







The Cathedral School of St Peter and St John RC Primary School  
Reception Curriculum Yearly Overview 2023-2024.

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)	
Driver project	Lets Explore 	Marvellous Machines 	Long Ago 	Ready Steady Grow 	Animal Safari 	On the Beach 	
Mini project	Build it up Signs of Autumn Black History Month: Mae Jemison	Puppets and Pop ups Harvest celebrations	Stories and Rhymes Signs of Winter	Signs of Spring	Creep, Crawl and Wriggle Signs of Summer	Move it	Moving on
Enrichment	Exploring our school grounds.  Walk around our local area	Visit to Heaton Park Visitor: Paediatric Doctor (Linking to how machines help us) Making Vegetable soup Making toast.	Visit to Salford Museum Chinese New Year 10 <sup>th</sup> February: Year of the Dragon. Shrove Tuesday 13 <sup>th</sup> Febuary	Visit to RHS Garden centre World Book day 7 <sup>th</sup> March Incredible eggs FAIRTRADE FORTNIGHT 27th February – 12th March	Farm visit Caterpillars	Picnic and games in the park.	
Core Texts	<ul style="list-style-type: none"> <li>• We're going on a Bear Hunt: Michael Rosen.</li> <li>• In Every House on Every Street: Jess Hitchman.</li> <li>• Mr Grumpys outing: John Burningham.</li> <li>• Selection of non-fiction books.</li> <li>• Poetry books.</li> </ul>	<ul style="list-style-type: none"> <li>• Rosie Revere, Engineer: Andrea Beaty.</li> <li>• The Most Magnificent thing: Ashley Spears</li> <li>• No-Bot the Robot with no bottom.</li> <li>• Selection of non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>• Rosie's Hat: Julia Donaldson.</li> <li>• Coming to England: Floella Benjamin.</li> <li>• The snow beast- Chris Judge.</li> <li>• Selection of non-fiction books.</li> <li>• Poetry books.</li> </ul>	<ul style="list-style-type: none"> <li>• Jack and the beanstalk</li> <li>• Handas suprize: Eileen Brown</li> <li>• That's my flower: Alice Hemming</li> <li>• Selection of non-fiction books.</li> <li>• Poetry books.</li> </ul>	<ul style="list-style-type: none"> <li>• Little Red and The Very Hungry Lion: Alex T. Smith</li> <li>• Animal Suprizes: Nichola Davies</li> <li>• Omar, the bees and me: Helen Mortimer and Katie Cottle.</li> <li>• Selection of non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>• Who's hiding at the seaside: Kathgerine McEwen</li> <li>• Somebody swallowed Stanley: Sarah Roberts.</li> <li>• Say goodbye...Say hello: Cori Doerrfeld.</li> </ul>	

