

St Robert Bellarmine Catholic Primary School – Reception 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Mission Statement Ourselves Nursery Rhymes	Autumn Friendship Week Other Faiths Christmas	Winter – weather Chinese New Year	Growing Easter	Pirates Recycling	Healthy and Active weeks Holidays – Past and Present
R.E.	Myself – God knows and loves each one. Welcome – Baptism: a welcome to God’s family. Birthday – Looking forward to Jesus’ birthday.		Celebrating – People celebrate with the parish family. Gathering – The parish family gathers together to celebrate the Eucharist. Growing – looking forward to Easter.		Good News – Passing on the good news of Jesus. Friends – Friends of Jesus Our World – God’s wonderful world.	
All Are Welcome	YOU CHOOSE To learn what we think and give a reason why.	RED ROCKETS AND RAINBOW JELLY To learn that it is okay to like different things.	BLUE CHAMELEON To learn that it is good to make friends with someone who is different.	THE FAMILY BOOK To learn that families are different.	MOMMA, MAMA AND ME To learn that we should celebrate our family.	YOU CHOOSE To learn what we think and give a reason why.
RSE – The wonder of being special and unique	Social and emotional – to recognise being a special person in my family.		Physical – to recognise that we are all different and unique.		Spiritual – to celebrate the joy of being a special person in God’s family.	
British Values	The Rule of Law Class Rules/ School Rules Playground rules Democracy Voting stations STEM challenges Individual Liberty Remembrance Day- Assembly and lesson Choosing areas to play in continuous provision E-Safety Mutual Respect Cake sale to support Macmillan fundraising campaign Retreat Day Friendship Fortnight Grandparent Day Stay and Share CAFOD – Harvest Collection for local food bank		The Rule of Law Class Rules/ School Rules Playground rules Democracy Voting stations STEM challenges Individual Liberty Choosing areas to play in continuous provision E-Safety Mutual Respect Sport Relief Inspirational People Stay and Share Tolerance of those of Different Faiths and Beliefs Chinese New Year Hinduism Inspirational People		The Rule of Law Class Rules/ School Rules Playground rules Democracy Pupil survey Voting stations STEM challenges Individual Liberty Choosing areas to play in continuous provision Summer Fayre Inspirational People Stay and Share Tolerance of those of Different Faiths and Beliefs Inspirational people	

St Robert Bellarmine Catholic Primary School – Reception 2024-25

	Children in Need Black History Month Inspirational People Tolerance of those of Different Faiths and Beliefs Judaism - visit from representative of the Jewish community Diwali Black History Month Inspirational People Nativity					
PD	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond tripod/pincer grip – teach or model correct letter formation. Taking shoes/wellies off and on, Taking coat on and off Getting changed for PE.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle.	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Small Lego, Brio.
P.E.	Get Set 4 PE Intro to PE: Unit 2 Make independent choices Negotiate space safely with consideration for myself and others Follow instructions involving several ideas or actions Play cooperatively and take turns with others Understand the rules and explain why it is important to follow them Use movement skills with developing balance and coordination	Get Set 4 PE Fundamentals: Unit 2 Confident to try new challenges Can combine movements selecting actions in response to the tasks and apparatus Can confidently and safely use a range of large and small apparatus Can negotiate space safely with consideration for myself and others Follow instructions involving several ideas or actions Use movement skills with developing strength, balance and coordination showing increasing control and grace Work cooperatively with others and take turns	Get Set 4 PE Dance: Unit 2 Confident to try new challenges Can combine movements selecting actions in response to the tasks Can negotiate space safely with consideration for myself and others Follow instructions involving several ideas or actions Show respect to others when providing feedback Use movement skills with developing strength, balance and coordination showing increasing control and grace	Get Set 4 PE Ball Skills: Unit 2 Can negotiate space safely with consideration for myself and others Follow instructions involving several ideas or actions Persevere when trying new challenges Play ball games with consideration of the rules Play cooperatively and take turns with others Use ball skills with developing competence and accuracy	Get Set 4 PE Gymnastics: Unit 2 Can negotiate space safely with consideration for myself and others Follow instructions involving several ideas or actions Play cooperatively and take turns with others Play games honestly with consideration of the rules Show an understanding of my feelings and can regulate my behaviour Use ball skills with developing competence and accuracy Use movement skills with developing balance and coordination	Get Set 4 PE Games: Unit 2 Confident to try new challenges, deciding on the skills I use to complete the task Can negotiate space safely with consideration for myself and others Follow instructions involving several ideas or actions Play cooperatively, take turns and congratulate others Play games honestly with consideration of the rules Show an understanding of my feelings and can regulate my behaviour Use movement skills with developing balance and coordination

