



St Leonard's Catholic Primary School

Annual Curriculum Planner (Reception)

2023-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me, Myself and I.	Let's Celebrate!	Around the World!	Once Upon a time!	Everyone Grows!	Seaside Fun!
The Characteristics of Effective Learning	Playing and Exploring (Children investigate and experience things)		Creating and Thinking Critically (Children develop their own ideas and develop strategies for doing things)		Active Learning (Children concentrate and keep trying if they encounter difficulties, and enjoy achievements)	
Main Focus	Starting School My New Class New Beginnings Ourselves Individuality My Body Staying Healthy How have I changed? What am I good at? My Family Being Kind	Autumn Harvest Different Celebrations: Space Light/Dark	Winter Climates Environments Hibernation Where do we live?	Castles, Kings and Queens Dragons Outdoors Recycling	Spring Farms Growing life cycles Animals patterns Habitats	Summer Underwater Ocean Travel Holidays Transport
Key Events	Roald Dahl Day Birthdays Harvest Autumn Trail	Black History Month Remembrance Day Halloween Bonfire Night Diwali Hanukkah Space Week Children in Need Day Anti-Bullying Week Nativity Christmas	Internet Safety Day Valentine's Day Shrove Tuesday Chinese New Year	World book day Science Week Mother's Day Easter	Eid	World Environment Day Healthy eating week Father's Day Sports Day
Key Texts	The Invisible String Elmer The Rainbow Fish	Room on the Broom Little Glow Aliens love Underpants	Winter Sleep Stick Man Clean Up	Sleeping Beauty Jim and the Beanstalk Rapunzel	The Cautious Caterpillar Handa's Surprise The Tiny Seed	A bear called Paddington The Snail and the Whale Tiddler

The three prime areas of learning and development	Communication and Language	Listening, Attention and Understanding <ul style="list-style-type: none"> - Settling in activities and carpet time. - To enjoy listening to stories and rhymes with interest. - To understand basic questions and instructions. - Talk about different moods and feelings. 	Listening, Attention and Understanding <ul style="list-style-type: none"> - To learn and use new vocabulary. - To listen to stories to build familiarity, understanding and increase vocabulary. 	Listening, Attention and Understanding <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
		Speaking <ul style="list-style-type: none"> - Adults to model language such as “Thank You!” “How are you?” - To be able to start a conversation with a peer and adult. - To articulate their own ideas and thoughts. - Talk about their own experiences. 	Speaking <ul style="list-style-type: none"> - Ability to speak in sentences and develop relationships. - Retelling a story in their own words using some story language. - Asking how and why questions. - To use language to recreate roles and experiences throughout their play. 	Speaking <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Personal, Social and	Self-Regulation <ul style="list-style-type: none"> - See themselves as a valuable individual. - Learning how to deal with their emotions. - Feel safe and secure in their new classroom environment. 	Self-Regulation <ul style="list-style-type: none"> - Identify their own differences to one another. - Able to talk about their feelings socially and emotionally. - To begin to understand how to look after others. 	Self-Regulation <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

		Managing Self - To use the equipment and resources independently or ask for help when needed. - To follow class rules and routines and understand the importance.	Managing Self - Able to stay calm when faced with frustration. - Showing resilience.	Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships - To solve conflicts with peers. - Supporting others children to build relationships.	Building Relationships - Taking turns and understanding why. - Understanding what makes a good friend.	Building Relationships - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' needs.
	Physical Development	Gross Motor Skills -Different ways of moving around independently and with other children. - Using the outdoor equipment effectively such as the climbing frame. - Develop good personal hygiene including handwashing and toileting. - Develop skills such as throwing and catching, climbing, skipping, pull and push and using the balance bikes.	Gross Motor Skills - Develop ball skills in aiming, dribbling, pushing, throwing and catching, patting and kicking. - Develop dance skills and moving to the rhythm of the music. - Showing balance and agility in basic gymnastics.	Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