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		<ul style="list-style-type: none"> <li>Poetry books.</li> </ul>			<ul style="list-style-type: none"> <li>Poetry books..</li> </ul>	<ul style="list-style-type: none"> <li>Up and Down: Oliver Jeffers.</li> <li>Selection of non-fiction books.</li> <li>Poetry books.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>Rhyme and rhythm</li> <li>Letter recognition</li> <li>Phase 2 phonics: Grapheme/phoneme correspondence: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, r, h, b, f, l.</li> <li>Tricky words: is, I, the.</li> <li>Exploring the letters in their names</li> <li>Writing their own name</li> <li>Oral re-telling of stories</li> <li>Simple repetitive refrains</li> </ul>	<ul style="list-style-type: none"> <li>Learn songs and rhymes by heart</li> <li>Phase 2 phonics: Grapheme/phoneme correspondence: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk.</li> <li>Words with-s /s/ added at the end (hats, sits)</li> <li>Words ending in s /z/ (his) and with -s /z/ at the end (bags).</li> <li>Tricky words put, pull, full, as, go, no, to, into, she, push, he, of, we, me, be.</li> <li>Writing cvc (c: consonant, v:vowel) words</li> <li>Blending for reading</li> <li>Segmenting for spelling</li> <li>Writing for different purposes- shopping lists, wanted posters.</li> </ul>	<ul style="list-style-type: none"> <li>Learn songs and rhymes by heart</li> <li>Phase 3 phonics Grapheme/phoneme correspondence: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er.</li> <li>Words with double letters: dd, mm, tt, bb, rr, gg, pp.</li> <li>Longer words.</li> <li>Tricky words: was, you, they, my, by, all, are, sure, pure.</li> <li>Learning the alphabet</li> <li>...letter names</li> <li>Writing uppercase and lowercase letters</li> <li>Segmenting for spelling</li> <li>Labels and captions</li> <li>Begin to write simple sentences.</li> <li>Read own writing</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Phase 3: Review all taught so far.</li> <li>Words with 2 or more diagraphs (2 letters making one sound).</li> <li>Words ending in -ing</li> <li>Longer words, compound words (two words joined together to make one word).</li> <li>Words with s /z/ in the middle.</li> <li>Words with -s /s/ /z/ at the end.</li> <li>Words with -es /z/ at the end.</li> <li>Begin to spell some CEWs (tricky words)</li> </ul>	<ul style="list-style-type: none"> <li>Phonics phase 4: Short vowel sounds, CVCC, CCVC, CCVCC, CCCVC, CCCVCC.</li> <li>Longer words, compound words (two words joined together to make one word):</li> <li>Root words ending in: -ing, -ed /t/, /ed/, -est.</li> <li>Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.</li> <li>Segmenting to spell</li> <li>Write simple sentences</li> <li>Read own writing and check it to see if it makes sense</li> </ul>	<p>Phonics phase 4: Review all taught so far.</p> <p>Long vowel sounds, CVCC, CCVC, CCCVC, CVC, CCVCC.</p> <ul style="list-style-type: none"> <li>Phase 4 words with -s /s/ at the end.</li> <li>Phase 4 words with -s /z/ at the end.</li> <li>Phase 4 wordswith -es /z/ at the end.</li> <li>Longer words.</li> <li>Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est.</li> <li>Segmenting to spell</li> <li>Write simple sentences</li> <li>Read own writing and check it to</li> </ul>

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			<ul style="list-style-type: none"> <li>• Writing for different purposes-diary writing,</li> <li>• Stories with repeated phrases:</li> </ul>	<p>correctly when writing (I, to, the, no, go, into, he, she, we, me).</p> <ul style="list-style-type: none"> <li>• Generate questions to ask visitors.</li> <li>• Practise writing simple sentences.</li> <li>• Read own writing and check it to see if it makes sense.</li> <li>• Write a set of simple instructions (planting seeds)</li> </ul>	<ul style="list-style-type: none"> <li>• Use a full stop securely.</li> </ul>	<p>see if it makes sense.</p> <ul style="list-style-type: none"> <li>• Using a capital letter securely.</li> </ul>
Maths	<p>NCETM: Mastering in number.          White Rose Maths: Match, sort and compare. Talk about measure and patterns.          It's me, 1,2 ,3.</p>	<p>NCETM: Mastering in number.          White Rose Maths: It's me 1,2,3.          Circles and triangles. 1, 2, 3, 4, 5.          Shapes with 4 sides.</p>	<p>NCETM: Mastering in number.          White Rose Maths: Alive in 5.          Mass and capacity. Growing 6, 7, 8.          Length, height and time.</p>	<p>NCETM: Mastering in number.          White Rose Maths: Length, height and time.          Building 9 and 10.          Explore 3D shapes</p>	<p>NCETM: Mastering in number.          White Rose Maths: To 20 and beyond.          How many now?          Manipulate, compose and decompose.          Sharing and grouping</p>	<p>NCETM: Mastering in number.          White Rose Maths: Visualise, build and map.          Make connections.          Consolidation.</p>

UW - Possible links with Science	<b>Understanding of the world ELG: The Natural World.</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>					
	<ul style="list-style-type: none"> <li>• Sort and group materials and resources and talk about how they are similar or different.</li> <li>• Sensory walk: What can you see, hear, smell, feel?</li> <li>• Describe what, why and how something was made and compare with others.</li> <li>• Exploring using torches.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology to record their work and ideas.</li> <li>• Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</li> <li>• Shadow puppets.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about and observe seasonal changes (Winter).</li> <li>• Develop an understanding of freezing and melting: Read the Snowmans Coat: Brenda and Stuart Naylor.</li> <li>• Use technology to record their work and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• To learn about and observe seasonal changes and (Spring)</li> <li>• Develop an understanding of what plants need to grow.</li> <li>• Parts of plant.</li> <li>• Planting: Observe and record (Diary)</li> <li>• Where does our food come from? Food sorting.</li> <li>• Animals born in spring.</li> <li>• Life Cycle: Chicken/Hen, frog.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and draw pictures of animals and plants.</li> <li>• Learn about common features of Mammals, Reptiles and birds.</li> <li>• Carnivores, Herbivores and Omnivores.</li> <li>• To learn about and observe seasonal changes (Summer).</li> <li>• Develop an understanding of what we need to stay safe during the summer months.</li> <li>• Investigate materials: Water resistant/absorbant.</li> <li>• Liffe Cycle: Caterpillar.</li> <li>• Bee investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Floating and sinking.</li> <li>• Healthy body (importance of physical exercise).</li> <li>• Shadows.</li> <li>• Bouncing balls investigation.</li> </ul>