St Robert Bellarmine Catholic Primary School – Reception 2024-25

	Scanning (top to bottom, left to right) Forming titles Putting themselves in the characters' shoes – what might they say? Setting, Seasons, time Debating with peers and reasoning	Scanning (top to bottom, left to right) Forming titles Attending to others' thoughts (not repeating what has been said before) Putting themselves in the characters' shoes – what might they say? Setting, Seasons, time Debating with peers and reasoning	Scanning (top to bottom, left to right) Forming titles Attending to others' thoughts (not repeating what has been said before) Putting themselves in the characters' shoes – what might they say? Setting, Seasons, time Debating with peers and reasoning	Scanning (top to bottom, left to right) Forming titles Attending to others' thoughts (not repeating what has been said before) Putting themselves in the characters' shoes – what might they say? Setting, Seasons, time Debating with peers and reasoning	Scanning (top to bottom, left to right) Forming titles Attending to others' thoughts (not repeating what has been said before) Putting themselves in the characters' shoes – what might they say? Setting, Seasons, time Debating with peers and reasoning	Scanning (top to bottom, left to right) Forming titles Attending to others' thoughts (not repeating what has been said before) Putting themselves in the characters' shoes – what might they say? Setting, Seasons, time Debating with peers and reasoning
RWI Guided Reading	Understanding of the texts Comprehension style questions Find and point to the word that shows... Have a try ... inferring from the text Retrieval of facts Applying personal knowledge and experiences	Understanding of the texts Comprehension style questions Find and point to the word that shows... Have a try ... inferring from the text Retrieval of facts Applying personal knowledge and experiences	Understanding of the texts Comprehension style questions Find and point to the word that shows... Have a try ... inferring from the text Retrieval of facts Applying personal knowledge and experiences	Understanding of the texts Comprehension style questions Find and point to the word that shows... Have a try ... inferring from the text Retrieval of facts Applying personal knowledge and experiences	Understanding of the texts Comprehension style questions Find and point to the word that shows... Have a try ... inferring from the text Retrieval of facts Applying personal knowledge and experiences	Understanding of the texts Comprehension style questions Find and point to the word that shows... Have a try ... inferring from the text Retrieval of facts Applying personal knowledge and experiences
Writing	Baseline Group story maps begin to recycle an element as a group Letter formation (those covered in phonics) Secure tripod grip Name writing Rhyming strings using phonics knowledge Writing recognisable letters (some of which are correctly formed)	Group story maps begin to recycle an element as a group Speech bubbles Captions/ words applying phonics knowledge Cards and letters Phrases Writing recognisable letters (some of which are correctly formed) Introducing finger spaces Spelling words by identifying the sounds in them Representing sounds by the letter or letters Secure tripod grip	Speech bubbles Individual story maps and begin to recycle an element independently Information writing Writing from different cultures Writing recognisable letters (some of which are correctly formed) Continuing with finger spaces and introducing capital letters and full stops Spelling words by identifying the sounds in them Representing sounds by the letter or letters	Captions and phrases, sentences Individual story maps and begin to recycle an element independently Adjectives to begin descriptive writing Posters Writing recognisable letters (some of which are correctly formed) Continuing with finger spaces and capital letters and full stops Introduce time connectives for writing Spelling words by identifying the sounds in them	Informational booklets Labels Instructions with imperative verbs Individual story maps and begin to recycle an element independently Writing recognisable letters (many of which are correctly formed) Continuing with finger spaces and capital letters and full stops Time connectives for writing sentences/stories Spelling words by identifying the sounds in them	Labels Postcard writing Information writing through research Individual story maps and begin to recycle an element independently Writing recognisable letters (most of which are correctly formed) Continuing with finger spaces and capital letters and full stops Time connectives for writing sentences/stories Spelling words by identifying the sounds in them Representing sounds by

