



Holy Family School Primary School

Curriculum Reception Overview 2024-2025

Throughout all learning, the Nursery Team will ensure activities and interactions support the Characteristics of Learning:

- **Playing and exploring (engagement):** finding out and exploring; playing with what they know; be willing to ‘have a go’
- **Active learning (motivation):** being involved and concentrating; keep trying; enjoying achieving what they set out to do
 - **Creating and thinking critically (thinking):** having their own ideas; making links; choosing ways to do things

Area of learning (subject)	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Catholic Social Teaching (CST), Catholic Virtues and Religious Education (RE)	Catholic Social Teaching: Stewardship	Catholic Social Teaching: Peace (Solidarity)	Catholic Social Teaching: Family and Community	Catholic Social Teaching: Dignity of the Human Person	Catholic Social Teaching: Rights and Responsibilities & Dignity of the Worker	Catholic Social Teaching: Poor and Vulnerable
	Virtues: Curious & Active	Virtues: Intentional & Prophetic	Virtues: Grateful & Generous	Virtues: Attentive & Discerning	Virtues: Compassionate & Loving	Virtues: Faith-filled and Hopeful
	Module 1: Created and Loved by God Living and growing as the people of God Unit A – Creation Unit B - God Our Father cares for us Unit C - Advent Unit D – Christmas		Module 2: Created to Love Others Living and growing as the people of God Unit E – Baptism Unit F – God’s family Unit G – Lent Unit H – Holy Week		Module 3: Created to Live in Community Living and growing as the people of God Unit I – Easter Unit J – Pentecost	
	Class Saint: St. George (Feast Day: 23rd April)					
Personal, Social and Emotional Development (PSED) Early Learning Goals: Self-regulation Managing Self Building Relationships	Core Theme 1: Health and Wellbeing		Core Theme 2: Growing up		Core Theme 3: Living in the wider world	
	Personal: Keeping safe and healthy Saint Lucy All saint’s day	Emotional and Mental: Recognising our feelings Circle times, emotion cards	Social: Beginning to understand me and others Sharing, playing alongside each other	Relationships: Growing and caring for ourselves. Hygiene and self-care	Managing feeling and behaviour: Self-regulation Solving problems with adult support, play skills	Being a Responsible Citizen: Taking part and belonging Living simply

<p>Physical Development (PD)</p> <p>Early Learning Goals:</p> <p>Fine Motor Skills and Gross Motor Skills</p>	<p>Travel Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Movement Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>	<p>Dance Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Throwing and catching Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Ball skills</p>	<p>Games Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p>	<p>Athletics Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Sports Day</p>
<p>Communication and Language and Literacy (CLL)</p> <p>Early Learning Goals:</p> <p>Listening, Attention and Understanding Speaking</p>	<p>Understand action words by pointing to the right picture in a book</p> <p>Shift from one task to another when obtain their attention.</p>	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts,</p> <p>Use talk to organise themselves and their play</p>	<p>Clarify thinking through talk to connect ideas</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Understand 'why' questions,</p>	<p>Respond to and answer simple 'how' and 'why' questions in response to stories</p> <p>Expressing themselves</p> <p>Using future and past tense</p>	<p>Use sentences have joined up with words like 'because', 'or', 'and'?</p> <p>Responds to others with relevant comments</p> <p>Vocabulary growth – continuing to use tenses in conversations</p> <p>Reasoning-why things happen</p> <p>Develop their pronunciation</p>

