




## St. John's Cathedral Catholic Primary School Reception Overview

	Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>St. John's Cathedral School</b></p> <p>These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>Possible lines of enquiry (these will change depending on child interest or fascination)</p>	<p><b>Super me!</b> All about me, my family, my home, my heroes/ superheroes</p>	<p><b>Let's go on an adventure</b> Different places, countries, transport, vehicles, around the town, Where do we live? Vehicles past and present, Neil Armstrong, Amelia Earheart, Bonfire night, Christmas</p>	<p><b>Our World</b> Winter, Different types of weather, Where in the world? (Learning about other countries, the polar regions. Looking after our world, recycling, Portsmouth and where we live. Houses and homes Chinese new year</p>	<p><b>Animals/ All creatures great and small</b> Dinosaurs, farm animals, the zoo, animals that live in different parts of the world, night and day animals, Animal patterns, climate</p>	<p><b>Growing</b> Life cycles, Plants, gardening healthy food, mini-beasts, weather, seasons, The great outdoors</p>	<p><b>Once upon a time...Long Ago/ Time travellers</b> Fairy tales and traditional tales, Magic, witches and wizards, Seaside past and present, Dinosaurs and fossils.</p>
	<p><b>Religious education</b></p>	<p><b>Mission</b> Creation Prayers, Saints and Feasts,</p>	<p><b>Other Faiths,</b> <b>Advent</b></p>	<p><b>Christmas</b> <b>Revelation</b></p>	<p><b>Other Faiths</b> <b>Lent,</b> <b>Holy Week</b></p>	<p><b>Easter</b> <b>Pentecost</b></p>	<p><b>Sacraments</b></p>
	<p><b>Possible Experiences</b></p>	<p><b>School Tour</b> <b>What's outside</b>  <b>Who are you -</b> <b>Year 6 Buddies</b></p>	<p><b>Walking to the Cathedral and surrounding landmarks</b></p>	<p><b>Concert</b> <b>Visiting Landport</b></p>	<p><b>Adventure</b> <b>Playground</b></p>	<p><b>Minibeast hunts</b> <b>Vegetable patch planting</b> <b>School trips</b> <b>Drama workshops</b></p>	<p><b>Getting ready for Year 1 - where do we go?</b></p>



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	Possible Quality Texts	All Welcome, The skin you live in, Brown bear what do you see, Polar bear what do you hear? Supertato	Rosie's walk The snail and the whale, Mr Gumpy's outing The train ride Man on the moon The Naughty Bus	<b>Somebody swallowed Stanley.</b> <b>Tidy by Emily Gravett</b> <b>George saves the world by lunchtime by Jo Readman</b>	Dear Zoo Pig in the pond Farmer duck Mog books What the ladybird heard Tiddler The tiger who came to tea	The Hungry Caterpillar Oliver's vegetables, Jack and the beanstalk, The Little red hen	Goldilocks, 3 little pigs, Suddenly by colin Mc Naughton  The Ugly Duckling Once upon an alphabet Each peach, pear plum Stanley's Stick
Communication and Language.	Skills	To talk about themselves and others.  To sing songs. To speak about a range of texts.	To compare different festivals.  To make comments about their observations.	To describe features of traditional stories.  To talk about the healthy food and exercise in staying healthy.	To describe familiar texts with detail and using full sentences.  To being to ask questions about familiar aspects of their environment and their learning.	To label and sort living things.  To begin to research using a search engine.  To describe habitats.	To be able to order a range of life cycles.  To be able to give facts about a specified subject.
	Knowledge	To know about others.  To know familiar songs.  To describe different story and non-fiction texts.	To know about different festivals.  To be able to talk about how different people help us.  To begin to talk about why things	To know different traditional stories.  To know a range of healthy food and exercise.  Express their ideas and feelings about their experiences.	To know different features of texts.  To talk confidently about why things happen using new vocabulary learnt.	To name and sort a range of living things.  To be able to talk about different habitats.	To know different life cycles.  To know a range of facts.  To engage in meaningful conversations with others.



