



Holy Family School Primary School

Curriculum Reception Overview 2024-2025

Throughout all learning, the Reception 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
	Virtue: Curious & Active	Virtue: Intentional and Prophetic	Virtue: Grateful and Generous	Virtue: Attentive and Discerning	Virtue: Compassionate and Loving	Virtue: Faith-filled and Hopeful
	Learning and growing as people of God. Unit A – God's Gifts Unit B – People who care for us Unit C – Advent Unit L - continuous throughout the year		Learning and growing as people of God. Unit D-Christmas Unit E-Baptism Unit G-Lent Unit H-Holy Week Unit L continuous throughout the year		Learning and growing as people of God. Unit I-Easter Unit J-Pentecost Unit F – People who help us Unit K-Prayer Unit L continuous throughout the year	
	Class Saint: St. Patrick (Feast Day: 17 th March)					
Personal, Social and Emotional Development (PSED) Early Learning Goals:	Core Theme 1: Growing up		Core Theme 2: Health and Wellbeing		Core Theme 3: Living in the wider world	
	See themselves as a valuable individual e.g. getting to know child and family	Independently get dressed and undressed (occasional adult support), for example, putting coats on and doing up zips	Identify and moderate own feelings socially and emotionally e.g. turn taking, tidy up routines	Build relationships and form positive attachments with adults and peers e.g. friendship and adult respect	Think about perspective of others e.g. link stories to real life challenges and how to overcome them.	Express feelings and consider other's feelings e.g. talking about feelings, circle time activities, modelling positive behaviour

<p>Self-regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Settling into new routines</p> <p>Circle times introduced gradually</p> <p>Visual symbols to highlight key information in class</p>	<p>Regular circle times</p> <p>Talk about their feelings</p> <p>Build constructive and respectful relationships</p>	<p>Find solutions to conflicts and rivalries.</p> <p>Continue to talk about and show their feelings towards their friends.</p> <p>Which is our favourite weather?</p> <p>What weather makes us happy?</p>	<p>Manage own personal hygiene, e.g. oral health and understand the importance of healthy food choices</p> <p>Telling our friends and families how to care for our planet</p> <p>Show resilience and perseverance in the face of challenge</p>	<p>Show resilience in the face of challenge e.g. problem solving, setting own goals and self-evaluation.</p> <p>See themselves as a valuable individual</p> <p>What is your superpower?</p> <p>What superheroes do you know in real life?</p>	<p>What do you like about your friends?</p> <p>What are they good at?</p> <p>How do they make you happy?</p> <p>Manage their own needs e.g. hygiene, oral health, washing hands, healthy living practises</p>
<p>Physical Development (PD)</p> <p>Early Learning Goals: Fine Motor Skills and Gross Motor Skills</p>	<p>Varying grips when holding pens and pencils</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Show a preference for a dominant hand.</p>	<p>Mark making and emergent writing opportunities – developing pencil control</p> <p>Can pick up small objects using good control.</p> <p>Use can use a knife and fork to eat dinner Using scissors to cut.</p> <p>Ripping paper to use for papier mache.</p>	<p>Developing pencil control through literacy and topic-based tasks</p> <p>Begin to use scissors with control</p>	<p>Developing pencil control through literacy and topic-based tasks</p>	<p>Developing tripod grip. Good pencil control forming legible letters and numbers and extending writing</p> <p>Begin to show accuracy and care when drawing</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Developing the foundations of a handwriting style which is efficient and fast.</p>
	<p>Familiarising with play equipment.</p> <p>Climbing and jumping safely.</p>	<p>Weekly PE sessions: Tag Rugby</p>	<p>Weekly PE sessions: Dance Gymnastics</p>	<p>Weekly PE sessions: Ball games</p>	<p>Weekly PE sessions: Hit and catch skills</p>	<p>Weekly PE sessions: Athletics</p>