St Robert Bellarmine Catholic Primary School – Reception 2024-25

		Letter formation	Secure tripod grip Letter formation	Representing sounds by the letter or letters Secure tripod grip Letter formation	Representing sounds by the letter or letters Secure tripod grip Letter formation Write simple phrase and sentences that can be read by others	the letter or letters Secure tripod grip Letter formation Write simple phrase and sentences that can be read by others
Maths	Counting and Recognition Data Handling Spatial reasoning Finding all possibilities Maths Eyes	2D shape Money Addition and Subtraction Spatial reasoning Finding all possibilities Maths Eyes	Counting and Recognition Size, Weight and Capacity Spatial reasoning Finding all possibilities Maths Eyes	Addition and Subtraction 3D shape Time Spatial reasoning Finding all possibilities Maths Eyes	Counting and Recognition Addition and Subtraction Doubling and Halving Spatial reasoning Finding all possibilities Maths Eyes	Odd and even numbers Sharing and equal groups of Grouping Missing numbers/shapes Spatial reasoning Finding all possibilities Maths Eyes Consolidation
UNDERSTANDING THE WORLD						
Science	Explore the natural world around them, making observations and drawing pictures of animals and plants. Show care for animals.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Irreversible changes	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.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Reversible changes	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. Recycling Growth and decay	Understand the importance of healthy food choices.
Seasonal	Understand the effect of changing seasons on the natural world around them					
UNICEF (Paddington)	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.					
Geography	Talk about the similarities and differences between them and their friends	Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Observe, find out about and identify features in the place they live and in the natural world. Describe some actions which people in their own community do that help to maintain the			Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions. Rainforests/recycling Draw information from a simple map Interpret range of sources of geographical information, including maps, globes, photographs	Draw information from a simple map Interpret range of sources of geographical information, including maps, globes, photographs

St Robert Bellarmine Catholic Primary School – Reception 2024-25

		area they live in. Draw information from a simple map				
Seasonal	Understand the effect of changing seasons on the natural world around them Examine change over time					
UNICEF (Paddington)	Recognise some environments that are different to the one in which they live. Introduce climate to the children. Recognise some similarities & differences between life in this country & life in other countries Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world.					
History	Talk about members of their immediate family and community. Name and describe people familiar to them. Introduction of terms past, present and future in relation to themselves. Time lines.	Recognise different times and special events.	Discuss different times and events during the year – link to timeline.	Describe special events throughout the year and see them on the timeline.	Begin to understand growth and decay and changes over time.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.
Key Role Models Stories	Talk about the lives of 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.					
EXPRESSIVE ART AND DESIGN						
Art and design	Sculpture - natural resources to create transient art in the style of Andy Goldsworthy.	Mark making – observational drawing of a range of autumn fruits.	Painting – explore and create Frida Kahlo art by mixing primary colours to create secondary colours.	Mark making – observational drawing of plants.	Textiles – to make accessories and recycle products for puppets and instruments.	Sculpture – select tools and techniques to shape, join assemble materials.
Ongoing	Mark making, painting, sculpture, collage, textiles and printing – it is important that the development of the children’s artistic awareness supports their imagination and creativity. Children have regular opportunities to engage with the arts, enabling them to experiment and play with a wide range of media and materials. The six art themes are threaded through explicit teaches, enhanced continuous provision and continuous provision.					
Music	Sounds all around – exploring vocal and instrumental sounds. Singing, playing musical instruments and moving to music. Controlling and handling instruments, start and stop signs and following conductor signs.	Celebrating – using voices and instruments in different ways. Exploring sounds to represent celebrations. Singing and learning songs for Christmas Nativity.			Mini-beasts – develop repertoire of songs about mini-beasts and growing plants. Exploring instruments, making and following musical patterns.	Travelling around – songs about travelling to other places. Listening and moving to music. Instrument activities. Creating cumulative sound sequences with songs and instruments relating to seaside holidays.

St Robert Bellarmine Catholic Primary School – Reception 2024-25

Composer study	Saint Saens Carnival of the animals – The Elephant and The Swan		Mendelssohn The Wedding March		Mozart Eine Kleine Nachtmusik	
DT	Look closely at similarities, differences, patterns & change Use different techniques for joining materials Use tools independently, with care & precision Create representations both imaginary & real-life ideas, events, people & objects		Create representations both imaginary & real-life ideas, events, people & objects		Look closely at similarities, differences, patterns & change Know & talk about the different factors that support their overall health & well-being Create representations both imaginary & real-life ideas, events, people & objects Responds imaginatively to art works & objects	
Ongoing	Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding Create collaboratively sharing ideas, resources & skills Return to & build on previous learning, refining ideas & developing their ability to represent them					
Cross-Curricular / Whole School Links	Links to RE (ourselves), PSHE (emotions), Mission Statement and to aid transitions and emotional resilience	Seasonal focus and celebrations (Autumn and Christmas), whole-school focus on Friendship fortnight	Seasonal Focus Cultural celebration and exploration of another country	Environmental/Scientific School focus Seasonal growth (Spring) and RE link (Growing)		Whole-School Healthy and Active focus