

Holy Cross Reception Curriculum

Subject	Area	Aspect	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
PE	Expressive arts and design	Exploring dance	<p>To move to music</p> <p>To show an awareness of space</p>	<p>To be confident in expressing themselves in movement in front of others</p>	<p>To dance in a pair</p> <p>To use appropriate dance movements in response to the theme of the dance</p> <p>To be able to respectfully comment of the dances of others</p>	<p>Follow the sequence in a taught dance</p> <p>Watch and talk about dance, expressing their thoughts and feelings</p>	<p>To dance in a group</p> <p>To move in time with music</p>	<p>Express their feelings through dance</p> <p>To perform with control and confidence</p>
Music		<p>Exploring music</p> <p style="color: red;">Charanga scheme</p>	<p>To learn to sing nursery rhymes and action songs</p> <p>Pat-a-cake 1, 2, 3, 4, 5 Once I caught a fish alive This old man Five little Ducks Name song Things for fingers</p> <p>To enjoy listening to music and respond through movement.</p>	<p>To learn to sing nursery rhymes and action songs</p> <p>I'm a little teapot The Grand Old Duke of York Ring O'Roses Hickory Dickory Dock Not too difficult The ABC song</p> <p>To enjoy listening to music and respond through</p>	<p>To learn to sing or rap to nursery rhymes and action songs</p> <p>Wind the Bobbin up Rock-a-bye baby Five little monkeys jumping on the bed Twinkle Twinkle If you're happy and you know it Head, shoulders, knees and toes</p> <p>Respond to music through movement or actions, responding to</p>	<p>To learn to sing nursery rhymes and action songs</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row your boat The wheels on the bus The Hokey Cokey</p> <p>To enjoy listening to music and respond through dancing.</p>	<p>To learn to sing the song</p> <p>Big Bear Funk</p> <p>To enjoy listening and dancing to funk music.</p> <p>To respond to music and be able to comment and ask questions about music</p>	<p>To revisit songs from the year.</p> <p>To consolidate learning.</p> <p>To respond to music and be able to comment and ask questions about music that they</p>

			<p>Find the pulse in different ways and show through actions.</p> <p>Copy-clap the rhythm of their names.</p> <p>Explore high sounds and low sounds using voices.</p> <p>To perform a song.</p>	<p>movement or actions.</p> <p>Find the pulse as one of the characters from the song.</p> <p>Copy-clap the rhythm of small phrases from the songs.</p> <p>Explore high pitch and low pitch in the context of the songs.</p> <p>Play a note or sound in time with the pulse.</p> <p>To perform a song.</p>	<p>different speeds.</p> <p>Invent ways to find the pulse.</p> <p>Copy-clap some rhythms of phrases from the songs.</p> <p>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p>Play a 1-note pattern in time with the pulse.</p> <p>To perform a song with actions created.</p> <p>To listen back to the performance.</p>	<p>To find the pulse and show others your ideas through actions.</p> <p>Copy-clap some rhythms of phrases from the songs.</p> <p>Explore high pitch and low pitch using their voices.</p> <p>Play a 1-note pattern in time with the pulse.</p> <p>To perform a song with actions created.</p> <p>To listen back to the performance.</p>	<p>that they listen to.</p> <p>To find the pulse in different ways and show this through actions.</p> <p>To copy-clap 3 or 4 word phrases from the song.</p> <p>To share ideas.</p> <p>To play the pulse with a pitched note or untuned percussion instrument.</p> <p>To add one pitched sound to the rhythms of words of words and short phrases from the song.</p> <p>To perform a song with actions created.</p> <p>To listen back</p>	<p>listen to.</p> <p>To share ideas and actions.</p> <p>To know that music can touch your feelings.</p> <p>To experiment with 2 note patterns.</p> <p>To share and perform.</p> <p>To talk about a performance.</p>
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Art/ D&T		Exploring art and design	Explore different materials and construction kits. To create large scale drawings/ paintings. To use pencils to free draw. Safely use tools.	To join different materials. Explore colour and colour mixing. Draw closed shapes, using them to represent objects. Safely use tools.	Decide what materials to use for a purpose. Plan a design. To be able to respectfully comment on the work of others. Explore with a range of tools and use them safely.	Use appropriate colours for tasks. Develop own ideas. To draw with detail. To draw from observation. Safely use tools.	Explore and create texture. Share creations, explaining the process used. Use drawing to represent ideas and emotions. Safely use tools	Explore and refine artistic effects and techniques. Explore various painting techniques. Express their ideas and feelings through art and design. Safely use tools.
English		Stories and play	To take part in simple pretend play.	To begin to develop stories using small world equipment.	To use props and materials to role play characters.	To develop storylines in their pretend play.	Work collaboratively to perform stories. Make use of props and materials.	Invent, adapt and recount narratives and stories.
		Communication and Language	Listening, attention and understanding	To listen carefully to stories. To understand a simple question or one step instruction.	To listen to and join in with repeated refrains in a story. To understand how to listen carefully and why listening	To listen to and talk about key events in a story. To listen to and talk about non-fiction texts.	To identify the main characters in the story and talk about their feelings. To listen attentively in a small group situation.	To link events in a story to their own experiences. To listen and respond with relevant comments.