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UW- Links with History	<p><b>Understanding the World ELG: Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					
		<ul style="list-style-type: none"> <li>• Compare machines of the past and present and how inventions and technology have impacted on our lives.</li> <li>• Linking to our visit from a paediatric doctor, we will explore the machines used in a hospital and the people who operate them.</li> <li>• Learn about how machines work: electricity, battery, manual.</li> <li>• To learn that digital technology is used in all parts of everyday life. Some technology is</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how the local environment has changed over time using photographs and first-hand experiences.</li> <li>• Explore and talk about important events in the school or locality's history.</li> <li>• Share fiction and non-fiction stories that show how people lived in the past to now.</li> <li>• Traditional tales such as the elves and the shoemaker.</li> <li>• Chronology: Ordering days of the week, months of the year, seasons, routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Farming in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Roles of people in society who care for animals..</li> </ul>	<ul style="list-style-type: none"> <li>• Memories of family holidays and picnic in the park.</li> <li>• Holidays in the past</li> </ul>

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		<p>used to communicate with others.</p> <ul style="list-style-type: none"> <li>• Learn about online safety, and what they would do if they saw something online that made them sad, scared or worried.</li> <li>• Use iPad to take photographs, record sounds and videos.</li> <li>• Explore Digital technology: Calculators, scales. Recording equipment.</li> <li>• Digital Art: Jackson Pollack style.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different apparatus to measure time.</li> <li>• Black and White photographs.</li> <li>• How have they grown and what they can do now that they couldn't before?</li> <li>• Sequence familiar events.</li> <li>• Family history and traditions.</li> <li>• How things have changed: School days, shopping, clothes, toys.</li> </ul>			
<p>UW- Links with Geography</p>	<p><b>Understanding of the World ELG: People, Culture and Communities.</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• 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;</li> <li>• 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.</li> </ul>					

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	<ul style="list-style-type: none"> <li>• Exploring our school environment</li> <li>• Exploring our local environment.</li> <li>• What changes have there been in the local area?</li> <li>• Taking photographs</li> <li>• Make and use simple maps in their play to represent places and journeys, real and imagined.</li> <li>• Talk about stories and make connections with events in their own lives, what do they see on their way to school? What places have they visited?</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>		<ul style="list-style-type: none"> <li>• Changes to the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Input simple instructions to make technical toys operate.</li> </ul>	<ul style="list-style-type: none"> <li>• Use software to research the care of animals.</li> <li>• Represent journeys.</li> <li>• Animals around the world and in our local area.</li> <li>• Hot and cold countries: Habitats.</li> <li>• Looking after our environment.</li> </ul>	<ul style="list-style-type: none"> <li>• What can you do at the beach?</li> <li>• Compare environments.</li> <li>• Habitats.</li> <li>• Oceans and seas around the world.</li> <li>• Safety at the seaside/at sea.</li> <li>• Looking at our year in Reception..</li> <li>• Sporting heros</li> </ul>
EAD- links with Art and Design	<p><b>Expressive Arts and Design ELG: Creating with Materials.</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>					
	<ul style="list-style-type: none"> <li>• Painting from observation and</li> </ul>	<ul style="list-style-type: none"> <li>• Tinkering with machines (no longer</li> </ul>	<ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and</li> </ul>	<ul style="list-style-type: none"> <li>• Still life drawings using pastels.</li> </ul>	<ul style="list-style-type: none"> <li>• Weaving, pattern making.</li> </ul>	<ul style="list-style-type: none"> <li>• Artist Monet The beach.</li> </ul>

