

Our Lady Catholic School - Reception curriculum map – Autumn term

Topic	All about me							Celebrations					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Topic focus	Starting school		Me	Family	House	Community	How I fit in	Diwali	Fireworks	Remembrance	Christmas & Nativity		
Literacy Core book	Starting school		All about me books	We're going on a bear hunt	This is our house	Smartest giant in town	The rainbow fish	Rama and Sita	Firework code & Room on the broom	Where the poppies now grow	Stick man	Nativity	Jolly Christmas postman
Word reading & Comprehension Phonics	Baseline assessments using birth to 5 Speaking and listening focus. Dfe Baseline Assessment of children upon entry Little wandle Entry assessment		Little wandle daily phonics Little wandle reading practice sessions x3 weekly (decoding, prosody, comprehension) Daily story voting – book read by the teacher Circle time shared group reading				Little wandle daily phonics Little wandle reading practice sessions x3 weekly (decoding, prosody, comprehension) Daily story voting – book read by the teacher Circle time shared group reading						
Nursery Rhymes	If You're Happy and You Know it		Head shoulder knees and toes	The Bear went over the Mountain	Ten in the Bed	Wind the Bobbin Up	I can sing a rainbow	I'm a Little Diva Lamp*	10 Little Fireworks Standing in a Row*	Mary Mary Quite Contrary	One, Two Buckle My Shoe	Twinkle twinkle little star	Christmas songs
Personal, Social, Emotional	Baseline assessments using birth to 5. Golden Rules and learning the rules in the school and classroom. Time tabled routines to promote overall health & wellbeing. Children supported		Develop sense of responsibility and membership of their class community– name peg labels, Family photos for RE display, All about me books in reading area. All about me space on display. Continue learning about and reinforcing the golden rules. Rewarding children: stickers, house points, head teacher's awards, Geoffrey home visit, prayer bear home visit. Time tabled routines to promote overall health & wellbeing.				Develop sense of responsibility and membership of their class community– name peg labels, Family photos for RE display, All about me books in reading area. All about me space on display. Self-Regulation- Self-help skills High expectations for children following instructions, stickers, house points, head teacher's awards, Geoffrey home visit, and prayer bear home visit. Time tabled routines to promote overall health & wellbeing. Celebrating differences in our class and community – Magic moments. Y6 buddy time Class responsibilities: EG, Snack helper, Prayer monitor						

	at lunchtimes/playtimes by buddies. Introducing areas of provision.	Celebrating differences in our class and community – Magic moments. Y6 buddy time Class responsibilities: EG, Snack helper, Prayer monitor Activities to develop relationships/making friends/dealing with conflict/sharing Learn how to use the toilet independently and manage own personal hygiene.			Firework safety. Class assembly – Taking on a role in a group. Building and sustaining constructive & respectful relationships Dealing with conflict & sharing. Building self-esteem through praise and recognition of achievements. Continue to manage own personal hygiene and know when they need help which they can then ask for.		
Writing	Baseline assessments using birth to 5. Speaking and listening focus. Dfe Baseline Assessment. Introducing areas of provision.	Fine motor skills and Pencil grip. Children independently writing their names Mark making and emergent writing relating to the focus book of the week. Choosing Independent activities each day linked to the core books of the week. Child initiated activity – supports writing for a purpose (role play, name labels). Celebration of children’s independent writing at the end of each day. Adult directed writing activity – Each child produces 1 pieces per week linked to their weekend news.			Fine motor skills and Pencil grip. Pen Pals Alphabet and letter formation. Children independently writing their names Mark making and emergent writing relating to the focus book of the week. Choosing Independent activities each day linked to the core books of the week. Child initiated activity – supports writing for a purpose (role play, name labels). Celebration of children’s independent writing at the end of each day. Adult directed writing activity – Each child produces 1 pieces per week linked to their weekend news.		
Communication & Language	Baseline assessments using birth to 5. Introducing areas of provision.	Teachers Promote and model active listening. Develop social phrases Good morning, Good afternoon etc. New vocabulary introduced via objects, pictures and photographs. Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others. Range of books available in all areas of the class environment that link to pupil interests and topics. Story time 2x a day. Traditional and Modern stories. Core books displayed in the class reading area.			Teachers Promote and model active listening. New vocabulary introduced via objects, pictures and photographs Vocabulary wall showing previously used vocabulary and reviewed in contexts. New vocabulary used repeatedly throughout the day. Children talk and articulate their ideas, Teachers rephrase sentences with new vocabulary, structure responses using sentences starters, past tense, plurals, use of connectives. Teachers ask open questions Children have opportunities throughout the day to read and share books fiction& Non-fiction to each other and others from the class library. Story time 2x a day. Traditional and Modern stories. Core books displayed in the class reading area. Magic moments each week – child share and talk about special memories/objects from home. Class assembly – Speaking and listing in a big group. Wellcomm intervention for targeted pupils.		
Maths (Herts Essentials)	Baseline assessment using birth to 5. Introducing areas of provision.	RLS1: Subitising (including equivalence, more and less)	RLS2: Counting Skills (stable order and one to one correspondence)	RLS3: Comparison –	RLS4: Pattern Recognition	RLS5: Classification	RLS6: Counting the Sort (including cardinality)

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Maths Core book									
Physical development	Baseline assessment using birth to 5. Introducing areas of provision.	PE Hub Gymnastics unit 1 Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practice physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty. Morning fiddly finger activities to build fine motor control. Regular access to small tools such as scissors, pencils, paint brushes, tweezers etc..			PE Hub Dance unit 1 Inc. preparation for Nativity - learn star dance. Develop overall body strength coordination, balance and agility. Develop small motor skills to use tools competently. Regular access to outdoor space to practise physical skills lifting, carrying, pushing, pulling, constructing, stacking and climbing, with varying degrees of difficulty. Morning fiddly finger activities to build fine motor control. Regular access to small tools such as scissors, pencils, paint brushes, tweezers etc..				
Understanding the world	Baseline assessment using birth to 5. Introducing areas of provision.	Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Children familiarise themselves with the school and the community - name of road, town the school is located, houses and buildings. Investigation Focus: Sensory Explorations touch, sight, smell, taste & sound. Learning about our new environment – school tour. Where we live. Homes around the world. Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Cooking - XXXX			Daily Weather Chart -Days of the week, date, year & season. Current topic books read aloud to extend children's knowledge of the world and to illustrate current topic. Topic books also displayed around the environment. Learning about different cultures around the world. Investigation: Firework in a glass Seasonal calendar – changes over the seasons. (Autumn hunt) Learning about Remembrance Sunday and participating in a whole school poppy field service. Frequent opportunities for children to explore the outdoors to observe, discuss and interact with natural processes. Cooking - XXXX				
Expressive arts and design	Baseline assessment using birth to 5. Introducing areas of provision.	Self portraits Developing painting skills Junk modelling – joining using tape (Making houses) Talk about the creations they have made in weekly celebration times.			Fireworks – colour mixing Clay Diwali lamps Poppy collage using a variety of different materials Talk about the creations they have made in weekly celebration times. Acting in the nativity performance.				

Music	Baseline assessment using birth to 5. Introducing areas of provision.	Charanga music unit - Me!	Charanga music unit - My stories				
RE	Me and my family – Photos/books for RE display.	Margaret Carswell unit -	Margaret Carswell unit – Advent to Christmas				
RSHE	See PSHE		Handmade with love	I am me	Head shoulder s knees and toes	Ready teddy	See PSHE