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			happen using new vocabulary learnt.		To engage in meaningful conversations with others.	To engage in meaningful conversations with others.	
<b>Personal, Social and Emotional Development.</b>	<b>Skills</b>	To describe a friend. To know and demonstrate friendly behaviour. To understand how to be a good friend. To learn to join in with whole group activities. To choose an activity independently.	To learn about a range of different festivals. To learn about important dates in their lives.	To learn right from wrong. To understand how to make the right choices and the consequences of not making the right ones.	To understand that people need help. To identify ways of being helpful to others and how this will make them feel.	To describe a range of different habitats around the world.	To learn about the different family structures.
	<b>Knowledge</b>	To describe and show friendly behaviour. To begin taking turns with their friends.	To be able to talk about different festivals. To understand why different people celebrate different things.	To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the character could have made a better choice.	To talk about the effect my behaviour has on others.	To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To be able to talk about the relationships they have at home with their family and friends.
	<b>Ten Ten scheme followed</b>		<b>Module 1 Unit 1</b> We are created by God and our His children. <b>Module 1 Unit 2</b>	<b>Module 1 Unit 3</b> We all have likes and dislikes but have the same needs Describe feelings, understand	<b>Module 2 unit 1</b> Caring for others, love others like God loves us <b>Module 2 unit 2</b>	<b>Module 2 unit 3</b> Recognise safe and unsafe situations indoors, outdoors, online	<b>Module 2 unit 1</b> Being loved and loving others. God is love. Know what community is



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			<p>We are unique and have our own gifts and talents.</p> <p>Our differences are part of God's plan</p> <p>Our body parts</p> <p>Looking after our body-healthy lifestyle</p>	<p>everyone experiences them, manage feelings, emotions and behaviour.</p> <p>We have choices</p> <p>Saying sorry and forgiving</p> <p><b>Module 1 Unit 4</b></p> <p>Life stages from birth to death.</p>	<p>Special people, family, wider family, trust.</p> <p>Understand how our behaviour affects others, appropriate and inappropriate behaviour, positive and negative relationships, bullying</p> <p>Saying sorry and forgiveness</p>	<p>Ask help from our special people.</p> <p>Body privacy, sharing troubles with special people.</p> <p>Medicines and looking after our body.</p> <p>People who help us</p>	<p><b>Module 3 unit 2</b></p> <p>Know they belong to different communities, helping out at home, caring for others, improving our world</p>
<b>Physical Development</b>	<b>Skills</b>	<p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p>	<p>To show good control and co-ordination in large and small movements.</p>
	<b>Knowledge</b>	<p>To know which hand to write with.</p>	<p>To know how to make anticlockwise movement and retrace vertical lines.</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can</p>	<p>To know why it is important to handle different apparatus safely.</p>	<p>To know how to form letters correctly.</p>	<p>To know how to handle a range of equipment and tools effectively.</p>



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		<p>To know how to use the trim trail safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to use the trim trail safely.</p> <p>To know how to use tools effectively.</p>	<p>contribute to good health.</p>			<p>To know how to use scissors effectively.</p>
Literacy	Skills	<p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>



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						Listens to stories and is beginning to anticipate what may happen next.	
	<b>Knowledge</b>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective.</p>



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						<p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p>	<p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>
<p><b>Maths</b> White Rose Scheme</p>	<p><b>Areas of learning covered.</b></p>	<p>1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes.</p>		<p>Weight and Capacity. Length. Number bonds to 5/10. Counting to 20. Addition and subtraction. 3D Shapes.</p>		<p>Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20.</p>	
	<p><b>Skills</b></p>	<p>Count aloud to 5</p> <p>Match and sort objects using vocab: same/different.</p> <p>Compare amounts &lt;5, vocab and compare size, mass, capacity.</p> <p>Identify and talk about patterns, continue, copy and create</p>	<p>To count up to 5 objects, actions or sounds</p> <p>Represent 1 to 5 using objects, pictures or mark making</p> <p>Subitise numbers to 5</p> <p>Match said number name, numeral and quantity to 5</p>	<p>Count up to 8 objects</p> <p>Compare numbers to 8</p> <p>Partition and compose numbers to 8</p> <p>Describe and compare mass, capacity and length/height</p>	<p>Count and represent numbers to 10</p> <p>Match number name, numeral and quantity to 10</p> <p>Subitise 9 and 10 on tens frame and bead string.</p> <p>Compare and sequence 2 or 3 groups of quantities.</p>	<p>Count aloud numbers to 20 and beyond and back again</p> <p>Add 2 groups together</p> <p>Take away a number from a group</p> <p>Select, rotate and manipulate 2D shapes to make other</p>	<p>Double numbers by combining 2 equal groups</p> <p>Share and group amounts equally</p> <p>Recognise odd and even numbers</p> <p>Work out half of a quantity</p>