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	<p>imagination using water colours.</p> <ul style="list-style-type: none"> <li>• Create a feely box using different materials.</li> <li>• Take part in imaginative, creative and sensory play activities.</li> <li>• Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher: Interactive displays of core texts.</li> <li>• Use everyday products, stories, pictures, interests and experiences to inspire their creations: creating houses of all sizes for the 3 little pigs, small world figures and minibeasts.</li> </ul>	<p>working), looking at how they are designed.</p> <ul style="list-style-type: none"> <li>• Exploring how machines help us? (toaster, microwave, hospital equipment)</li> <li>• What machines need electricity.</li> <li>• Making vehicles using clay, boxes, wheels and axles.</li> <li>• Make puppets to use in the small world.</li> <li>• Digital Art inspired by Jackson Pollack.</li> <li>• Construct simple structures and models using a range of materials.</li> <li>• Imaginative play activities using props.</li> <li>• Paper bag/stick puppets.</li> </ul>	<p>stories with others, and – when appropriate – try to move in time with music.</p> <ul style="list-style-type: none"> <li>• Create art using parts from machines, nuts, bolts, screws.</li> <li>• Explore, build and play with a range of resources and construction kits with wheels and axles.</li> <li>• Make peg dolls.</li> <li>• Explore the artwork Leonardo da Vinci (Portrait: Mona Lisa): Create self-portraits using charcoal.</li> <li>• Colour mixing including black and white to make different shades of grey.</li> <li>• Add wheels and axles to construction area (Horse and carts).</li> </ul>	<ul style="list-style-type: none"> <li>• Printing.</li> <li>• Artist Giuseppe Arcimboldo: Face of fruit.</li> <li>• Design and make musical instruments.</li> <li>• Create food labels.</li> </ul>	<ul style="list-style-type: none"> <li>• Collages: Favourite animals.</li> <li>• Artist Matisse: Snail.</li> <li>• Butterfly prints.</li> </ul>	<ul style="list-style-type: none"> <li>• Seaside landscape.</li> <li>• Artist Matisse: 'Les Beles de la Mer'- 'The beast of the sea'</li> <li>• Seashore Mural.</li> <li>• Transitional art using shells, pebbles, driftwood, sand.</li> <li>• Boat/raft building.</li> <li>• Fabric painting.</li> <li>• People drawing.</li> </ul>
EAD - links with Music	<p><b>ELG: Being Imaginative and Expressive.</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt, recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>					

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	<ul style="list-style-type: none"> <li>Listen to a variety of music and sounds (under the sea, rainforest, at the seaside).</li> <li>Song: We're going on a bear hunt.</li> </ul>	<ul style="list-style-type: none"> <li>Explore playing a variety of percussion instruments.</li> <li>Add sound effects to stories.</li> </ul>	<ul style="list-style-type: none"> <li>Dance to music, such as pop, country dance, waltz, tango and rock and roll</li> <li>Sing a range classic nursery rhymes.</li> <li>Nursery rhyme presentation.</li> <li>Name the tune.</li> </ul>	<ul style="list-style-type: none"> <li>Learn songs: Oats and beans and barley grow. Dingle Dangle Scarecrow. Old MacDonald had a farm: Props. The farmers in his Den.</li> <li>Listen to the Spring music by Vivaldi.</li> </ul>	<ul style="list-style-type: none"> <li>Learn songs: The bear went over the mountain. The Animal Fair. The carnival of the animals.</li> <li>Listen to the music 'Flight of the Bumblebee' by Nikolai Rimsky-Korsakov.</li> </ul>	<ul style="list-style-type: none"> <li>Learn songs: I do like to be beside the seaside. A sailor went to sea. Bobby Shafto's gone to sea. She sells seashells.</li> <li>Listen to the music 'The Sailors Hornpipe by the Orchestral College.</li> <li>Music and movement: Dance like a sailor/pirate.</li> </ul>
Religion	Come & See – Domestic Church Caritas – Dignity of the Human Person Caritas – Option for the Poor and Vulnerable	Come & See – Baptism Come & See – Advent  Research of a female Saint: Saint Stephanie	Come & See – Local Church Caritas – Family and Communities  Come & See - Other Religions: Judaism	Come & See – Reconciliation Come & See – Lent (Lent begins Stations of the Cross	Come & See – Lent Come & See – Eucharist Come & See- Pentacost	Come & See- Universal Church  Caritas - Stewardship

This planning acts as an overview to ensure coverage of some of the learning objectives in the EYFS. It should not be viewed in its entirety as the whole curriculum that we offer. Our planning allows for flexibility and will often be enhanced by the children's interests during a specific topic.