



*Sacred Heart Catholic Primary
School and Nursery*
Windermere Road,
Southend on Sea, Essex, SS1 2RF
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Autumn Term Curriculum Overview – Reception

English	Mathematics
<p>Children will develop their Communication and Language skills through a range of experiences.</p> <ul style="list-style-type: none">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. <i>went down slide, hurt finger</i>). <p>Children will be developing reading skills in sharing, talking about and handling books.</p> <ul style="list-style-type: none">Have some favourite stories rhymes, songs, poems or jingles.	<p>Children will experience a range of activities to develop their Maths skills, knowledge and understanding.</p> <ul style="list-style-type: none">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.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.



Southend-on-Sea



Silver Quality Mark 2013/14



Headteacher: Mrs Janet Mullally
Part of the Assisi Catholic Trust Ltd,
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- 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.

Children will begin to learn to write through phonics sessions alongside a range of purposeful activities.

- 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.
- Begin to segment simple words and hear sounds within words.
- Begin to hear and say initial sounds and write these.

Understanding the World

Children will develop their understanding of the world around them, including experiences of people and communities, the natural world and the use of technology.

- 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.



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Physical Development

Children will be developing their gross and fine motor skills through a range of experiences.

- 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.
- 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 be encouraged to express themselves through a variety of creative experiences, including art, drama, singing and dancing.

- 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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Religious Education

Children will begin to develop their understanding of the Catholic faith through daily worship and RE lessons. Experiences will teach them:

- 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 begin to make relationships with their peers and adults, develop their confidence and begin to manage their emotions.

- 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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