



Literacy	CURRICULUM INFORMATION	Maths		
<p style="text-align: center;"><u>Writing</u></p> <p>Write some lower case letters correctly Write some upper case letters that I know Identify known letters to match initial sounds (phase 2) Write CVC words and labels e.g. c-a-t Write simple labels Start to write simple captions Say a simple sentence for writing (oral and count words)</p> <p style="text-align: center;"><u>Reading</u></p> <p>Retell the key events in stories Start to recall facts from non-fiction Talk about what has happened in the story so far Listen carefully to stories, rhymes, non-fiction and songs</p> <p style="text-align: center;"><u>Phonics</u></p> <p>Match most of the phase 2 letters and sounds Say the phase 2 sounds in CVC words Start to blend the sounds together Segment and blend CVC words Read most of the phase 2 tricky words Start to read captions e.g. the cat and the dog</p>	<h2 style="margin: 0;">CURRICULUM INFORMATION</h2> <h3 style="margin: 0;">AUTUMN I & II 2025</h3> <h3 style="margin: 0;">RECEPTION</h3>	<p style="text-align: center;"><u>Number</u></p> <p>Count to 5 using different mathematical resources Match numeral and quantity to 5 Quickly say how many there are (up to 3) in different arrangements Start to show how numbers can be made up e.g. 1 and 3 is 4 and know there is more than one way of doing this</p> <p style="text-align: center;"><u>Numerical Patterns</u></p> <p>Count to 10 by rote Compare manipulatives (e.g. saying when one tower is bigger/smaller) Find one more/ one less using resources Continue and copy patterns</p>		
RE				
<p style="text-align: center;">Branch 1 - Creation and covenant</p> <p>Children will: listen to scripture and recognise God made everyone and it is good. Learn welcome words in home languages with opportunities for children to share. Share stories about God's creation from scripture. Listen to and sing songs about creation. Talk about and recall key information Use of Makaton signs to support story telling Learn creation songs and actions eg 'If I were a butterfly'. Respond to Creation scripture - What did God do? Sequence pictures/Role play/Story stones Make the sign of the cross. Share parts of Laudato Si'. Circle Time - taking turns - what we like / love about each other and ourselves Celebrate themselves and talk about special events such as their baptism and birth of new members of their family.</p> <p style="text-align: center;">Branch 2 -Prophecy and promise</p> <p>Children will: Share scripture - talk about how Mary responded to Gabriel's message and was a good friend to God and us all. Talk about who has shown love and care for Mary and Jesus in the story? (Joseph, innkeeper, shepherds) Listen to the nativity story. Retell nativity story through: role-play / sequencing pictures / drawing / mark making / small world / puppets Learn key vocabulary and use to label objects / images related to nativity story in the classroom environment. Retell orally in their own words. Complete 'story maps' of key events Label / caption images from the nativity story Discuss why Mary & Joseph travelled to Bethlehem. Talk about different jobs - shepherds, farm hands (stable), angels, priest, local community - share the jobs they know about - God loves everyone and the jobs they do.</p>				
<p style="text-align: center;">Key texts:</p> <table style="width: 100%; border: none;"> <tr> <td style="border: none; width: 50%; vertical-align: top; padding: 5px;"> <p>The colour Monster The Smegs and the Smoos Family book Elmer Pumpkin soup Oliver's Vegetables</p> </td> <td style="border: none; width: 50%; vertical-align: top; padding: 5px;"> <p>The Nativity story Twas the night before Christmas Snowman Little Star Owl Babies Whatever Next Funny Bones</p> </td> </tr> </table>			<p>The colour Monster The Smegs and the Smoos Family book Elmer Pumpkin soup Oliver's Vegetables</p>	<p>The Nativity story Twas the night before Christmas Snowman Little Star Owl Babies Whatever Next Funny Bones</p>
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Communication and Language	Topic launch/Sharing	Physical Development
<p><u>Listening, attention and understanding</u></p> <ul style="list-style-type: none"> Listening to nursery rhymes and songs. Listening to instructions. Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span. <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. <p><u>Speaking</u></p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <ul style="list-style-type: none"> Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. 	<p><u>Our launch day is:</u> Monday 9th September 2024</p> <p>We will launch into our topic</p> <p>Who am I?</p> <div data-bbox="947 537 1346 736" style="text-align: center;"> </div> <p>The Night Sky</p> <div data-bbox="856 884 1255 1113" style="text-align: center;"> </div>	<p align="center"><u>Fine Motor</u></p> <p>Show good pencil control when mark making and drawing Use cutlery and other one handed equipment</p> <p align="center"><u>Gross Motor</u></p> <p>Use lots of different ways of moving appropriately Climb over, under and through obstacles</p>
Expressive, Art & Design	Understanding of the world	Personal, social and emotional development - Jigsaw
<p><u>Creating with materials</u></p> <ul style="list-style-type: none"> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores mixing colours. Constructs with a purpose in mind. Uses simple tools and techniques <p><u>Being Imaginative & Expressive</u></p> <ul style="list-style-type: none"> Creates simple representations of events, people and objects. Initiates combinations of movement. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop. 	<p align="center"><u>Past and present</u></p> <p>Talk about changes that have happened to me throughout my life Talk about my family and people in the community and their roles Become more aware of the past linked to myself and my family and how it has changed Talk about what I can see in pictures of the past</p> <p align="center"><u>People, cultural and communities</u></p> <p>Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell Start to explore the natural world Talk about how different people celebrate Start to use stories and pictures to talk about differences in life in other countries</p> <p align="center"><u>The natural world</u></p> <p>Describe what I can see, hear and feel outside Talk about the area I live in, including the weather etc. Talk about forces I feel e.g. push, pull etc. Talk about the differences in materials</p>	<p align="center"><u>Self- Regulation</u></p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. <p align="center"><u>Managing Self</u></p> <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p align="center"><u>Building Relationships</u></p> <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Our PE day is Tuesday