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		repeated patterns,	Compare numbers 1 to 5  Work out one more or less than numbers to 5.	Use objects to find out odd and even numbers  Combine 2 groups to add and subtract to 8  Order and sequence events	Represent number bonds of 10  Sort shapes into groups  Identify, continue and create more complex patterns e.g. ABB, AAB,	shapes and pictures	
	<b>Knowledge</b>	To understand vocab more, less To know what a pattern is  Know what is same and different  Talk about what is the same about objects that are sorted.	Understand and use positional language  Know methods of counting such as lining up objects or touching them	Know the meaning of zero.  Know what odd and even numbers are  Understand today, tomorrow, yesterday.	Know some number bonds of 10  Name 3 D shapes	Recognise numbers to 20 and beyond Recognise that numbers 1-9 repeat after every full 10.  Know when adding you can recount or count on  Name circle, square, triangle, rectangle, star  Know number bonds of 10	Know that double means twice as many  Know that half means a group has been split into 2 groups  Know that odd numbers can't be shared equally but even numbers can  Know doubles facts
<b>Understanding of the</b>	<b>Reception</b> Science History	Explore the natural world around them	Comment on images of the past	Understand the effect of the	Recognise some environments that are different from	Describe what they see, hear and feel	Understand the effect of the



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<p><b>World.</b></p>	<p><b>Geography</b></p> <p>Activities are flexible and will depend on children's interests.</p>	<p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effect of the changing seasons (autumn)</p> <p>Describe the local environment, using all their senses to explore the natural and urban world</p> <p>Describe and compare the North Pole.</p> <p>Look at and create maps of the local area</p> <p>How Christmas is different around the world</p> <p>Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc.</p>	<p>Compare and contrast characters from stories including figures from the past (amelia earheart, neil armstrong)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (other faiths/ Christmas)</p> <p>Talk about past Christmas'</p> <p>Introduce people who work in transport</p> <p>Jolly Postman story to introduce maps</p> <p>Use images, video clips, non fiction books to find out about transport</p>	<p>changing seasons (winter)</p> <p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and others</p> <p>Recognise some environments that are different from the one they live in (polar regions etc.)</p> <p>Introduce children to recycling</p> <p>Create opportunities to talk about looking after our world.</p> <p>Name and investigate different materials</p> <p>Opportunities to explore winter weather, clothing</p>	<p>the one they live in (make links to animals living in different parts of the world, desert, mountain, seaside, river etc.)</p> <p>Understand the effect of the changing seasons (Spring)</p> <p>Find out about different animals and how to look after them</p> <p>Find out about different habitats and animals awake at different times of day</p> <p>Name animals and group them to where they live</p> <p>Compare pets to farm animals</p> <p>Use images, video clips, non fiction books to find out about animals and contrasting environments</p>	<p>whilst outside (plants, minibeasts)</p> <p>Understand that some places are special to members of their community (other faiths)</p> <p>Find out about minibeasts and what they need to survive</p> <p>Use beebots on simple maps, using navigational language</p> <p>Introduce other professions e.g. doctor/nurse -make links to TenTen PSED and medicines</p> <p>Chef-healthy eating</p> <p>After close observation draw pictures of the natural world e.g. plants and animals</p>	<p>changing seasons (Summer)</p> <p>Comment on images of the past</p> <p>Compare and contrast characters from stories including figures from the past</p> <p>Share different cultures versions of famous fairytales</p> <p>Introduce children to a famous person from the past who was alive before them</p>
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<p><b>Expressive Arts and Design.</b></p>	<p><b>Skills</b></p>	<p>To remember the words to a range of songs.</p> <p>To give meaning to the marks that are made.</p>	<p>To design different patterns.</p> <p>To use role play</p> <p>Uses simple tools and techniques competently and appropriately.</p>	<p>To explore and recreate famous Art.</p> <p>To draw a range of objects</p> <p>To use resources to create own props.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p>	<p>To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices.</p> <p>Selects appropriate resources and adapts work where necessary.</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
	<p><b>Knowledge</b></p>	<p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To learn a range of songs from around the world.</p> <p>To know that people from different countries may have different traditions.</p>	<p>To understand that pictures can be created by making observations or by using imagination.</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To use a range of props to support and enhance role play.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p>	<p>To know the different uses and purposes of a range of media and materials.</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p>	<p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p>



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