)</li> <li>• Look at changes to school building</li> </ul>	<ul style="list-style-type: none"> <li>• Look at and talk about how birthday past and present</li> <li>• (in school birthday party from the past) Visit to modern style birthday venue)</li> <li>• Have understanding of Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Look and talk about things from the past and now (teddy bears)</li> <li>• Similarities and difference between old and modern teddy bears</li> </ul>	<ul style="list-style-type: none"> <li>• Coronation of King Charles</li> <li>• Look at past coronations</li> </ul>	



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<p>People, culture and communities</p> <p>Simple Map on going During the year</p>	<ul style="list-style-type: none"><li>• Explore the school environment make observations, discussions</li><li>• (walk around school grounds, talk about journey</li></ul>	<ul style="list-style-type: none"><li>• Know some similarities and different religious communities in this county -</li></ul>	<ul style="list-style-type: none"><li>• Explain some similarities and differences between life in this country and life in</li><li>• another country (life in Africa</li></ul>			<ul style="list-style-type: none"><li>• Contrasting location - farm</li><li>• World religions see RE plan</li></ul>
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	<ul style="list-style-type: none"> <li>to school look at photos of local location)</li> <li>Look at images of buildings around Burnley</li> </ul>	<ul style="list-style-type: none"> <li>Look how bonfire night is celebrated</li> <li>Diwali is</li> </ul>	<ul style="list-style-type: none"> <li>Handel Surprise as inspirations)</li> </ul>			
The Natural World	<ul style="list-style-type: none"> <li>Understand important process and changes in the natural world - seasons (Autumn)</li> </ul>	<ul style="list-style-type: none"> <li>Understand important process and changes in the natural world - seasons (Winter)</li> <li>Make observation of squashes-pumpkin and decay</li> </ul>	<ul style="list-style-type: none"> <li>Observe changing states of matter- ice water</li> <li>Observation of changing states of matter- jelly</li> </ul>	<ul style="list-style-type: none"> <li>Observe changing states of matter- Making pancakes</li> </ul>	<ul style="list-style-type: none"> <li>Understand important process and changes in the natural world - seasons (Spring)</li> <li>Make observations of plants - growing beans</li> <li>Make observations of animals - life cycle (butterfly)</li> </ul>	<ul style="list-style-type: none"> <li>Understand important process and changes in the natural world - seasons (Summer)</li> </ul>





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Follow Life to the Full scheme and supplemented by response to the needs of the class and individual children  
 To try new things ongoing during the year  
 Ongoing following school rule Be safe- children to build up own awareness of safety

<p>Personal, Social and Emotional Development</p> <p>Self-regulation</p> <p>Managing self</p>	<ul style="list-style-type: none"> <li>• Selecting resources</li> <li>• Responsibility within the class</li> <li>• Following class rules and routines</li> <li>• Making friends in the class</li> <li>• Show and understanding of their own feelings</li> <li>• Give focus and attention to what the teacher says- listening and learning skills</li> <li>• Independence in toileting and handwashing</li> <li>• Importance of regular physical activity - tots on tyers</li> </ul>	<ul style="list-style-type: none"> <li>• Show and understanding of their own feelings and begin to regulate behavior accordingly</li> <li>• Work towards simple goals , being able to wait</li> <li>• Begin to develop understanding of how others might feel</li> <li>• Importance of a good sleep pattern</li> <li>• Manage own basic hygiene needs including dressing.</li> </ul>	<ul style="list-style-type: none"> <li>• Show and understanding of their own feelings and those of others and begin to regulate behavior accordingly</li> <li>• Give focus and attention and respond</li> <li>• Appropriately</li> <li>• See self as a valuable individual</li> <li>• Healthy eating- fruit</li> <li>• Be confident to try new activities and show independence resilience in face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Work towards simple goals, being able to wait</li> <li>• Give focus and attention and respond appropriately</li> <li>• Healthy eating breakfast</li> <li>• Awareness of screen time</li> <li>• Be confident to try new activities and show independence resilience and perseverance in face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Work towards simple goals , being able to wait and control immediate impulses</li> <li>• Healthy eating - vegetables and balance diet</li> <li>• Explain the need for rules, and try to behave accordingly</li> <li>• Understand the importance of healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions involving several ideas/actions</li> <li>• Show resilience</li> <li>• Thinking about perspective of others</li> <li>• Being a safe pedestrian</li> <li>• Explain the need for rules, and try to behave accordingly</li> <li>• Understand the importance of good oral hygiene</li> </ul>