				Talk about familiar books and be able to tell a long story.		
	Contexts: Nursery Rhymes	Contexts: Let's Celebrate and special events	Contexts: Food and Fun	Contexts: Spring is in the Air	Contexts: Heroes	Contexts: Sun, Sand and Sea
	Author of the term: Rod Campbell		Author of the term: Eric Carle		Author of the term: Giles Andreae	
	Nursery Rhymes – Lulu's first day To entertain (Narrative) I love me To entertain (Narrative) Head Shoulder Knees and Toes Old McDonald Twinkle Twinkle Little Star Wheels on the Bus (ongoing) Poem – All about me To entertain (rhyming words)	Reading Texts- Little Red Riding Hood To entertain (Narrative) Kipper's Birthday To inform (Label) Dear Santa To inform (mark making list - Letter to Santa) Poem – Firework To entertain (rhyming words)	Reading Texts - Goldilocks and the Three Bears To inform (lists) Spot's visit to the farm To inform (Recount) Maps – Non-fiction To inform (Labels) Poetry - Spring To entertain (rhyming words)	Reading Texts - The little Red Hen To entertain (Narrative) The very hungry caterpillar To inform – (labelling) Poetry - Mother's Day To entertain (Poetry performance)	Reading Texts - Supertato To entertain (narrative) The three little pigs To inform (Labels and lists) Giraffe's can't dance To entertain (narrative) Non-fiction – Wanted To inform and express (Poster) Poetry - summer To entertain (Rhyming words)	Reading Texts - The Old Lady that Swallowed the Sea To entertain (Narrative) Rainbow fish To inform (lists) Commotion in the ocean To inform (Post cards) Non-fiction – Our world To inform/express (Non-chronological report) Poetry – Sea To entertain (Rhyming words)
Mathematical Development (MD) Early Learning Goals: Number Numerical Patterns	White Rose Maths Scheme Subitising up to 3 objects. Representing numbers to 5. Know that the last number counted tells 'how many'. Begin to recite numbers in order. Compare quantities using 'more' and 'fewer than'. Use positional vocabulary Talk about and identify patterns around them.		White Rose Maths Scheme Subitising up to 3 objects. Representing numbers to 5. Make links between numerals and amounts. Experimenting with their own symbols and marks as well as numerals. Know that the last number counted tells 'how many'. Begin to recite numbers in order.		White Rose Maths Scheme Subitising up to 3 objects. Representing numbers to 5. Make links between numerals and amounts. Experimenting with their own symbols and marks as well as numerals. Solve 'real world' problems with numbers up to 5. Know that the last number counted tells 'how many'. Begin to recite numbers in order. Compare quantities using 'more' and 'fewer than'.	

	<p>Begin to make comparisons between objects related to size, weight and capacity. Begin to talk about and explore 2/3D shapes, beginning to use mathematical language.</p> <p>in the classroom environment</p> <p>Develop an interest in 2D shapes in the classroom environment and use these during play Begin to learn names of shapes during play</p>	<p>Compare quantities using 'more' and 'fewer than'.</p> <p>Use positional vocabulary Talk about and identify patterns around them. Begin to make comparisons between objects related to size, weight and capacity. Begin to talk about and explore 2/3D shapes, beginning to use mathematical language. Begin to construct bridges using a variety of different shapes and materials to quantify</p> <p>Recognise and explain similarities and differences in shapes of flowers and insects.</p>	<p>Use positional vocabulary. Describe routes. Talk about and identify patterns around them. Recognise and name a circle, square, triangle, rectangle, star, heart and diamond numbers using fingers, marks on paper or pictures</p> <p>Compare two groups of objects</p>
<p>Understanding of the World (UW)</p> <p>Early Learning Goals: Natural World</p>	<p>All about me</p> <p>Light and Sound Celebrations Christmas/fireworks festival</p>	<p>Animals including humans similarities and difference</p> <p>Growing and lifecycles Planting seeds and beans Butterflies</p>	<p>Materials Different homes – Materials</p> <p>Pushes & pulls Water toys</p>
	<p>Seasons: Autumn and Winter</p>	<p>Seasons: Winter and Spring</p>	<p>Seasons: Summer</p>
<p>Understanding of the World (UW)</p> <p>Early Learning Goals: Past and Present</p>	<p>1:2 Amazing Me <i>Ourselves – our families, changes over time and simple sequencing</i> Family photos and 'getting to know you'</p>	<p>2:1 Beyond Living Memory <i>Events beyond living memory (local study – History of Holy Family School)</i></p>	<p>3: 2 A Long Time Ago <i>Lives of significant individuals in the past (Saint George, class Saint)</i> Mary and Jesus in RE theme</p>
<p>Understanding of the World (UW)</p> <p>Early Learning Goals: People, Culture and Communities</p>	<p>1:1 My School We will learn about our surroundings and my immediate environment – My School We will learn about our surrounding and explore our classroom and school. 'Our Nursery' tour of environment.</p>	<p>2:2 Explorers We will learn about making journeys in different settings – my school, through the park and/or to the farm How do we get to school? Road safety.</p>	<p>3:1 What Makes Where We Live Special? We will learn about making journeys in our immediate environment/local community: the park. We will compare our park to other parks around the country and world. Small Heath community: Asda supermarket/Mosque/ Small Heath Park.</p>
<p>Understanding of the World (UW)</p> <p>-Computing</p>	<p>We Can Take Turns We Have Feelings We Are DJs We Can Listen</p>	<p>We Can Exercise We Are Shape Makers We Are Talkers We Can Count</p>	<p>We Can Observe We Are Creative We Are Community Members We Can Read Soundtrack</p>
<p>Expressive Arts and Design (EAD)</p>	<p>1:1 and 1:2 Observational drawing Themselves Making marks using a variety of resources.</p>	<p>2:1 Formal Elements of Art Children will be introduced to the techniques of splattering and blowing. Colour mixing with prime colours.</p>	<p>3:2 Sculptures and Collages Children will explore painting on a range of different surfaces such as, tin foil, cling film, sugar paper etc.</p>

