



Sacred Heart Catholic Primary School and Nursery
Headteacher: Mrs Sally Nutman

Autumn Term Curriculum Overview Reception 2019-20

English

They will develop their communication and language skills by

- Listening to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Responds to simple instructions, e.g. to get or put away an object.
- Identifies action words by pointing to the right picture, e.g., “Who’s jumping?”
- Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’
- Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that?)
- Uses a variety of questions (e.g. what, where, who).
- Uses simple sentences (e.g. ‘Mummy gonna work.’) • Beginning to use word endings (e.g. going, cats).Where is.?).
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).

Children will be developing reading skills in sharing, talking about and handling books, they will

- Have some favourite stories rhymes, songs, poems or jingles.
- Repeat words or phrases from familiar stories.
- Fill in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’.
- Hold books the correct way up and turns pages.
- Looks at books independently.
- Handles books carefully.
- Listen to and join in with stories and poems, one-to-one and also in small groups.

Mathematics

Children will

- Use some language of quantities, such as ‘more’ and ‘a lot’.
- Know that a group of things changes in quantity when something is added or taken away.
- Use some number names and number language spontaneously.
- Use some number names accurately in play.
- Begin to categorise objects according to properties such as shape or size.
- Begin to use the language of size.
- Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’.
- Anticipate specific time-based events such as mealtimes or home time.

Children will begin to

- Recite numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Show an interest in shape and space by playing with shapes or making arrangements with objects.
- Show awareness of similarities of shapes in the environment.



Windermere Road, Southend-on-Sea, Essex SS1 2RF

Telephone: 01702 468052 Facsimile: 01702 603061 Email:office@sacredheart.southend.sch.uk



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They will begin to learn to write by:

- Distinguishing between the different marks they make.
- Sometimes giving meaning to marks as they draw and paint.
- Ascribing meanings to marks that they see in different places.

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Understanding the World

Children will:-

- Have a sense of own immediate family and relations.
- Take part in pretend play, imitating everyday actions and events from own family and cultural background, e.g. making and drinking tea.
- Begin to have their own friends.
- Learn that they have similarities and differences that connect them to, and distinguish them from, others.
- Enjoy playing with small-world models such as a farm, a garage, or a train track.
- Notice detailed features of objects in their environment.
- Seek to acquire basic skills in turning on and operating some ICT equipment.
- Operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

Physical Development

Children will

- Climb confidently and is beginning to pull themselves up on nursery play climbing equipment.
- kick a large ball.
- Turns pages in a book, sometimes several at once.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Begin to use three fingers (tripod grip) to hold writing tools
- Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.

Some children will

- Use one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.
- Draw lines and circles using gross motor movements.

Expressive Arts and Design

Children will:-

- Joins in singing favourite songs.
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.
- Experiments with blocks, colours and marks
- use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Beginning to make-believe by pretending.
- Enjoys joining in with dancing and ring games.
- Begin to Sing a few familiar songs.
- Beginning to move rhythmically.
- Engages in imaginative role-play based on own first-hand experiences.
- Uses movement to express feelings.
- Creates movement in response to music.



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R.E.

Children will gain an understanding of:-

- The importance of their name and that God loves everyone. They will gain an understanding of their own and others' beliefs and values.
- The meaning of welcome and how children are welcomed into the Church family through Baptism.
- What a birthday is and how it may be celebrated. They will learn that Advent is a time for waiting for the celebration of Christ's birth.
- What a celebration is and how the parish family celebrate.

Personal, Social and Emotional Development

Children will learn/be able to:-

- Show interest in others' play and starting to join in.
- Seek out others to share experiences.
- Show affection and concern for people who are special to them.
- Form a special friendship with another child.
- Separate from main carer with support and encouragement from a familiar adult.
- Express own preferences and interests.
- express their own feelings such as sad, happy, cross, scared, worried.
- Respond to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Show understanding and cooperates with some boundaries and routines.
- Inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do



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