			Children will understand and ask 'what' questions.	Children will understand and ask 'who' questions.	Children will understand and ask 'when' questions.	Children will understand and ask 'where' questions.	Children will understand and ask 'why' questions.	Children will ask questions to further their understanding.
		Speaking	To develop social phrases. To be able to share ideas. To talk about the events of familiar stories. Children will know, learn and use new vocabulary linked to the theme.	To speak in longer sentences. To retell a story using some key phrases and repetition. Children will know, learn and use new vocabulary linked to the theme.	To use a range of connectives to join ideas. To talk about what they have learned from a non-fiction text. Children will know, learn and use new vocabulary linked to the theme. To use past, present and future tenses accurately.	To share ideas and thoughts in well-formed sentences. To retell a story in their own words. Describe events in detail. Children will know, learn and use new vocabulary linked to the theme.	To use talk to organise activities and work out problems. To be able to offer ideas for a story. Children will know, learn and use new vocabulary linked to the theme.	To express their ideas and feelings in full sentences. To adapt, create and tell a story. Children will know, learn and use new vocabulary linked to the theme. To use past, present and future tenses accurately.
	Literacy Jonathan Bond's 'The English Kit'	Comprehension	Children will read and re-read a selection of books, developing skills that enable children to Infer, Predict, Explain,	Children will read and re-read a selection of books, developing skills that enable	Children will read and re-read a selection of books, developing skills that enable children to Infer, Predict, Explain,	Children will read and re-read a selection of books, developing skills that enable children to Infer, Predict, Explain,	Children will read and re-read a selection of books, developing skills that enable	Children will read and re-read a selection of books, developing skills that enable children to Infer, Predict, Explain,

	<p style="text-align: center;">Phonics: Little Wandle Letters and Sounds Revised</p>		<p>Retrieve and Summarise, and introduces them to new vocabulary.</p> <p>Each week we look at a new text.</p>	<p>children to Infer, Predict, Explain, Retrieve and Summarise, and introduces them to new vocabulary.</p> <p>Each week we look at a new text.</p>	<p>Retrieve and Summarise, and introduces them to new vocabulary.</p> <p>Each week we look at a new text.</p>	<p>Retrieve and Summarise, and introduces them to new vocabulary.</p> <p>Each week we look at a new text.</p>	<p>children to Infer, Predict, Explain, Retrieve and Summarise, and introduces them to new vocabulary.</p> <p>Each week we look at a new text.</p>	<p>Retrieve and Summarise, and introduces them to new vocabulary.</p> <p>Each week we look at a new text.</p>
		<p style="text-align: center;">Word Reading</p>	<p>We follow LITTLE WANDLE letters and sounds revised for phonics.</p> <p>To hear and identify initial sounds in words.</p> <p>To distinguish between different sounds.</p> <p>To recognise rhyme and alliteration.</p> <p>To orally blend words.</p> <p>To read own name.</p>	<p>We follow LITTLE WANDLE letters and sounds revised for phonics.</p> <p>To blend known sounds in words.</p> <p>To segment CVC words into phonemes.</p> <p>To respond quickly with the correct sounds for graphemes.</p>	<p>We follow LITTLE WANDLE letters and sounds revised for phonics.</p> <p>To blend known sounds in words.</p> <p>To segment known sounds in words.</p> <p>To respond quickly with the correct sounds for graphemes.</p>	<p>We follow LITTLE WANDLE letters and sounds revised for phonics.</p> <p>To blend known sounds in words.</p> <p>To segment known sounds in words.</p> <p>To respond quickly with the correct sounds for graphemes.</p>	<p>We follow LITTLE WANDLE letters and sounds revised for phonics.</p> <p>To blend known sounds in words.</p> <p>To segment known sounds in words.</p> <p>To respond quickly with the correct sounds for graphemes.</p>	<p>We follow LITTLE WANDLE letters and sounds revised for phonics.</p> <p>To blend known sounds in words.</p> <p>To segment known sounds in words.</p> <p>To respond quickly with the correct sounds for graphemes.</p>