	PE sessions beginning week 2: Travel/ Movement Jump Start Jonny					
Communication and Language (CL) Early Learning Goals: Listening, Attention and Understanding. Speaking.	Understand how to listen carefully and why listening is important.	Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Engage in story times.	Use new vocabulary through the day. Use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Engage in story times.	Describe events in some detail. Engage in story times Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Engage in story times Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Articulate their ideas and thoughts in well-formed sentences. Engage in story times Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Connect one idea or action to another using a range of connectives.
	Develop social phrases. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Listen to and talk about stories to build familiarity and understanding.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.			
Literacy Early Learning Goal: Comprehension <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and 	Contexts: You and Me	Contexts: Let's Celebrate and special events	Contexts: Fantastic Journeys	Contexts: Amazing Animals	Contexts: Growing	Contexts: Under the sea
	Author of the term: Trish Cooke		Author of the term: Martin Waddell		Author of the term: Julia Donaldson	
	Reading Texts: Harry and the Dinosaurs go to school	Reading Text: Binny's Diwali To inform and express (Label)	Reading Texts: Peace on earth To entertain (Narrative)	Reading Texts: Shark in the park To entertain (narrative)	Reading Texts: The Enormous Turnip To entertain (Narrative)	Reading Texts: The tale of the toothbrush To entertain (narrative)

<p>narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>To entertain (narrative)</p> <p>Little Hedgehog’s Big Day To entertain (narrative)</p> <p>The Gingerbread Man – To inform and express (Labels and captions)</p> <p>Poem – All about me To entertain (rhyming words)</p>	<p>Poem – Fireworks To entertain (rhyming words)</p> <p>So much! To entertain (narrative)</p> <p>‘Leaves are falling’ Poetry Basket</p> <p>Stickman To influence (Persuasive writing - Letter to Santa)</p> <p>The Nativity Story (non-fiction)</p>	<p>The Naughty Bus To entertain (narrative) *Covered briefly in Autumn term.</p> <p>Whatever next To entertain (narrative)</p> <p>Maps To inform and express (Labels)</p> <p>Poetry basket To entertain (rhyming words)</p>	<p>(Shark in the dark used as an additional text also)</p> <p>Farmer duck To inform and express (Instructional writing)</p> <p>Animals – Non-fiction To inform and express (Captions)</p> <p>Poetry – Mother’s Day To entertain (performance poetry)</p>	<p>Oliver’s vegetables To inform and express (Instruction writing)</p> <p>Bloom Nicola Skinner Non-fiction (poster)</p> <p>Poetry basket To entertain (rhyming words)</p>	<p>What the Ladybird heard at the seaside To inform and express (Captions)</p> <p>Our world Non-fiction To inform and express (Nonchronological report)</p> <p>Poetry basket To entertain (rhyming words)</p>
<p>Literacy</p>	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 					
<p>Early Learning Goal: Word Reading</p>	<p>Sound Start Phonics Scheme: Unit 2</p>	<p>Sound Start Phonics Scheme: Unit 3</p>	<p>Sound Start Phonics Scheme: Unit 4</p>	<p>Sound Start Phonics Scheme: Unit 5</p>	<p>Sound Start Phonics Scheme: Unit 6</p>	<p>Sound Start Phonics Scheme: Unit 7</p>
<p>Literacy</p> <p>Early Learning Goal: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. 	<p>Can write their name independently</p> <p>Gives meaning to marks they make as they draw, write and paint</p> <p>Can write letters strings to</p>	<p>Spell words by identifying the initial and final sounds and then writing the sound with letter/s.</p>	<p>Segment the sounds in simple words and blend them together with some adult support</p> <p>Write lists, labels using initial, final and medial sounds within words with known sound-letter correspondences.</p>	<p>Independently segment the sounds in simple words and blend them together</p> <p>Beginning to write captions with support using words with known</p>	<p>Write simple phrases and sentences with occasional adult support that can be read by others</p> <p>Write recognisable letters, with limited adult guidance - most of which are correctly formed</p>	<p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p>

<ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<p>communicate their writing – using letters from their name</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>			<p>sound letter correspondences.</p> <p>Write recognisable letters with adult guidance, most of which are correctly formed</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Re-read what they have written to check that it makes sense.</p>	<p>Write simple phrases and sentences that can be read by others</p> <p>Re-read what they have written to check that it makes sense</p>
<p>Mathematics (MD)</p> <p>Early Learning Goals: Number Numerical Patterns</p>	<p>Maths Hub - Mastering Number Term 1</p> <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside 	<p>Maths Hub - Mastering Number Term 2</p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to Numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to Numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers 	<p>Maths Hub - Mastering Number Term 3</p> <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2 begin to generalise about ‘one more 			