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Building relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively with others</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Show sensitivity to their own needs Form positive attachments to adults and friendships with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Show sensitivity to others needs Form positive attachments to adults and friendships with peers.</li> </ul>
Physical Development	Develop Fundamental Movement Skills Develop Fundamental Movement Skills - Following Lancashire PE Passport Rolling, crawling, walking, walking, jumping, running, skipping, climbing					
Gross Motor Skills	Negotiate space safely	Negotiate space safely with consideration for self and others  Move energetically - dancing	Move energetically - running	Move energetically - jumping	Move energetically - skipping/ hopping	Demonstrate strength and balance when playing
Fine Motor Skills	Pencil grip Skills to fasten Sky writing Change malleable materials Change malleable materials Use range of small tools, scissors, paint	Pencil grip - good posture Letter formation in line with phonics progression Change malleable materials  Use range of	Pencil grip - good posture Letter formation in line with phonics progression Change malleable materials  Use range of	Pencil grip - good posture Letter formation letter families  Change malleable materials  Use range of small tools, scissors,	Pencil grip - good posture Letter formation letter families  Change malleable materials  Use range of small tools, scissors,	Pencil grip - good posture Letter formation letter families  Change malleable materials  Use range of small tools, scissors,



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	brush, tweezers, spreaders cutlery	small tools, scissors, paint brush, tweezers, spreaders and cryutle	small tools, scissors, paint brush, tweezers, spreaders and cutlery	paint brush, tweezers, spreaders and cutlery	paint brush, tweezers, spreaders and cutlery	paint brush, tweezers, spreaders and cutlery
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# St. Mary's R.C. Catholic Primary School 2022-23



<p>Communication and Language</p> <p>Listening Attention and Understanding</p>	<p>Develop listening skills, 1-1</p> <p>Respond to what other people say.</p> <p>Listen to stories</p> <p>Extend vocabulary use language to imagine and recreate roles in play situations</p>	<p>Develop listening skills, 1-1, small group</p> <p>Listen to stories and respond with action</p> <p>Extend vocabulary use language to imagine and recreate roles in play situations</p> <p>Respond to what other people say with comments.</p> <p>Speak in full sentences</p>	<p>Develop listening skills, 1-1, small group</p> <p>Respond to what other people say with relevant questions</p> <p>Extend vocabulary use language to imagine and recreate roles in play situations</p> <p>Listen to stories and respond with relevant comment</p> <p>Speak in full sentences</p>	<p>Listen attentively during whole class discussions and stories.</p> <p>Retell events in order</p> <p>Extend vocabulary use language to imagine and recreate roles in play situations</p> <p>Listen to stories and respond with relevant question</p>	<p>Extend vocabulary use language to imagine and recreate roles in play situations</p> <p>Retell events in order</p> <p>Listen to stories and respond with relevant comment, question or action</p> <p>Hold back and forth exchanges with adults and peers</p>	<p>Extend vocabulary use language to imagine and recreate roles in play situations</p> <p>Retell events in order</p> <p>Listen to stories and respond with relevant comment, question or action</p> <p>Ask questions to clarify understanding</p> <p>Hold back and forth exchanges with adults and peers</p>
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Speaking	<p>Participate in one-one discussion using new vocabulary</p> <p>Offer explanations about why things might happened making use of new vocabulary from rhymes</p>	<p>Participate in one-one and small group discussion using new vocabulary</p> <p>Offer explanations about why things might happened making use of new vocabulary from poems</p>	<p>Participate in one-one and small group discussion using new vocabulary</p> <p>Offer explanations about why things might happened making use of new vocabulary from non-fiction text</p>	<p>Participate in one-one and small group discussion using new vocabulary and offering own ideas</p> <p>Offer explanations about why things might happened making use of new vocabulary from stories</p>	<p>Participate in one-one and small group discussion and whole class using new vocabulary</p> <p>Offer explanations about why things might happened making use of new vocabulary from stories and non-fiction text</p>	<p>Participate in one-one and small group discussion and whole class using new vocabulary and offering own ideas</p> <p>Offer explanations about why things might happened making use of new vocabulary from stories and non-fiction text</p>
Whole Schoo						
Enrichment	<p>Seeds and Gardeners</p> <p>Watch production of Secret Garden in school</p> <p>School library books</p>	<p>Taking part in school nativity production</p> <p>Visit to watch Christmas Production at local theater</p>	<p>World Book Day</p> <p>Music workshop-drumming</p> <p>Tots on tyers</p> <p>Wellbeing day-supported by pupil well being mentors</p>	<p>Visit to libaray</p> <p>Science: British Science Week</p>	<p>Planting in school and seeds home to grow</p> <p>Watching eggs hatch</p>	<p>Road Safety</p> <p>Visit linked to occupations</p> <p>Visit to local farm</p>



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