		Writing	<p>Children will know how to write their name.</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>To write an initial sound.</p> <p>Know how to form a sentence.</p> <p>Write some letters accurately.</p>	<p>To write a CVC/CVCC word.</p> <p>Know to leave spaces between words.</p>	<p>To write a short phrase.</p> <p>Know to use a full stop at the end of a sentence.</p> <p>To form most lower-case letters correctly.</p>	<p>To write a short sentence.</p> <p>To know a capital letter is used at the beginning of a sentence.</p>	<p>To write a short sequence of sentences.</p> <p>To know to read what they have written to check it makes sense.</p> <p>To form capital letters correctly.</p>
	Physical Development	Fine motor skills	<p>To show a preference for a dominant hand.</p> <p>To thread objects.</p> <p>To copy circles and lines.</p> <p>To manipulate clay/play dough material.</p>	<p>To use a comfortable grip with good control when using a pencil.</p> <p>To use scissors to make snips in paper.</p>	<p>Use tools competently, safely and confidently.</p> <p>To copy letters.</p> <p>To use a knife and fork.</p>	<p>Hold a pencil effectively with a tripod grip.</p> <p>To use scissors to cut along a line.</p>	<p>Use a range of small tools with good control.</p> <p>To form letters correctly.</p>	<p>Show accuracy and care when drawing and writing.</p> <p>To form capital letters correctly.</p>
PE		Gross Motor skills Get Set for PE scheme	<u>Introduction unit 2</u> To know how to move safely around others. To change direction to avoid others. To run, skip, hop and jump. To throw and catch a ball.	<u>Fundamentals 2</u> To stop safely. To balance on and off equipment. To change direction to avoid others. To crawl, jump, skip, walk, gallop	<u>Gymnastics 2</u> To jump and land appropriately. To make shapes using our bodies. To combine different movements with ease and fluency.	<u>Dance Unit 2</u> To make shapes using our body parts. To work at different levels. To develop balance and co-ordination. To move with control.	<u>Ball skills Unit 2</u> To roll, stop and aim with a ball. To develop accuracy when throwing at a target. To explore overarm and underarm throws.	<u>Games Unit 2</u> To develop accuracy when throwing. To refine movements. To move safely, avoiding obstacles. To develop co-ordination.

			To control a ball with hands.		To balance and hold positions. To jog, jump, skip, side-step, hop and climb. To perform rolls- straight, barrel, forward roll To confidently and safely work on apparatus	To negotiate space and change direction.	To develop throwing and catching with a partner. To control a ball with feet- dribbling, aiming, passing, kicking. To develop kicking a ball at a target.	To explore striking a ball with a racket.
PSHE		Health and self-care	To put on and remove own coat, shoes, jumpers. To use the toilet with little support. To wash and dry hands independently.	To do own coat zip up. To use the toilet independently. To understand what a healthy choice is from a selection.	To sort things that are healthy and un-healthy. To know how to be a safe pedestrian and how to cross a road safely. To eat independently, using a knife and fork.	To make healthy choices and know why they are good for us.	To know the importance of tooth brushing. To get dressed and undressed independently.	To know and talk about the different factors that are good for our health and well-being. Be able to manage the school day successfully.
	Personal, social and emotional development Jigsaw scheme	Managing Self	To be aware of the school rules. To select and take part in activities.	To know that rules are there to keep us safe. To help with jobs in class.	To suggest rules that may be needed. To know if you persevere you can tackle challenges.	To explain the reasons for rules. To understand what being responsible means.	To know right from wrong To confidently try new activities.	To follow the rules. To show resilience and perseverance in challenging