	<p>larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 	<ul style="list-style-type: none"> • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<p>than' and 'one less than' numbers within 10</p> <ul style="list-style-type: none"> • continue to identify when sets can be subitised and when counting is Necessary • develop conceptual subitising skills including when using a rekenrek
<p>Understanding of the World (UTW)</p> <p>Early Learning Goal: The Natural World</p>	<p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 		
<p>Senses</p> <p>Learn about body parts. Describe and use different body parts. Say how different body parts are used.</p> <p>Simple life cycle of a human baby to 5-year-old</p>	<p>Animals (incl humans) similarities and differences</p>	<p>Growing and lifecycles Planting seeds and beans - simple life cycle of a plant</p> <p>Materials</p>	
<p>Seasons: Autumn / Winter</p>	<p>Seasons: Spring/Summer</p>	<p>Seasons: Spring/Summer</p>	

Understanding of the World (UTW) Early Learning Goal: Past and Present	Past and Present <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling 					
	1:2 You and Me		2:1 Beyond Living Memory		3:1 Now and Then	
	<p>Ourselves – our families, changes over time and simple sequencing.</p> <p>Differences then and now.</p> <p>Growing up - a simple timeline.</p> <p>Comment on images of familiar situations in the past.</p> <p>(Compare baby photos to present)</p> <p>Describe an event or family member from their past that is important to them.</p>		<p>Events beyond living memory</p> <p>Local study – Visit to a place of worship (Local church – Holy Family).</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Compare artefacts/pictures from the past to modern day. Comment on images of familiar situations in the past</p>		<p>Lives of significant individuals in the past (Saint Patrick, class Saint)</p> <p>Talk about some of the things they have observed and question why things happen and with support give explanations.</p>	
Understanding of the World (UTW) Early Learning Goal: People, culture and communities	People, culture and communities <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 					
	1:1 Where do I live?		2:1 Our Community		3:2 Our Wider World	
	Families Unit What is special about the children who come to our school? How lucky we are as a school to have children from different places. Can you tell us where family members may live? Can your talk about your school family, friends and teachers?	Early Geographers Unit Carry out fieldwork activities in and around the school grounds. What is our school like? Can you find your way around using left, right and forward?	Celebration Unit A celebration of beliefs in different ways, at different times of the year Ramadan and Eid (Muslim Festival of Fasting) Diwali (Hindu Festival of Light) Hannukah (Jewish Festival of Light) Chinese Lunar New Year	Special Places Unit Different places and different environments What are globes, atlases and maps used for? When have we seen them used? Can you name any countries/places you have visited?	Significant People Compare and contrast significant people – Grandad Mandela with Mary Anning What do we mean by the past? What has happened to you in the past? Do you know people from the past? Do you know any stories from the past? What do you think significant means?	Past and Present School today and in the past What is school like today? Has it always been like this? What is special about my school? What are the different areas in my school? Can you name different features of the areas in my school? Do you have photos of parents and/or

	<p>What is special about the different people that make up your family?</p> <p>European Maps, World Maps, Globes</p> <p>Geography Diversity – noticing differences between people</p>	<p>Can you describe the school? What the grounds are like? How can we find our way around school? What can we use? What sort of language do you require to help someone find their place from one place to another?</p> <p>Maps, Plans, Trails.</p> <p>Geography Fieldwork</p>	<p>Consider why Christmas is an important celebration to Christians.</p> <p>Celebrating Birthday Traditions Throughout the World.</p> <p>History investigation and interpretation</p> <p>Geography Diversity</p>	<p>What do you know about these places? Have you seen films or photographs of different countries from around the world?</p> <p>Discuss similarities and differences, weather and climates</p>	<p>Books, sources, timeline.</p> <p>Range and depth of geographical knowledge/ Geography Occupations</p>	<p>grandparents who attend Holy Family School? On google maps can you identify the school and surrounding environment? Look at an ariel image of the school. Transport today and in the past – how do you travel to school today? How did your parents/grandparents travel to school?</p> <p>Simple map work: Draw information from a map</p>
<p>Understanding the World (UTW)</p> <p>Computing</p>	<p>Safety & Privacy</p> <p>Technology Around Us</p> <p>Drawing Skills</p>		<p>Mouse & Trackpad Skills</p> <p>Keyboard Skills Using</p> <p>Purple Mash with an Individual Login</p>		<p>Hardware</p> <p>Sounds & Photography</p> <p>Robots</p>	
<p>Expressive Arts and Design (EAD)</p> <p>Early Learning Goals:</p> <p>Being Imaginative and Expressive</p>	<p>Kapow Scheme:</p> <p>Drawing: Marvellous Marks</p> <p>1:1 and 1:2 Observational drawing, themselves and others</p>	<p>Kapow Scheme:</p> <p>Painting and Mixed Media: Paint my World</p> <p>Finger painting, outdoor painting, painting to music and large group painting</p>	<p>Kapow Scheme:</p> <p>2:1 and 2:2 Formal Elements of Art Sculpture and 3D: Creation Station.</p>		<p>Kapow Scheme:</p> <p>3:2 Sculptures and Collages Artist Painting and mixed Media</p>	
<p>Artist: Van Gogh and Kandinsky</p>		<p>Artist: Jasper Johns and Henri Matisse</p>				