Early Learning Goals: Being Imaginative and Expressive Creating with Materials	Children will be introduced to a drip technique on a flat surface		Children will explore painting with a range of tools such as cotton buds/ vegetables/fruits.		Children will begin to talk about how different colours make them feel and use them in their artwork.	
	Artist: Jackson Pollock		2:2 Cooking & nutrition (Food) Chef Study- Ken Hom		3:1 Freestanding Structures Structure Study- Nature Sculptures	
	Me Listen and Respond Explore and Create Singing Share and Perform	My Stories Listen and Respond Explore and Create Singing Share and Perform	Everyone Listen and Respond Explore and Create Singing Share and Perform	Our World Listen and Respond Explore and Create Singing Share and Perform	Big Bear Funk Listen and Appraise Musical Activities Share and Perform	Reflect, rewind & replay Listen and Appraise Musical Activities Share and Perform
British Values (BV)	Rule of Law, Individual Liberty, Democracy, Mutual Respect and Tolerance					
Enrichment Opportunities /Cultural Capital	Black History Month Walk around school Harvest festival World smile day (1 st Oct) Black history month (Oct) National poetry day Autumn Parents evening	Breakfast in Nursery Making chocolate sparklers Visit from Santa Bonfire Night – safety talk Remembrance Christmas Save the children – Christmas jumper Winter Pantomime/Adventure Grove incursion	History day Chinese New Year Pancake Day Number day 4 th February Valentine’s Day Food tasting *Oral health Number day 4 th February Visit to the park National storytelling week wb -29 th Jan National handwriting day Big schools birdwatch Visit to the park Dentist – oral health Parents evening Animal man incursion	Making bread Mother’s Day World Book Day Going to Forest School Animal person to visit St Patrick’s Day Mothering Sunday World book day World oral health day- 20 th World poetry day - 21 st Spring	Weather forecast Food tasting -different cultures National Numeracy Day 19th Teddy bears picnic – Parents N/R transition	Father’s Day Butterflies – release – parents/child – R/Yr1 - Transition Summer Transition Parents evening Teddy bears picnic
People who help us?	People within school/family	Visit form school nurse	Vet/Dentist	Doctors/nurses Vet	Police	Royal National Lifeboat Institution (RNLI)