		<p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Using playdough to enhance fine motor skills - Threading, cutting and weaving. - Showing preference for a dominant hand. - Develop use of the tripod grip. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Encourage use of daily writing activities such as name writing. - Handle tools with increasing control. - Able to draw freely with good use of a tripod grip. - Using scissors with dominant hand. - Holding a pencil comfortably and writing recognisable letters mostly correctly formed. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing.
<p>The four specific areas of learning and development</p>	<p>Literacy</p>	<p>Comprehension</p> <ul style="list-style-type: none"> - Understands the five key concepts about print. - To learn and use new vocabulary. - To recall and discuss stories and information that has been read to them. 	<p>Comprehension</p> <ul style="list-style-type: none"> -To understand what has been read to them and discuss and re-invent the story. - Knows that information can be relayed in different forms such as signs and symbols. - Shows awareness of rhyme and alliteration. 	<p>Comprehension</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - 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>Word Reading</p> <ul style="list-style-type: none"> - To develop phonemic awareness. - To link sounds to letters. 	<p>Word Reading</p> <ul style="list-style-type: none"> - Hears and says the initial sounds in words. - Describes main story settings and principal characters in increasing detail. 	<p>Word Reading</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>Writing</p> <ul style="list-style-type: none"> - To begin to write recognisable letters most of which are correctly formed 	<p>Writing</p> <ul style="list-style-type: none"> - Spell words by identifying sounds in them and representing the sounds by writing a letter or letters. 	<p>Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. - 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.
	Mathematics	<p>Number</p> <ul style="list-style-type: none"> - Explore numbers within 5. - To count objects, actions and sounds. - To subitise (recognise numbers when counting) number to 5. - To link number with the cardinal value. - To count beyond 10. 	<p>Number</p> <ul style="list-style-type: none"> - Explore numbers within 10. - Represent, order and compare number to 10. - Explore addition and subtraction. - To understand the 'one more than/one less than' relationship between consecutive numbers. - Explore number to 15. 	<p>Number</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
		<p>Numerical Patterns</p> <ul style="list-style-type: none"> - Matching equal and unequal sets. - To compare numbers. - Recognise, describe, copy and extend colour and size patterns. - Recognise numbers in the environment. 	<p>Numerical Patterns</p> <ul style="list-style-type: none"> - Count objects to 15 and recognise different representations. - Compare length, weight and capacity. - Look at odd and even numbers. 	<p>Numerical Patterns</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

	Understanding the World	<p>Past and Present</p> <ul style="list-style-type: none"> - Talk about family members and who they are in relation to them. - Talk about experiences with their family, what they do with them and where they have been with them. - To listen to stories about family and know the difference between real and fiction. - To know about ourselves and parts of the body. - Role play in a home setting. - To know some similarities between now and when they were a baby. - Links to different celebrations such as Bonfire Night, Diwali and Christmas. - Can talk about Christmas with their family and how they usually celebrate. 	<p>Past and Present</p> <ul style="list-style-type: none"> - To understand what our family do as jobs and why. - The people around us that can help us. - Exploring the climate and environment around us. - Exploring castles, kings and queens and how we can relate this to the present. 	<p>Past and Present</p> <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.
		<p>People, Culture and Communities</p> <ul style="list-style-type: none"> - To describe the environment around them. - Look at maps and be able to locate their home. - Explore what makes a family and how every family is different. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> - Link to various celebrations such as Bonfire Night, Diwali and Christmas. - Role play within a Christmas setting. - Explore cultural events. 	<p>People, Culture and Communities</p> <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.

		<p>The Natural World</p> <ul style="list-style-type: none"> -To look at Autumn and what they can see. - What happens in Autumn to our surroundings and environment. 	<p>The Natural World</p> <ul style="list-style-type: none"> - Explore the different seasons and the changes over time. - Look at climate change and how this effects the environment. - Look at recycling and how we can ensure we take part in looking after the world. - Indulge in outdoors using all of our senses to explore the natural world. 	<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.
	Expressive Arts and Design	<p>Creating with Materials</p> <ul style="list-style-type: none"> - Create self portraits - Explore a range of textures and materials - Mixing colours - Autumnal colours - Fireworks - Listen to music and create own movements - Christmas Decorations 	<p>Creating with Materials</p> <ul style="list-style-type: none"> - Creating Winter pictures and scenes - Creating Spring pictures and scenes - Flower Artwork 	<p>Creating with Materials</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories.
		<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Singing and learning familiar songs such as nursery rhymes - Singing Christmas songs - Performing the nativity - Role play in the home corner/ Christmas - Small world play 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Chinese New Year songs - Easter songs 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.