Creating with Materials	Kapow Scheme: 1:2 Freestanding Structures Structures: Junk modelling		Kapow Scheme: 2:2 Sliders & levers (Mechanisms) Cooking and nutrition: Making healthy biscuits		Kapow Scheme: 3:1 Cooking & nutrition (Food) Textiles: Link to international week - create flags using materials	
	Charanga Scheme: Me Listen and Respond Explore and Create Singing Share and Perform	Charanga Scheme: My Stories Listen and Respond Explore and Create Singing Share and Perform	Charanga Scheme: Everyone Listen and Respond Explore and Create Singing Share and Perform	Charanga Scheme: Our World Listen and Respond Explore and Create Singing Share and Perform	Charanga Scheme: Big Bear Funk Listen and Appraise Musical Activities Share and Perform	Charanga Scheme: Reflect, rewind & replay Listen and Appraise Musical Activities Share and Perform
Modern Foreign Languages (MFL)	Self, family and friends Name, feelings, where you live. Colours (+ marron, rosa, lila/morado). Numbers 1-10 Shapes The Colour Monster	School life Name, feelings, where you live School snacks/ Vegetables/Likes Colours (10). Numbers 1 - 20 Peppa Pig story Christmas vocabulary and carols	The world around us Name, feelings, where you live, likes (colours/vegetables) Transport and getting to school Antonio va a llegar tarde El Barquito Rojo Las Ruedas del Bus song Colours (10). Numbers 1 - 20	Animals and home environment Name, feelings, where you live Animals and colours Oso Marrón story Colours (10). Numbers 1 - 20	Leisure Name, feelings, where you live Verbs of movement/instructions El Pajarito song Colours (10). Numbers 1 - 20 Take ten/parachute games +Songs	Summer Name, feelings, where you live The Seaside Colours (10). Numbers 1 - 20 'Vamos a la Playa' song 'Caillou va a la Playa' story
British Values (BV)	Rule of Law, Individual Liberty, Democracy, Mutual Respect and Tolerance					
Enrichment / Cultural Capital: Visits/Visitors Parental Involvement Outdoor learning Opportunities	Autumn (Sept/Oct) National Poetry Day Parents' Eve (Oct) Harvest festival (Oct) Black History (Oct) Dental Hygiene (Nurse visit) People within school/family	Diwali (Nov) Nursery Rhyme Week Bonfire Night – safety Remembrance Christmas Save the children – Christmas jumper Pantomime Adventure Grove Visit to local church People within school/parish:	Chinese New Year – Feb Number Day 4/2 Valentine's Day 14/2 Shrove Tues/Pancake Day National Handwriting Day History Day Dentist – Oral Health National storytelling week – wc 29 th Jan Big schools birdwatch	St David's Day 1/3 World Maths Day 8/3 Mothering Sunday World Book Day - Mar Live Simply Day – Mar Global Recycling Day St Patrick's Day – 17/3 World Oral Health Day- 20 th World Poetry Day Children's Mental Health Awareness	Caterpillars/Butterflies Weather forecast videos Food tasting -different cultures Small Heath Park Visit Easter Eid Deaf Awareness Week (6 th –12 th May) Visit from the Fire Service/Police Summer (May/Jun)	Father's Day Refugee Week – June Empathy Week Royal National Lifeboat Institution (RNLI) Butterflies – release Transition – Parents/child R-Y1 End of Year School Trip Summer (June/Jul)

		Father Fretch Sister Maura Mrs King Mrs Yoxall Mrs Morris /Mrs Bibi Mr Kennedy Winter (Nov/Dec)	Visit to the park Animal man incursion Parents Evening Visit from Dentist Spring (Jan / Feb)	Week: 'Let's Connect' 13 th -20 th Feb British Science Week - 'Time' 8 th Vet/Doctors/nurses Spring (Mar/Apr)		
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