								situations. To manage own personal needs.
						To know which foods are healthy. To know what choices are good for me (food, sleep and exercise)	To know the importance of tooth brushing.	
		Self-regulation	To see themselves as a valuable individual. To identify their own feelings.	To know ways in which they are special. To name the feelings of others.	To set a goal and work towards it. To express their feelings.	To know how it feels to be proud. To consider the feelings of others.	To know the impact of my behaviour on others. To know how to manage my feelings.	To prepare for transition and change. To know how to overcome challenges.
		Building relationships	To know how to listen to one another with respect.	To know how to be a kind friend.	To use kind words to encourage people.	To know how to make friends. To take turns.	To know how to treat others.	To know how to resolve a problem by talking it through with an adult or friend.
Maths	Mathematics White Rose	Number	To subitise to 3. To represent, compose and compare numbers to 3. To sort, match and compare representations to 3.	To begin to subitise to 5. To represent, compose and compare numbers to 5. To match number names to numerals and quantities.	To subitise to 5. To identify 0. To represent, compose and compare numbers to 8. To match number names to numerals and quantities.	To subitise a larger amount into smaller groups. To represent, compose and compare numbers to 10.	To subitise. Develop understanding of composition of numbers. Build, compare and identify numbers to 20. To estimate.	To subitise. To recall double facts within 10.

			To find one more and one less than numbers to 3.	To order numerals to 5. To know one more and one less than a number to 5.		To order numbers to 10. To know number bonds to 5. To explore number bonds to 10.	To represent a number story.	To recall some number bonds to 10.
		Numerical patterns	To count up to 3 objects.	To count on and back to 5. To verbally count to 10.	To count on from a number. To compare quantities and use vocabulary of more, the same as and fewer. To share and compare equal and unequal groups. To notice one more and one less patterns. Make pairs, recognising some amounts have an 'odd' one. To combine two groups.	To count on and back to 10. To combine two groups.	To count forwards and backwards within 10. To have a secure understanding and application of the counting principles.	To explore and represent double facts. To equally share amounts into 2 groups. To make equal groups. To explore and represent odd and even numbers.
		Shape, space and measure	To match objects that are the same. To sort objects into sets and explain reasoning.	To identify and describe circles, triangles, squares and rectangles. To understand	To compare mass and capacity and use the associated vocabulary-heavy, light, heaviest, lightest,	To compare height and length and use the associated vocabulary-longer, shorter, taller, wider,	To sort and match, looking at similarities and differences. To select and combine shapes	To use positional language to describe where items are in relation to other items.

			<p>To compare size, mass and capacity.</p> <p>To continue, copy and create a AB repeating pattern.</p>	<p>and use simple positional language.</p> <p>To order events in their daily routines.</p> <p>Use time language- day, night, morning.</p> <p>Measure time in simple ways.</p>	<p>full, half full, empty.</p> <p>To use shapes to create a Tangram.</p>	<p>narrower.</p> <p>Order and sequence events of a day. Use language of- 'today', 'tomorrow', 'yesterday' and days of the week.</p> <p>Children will identify a cube, sphere, cylinder, cone.</p> <p>Continue, copy and make ABB/AAB patterns.</p>	<p>for a purpose and explain reasoning.</p> <p>To use positional language.</p>	<p>Use and create simple maps.</p> <p>Copy, continue and create repeating patterns and arrangements.</p>
History	Understanding the World	Past and present	<p>To have an understanding of their own past</p>	<p>To have an understanding of their family's history</p> <p>Know that people can tell us about the past</p>	<p>To know about a famous person from the past</p>	<p>To know about the roles that people have in society</p> <p>To know how these roles have changed over time</p>	<p>To know the differences between past and present using artefacts, remains and stories</p>	<p>To know the differences between past and present using photographs</p> <p>To understand what the past is, how it links to time and how we know what happened then</p>
Geography		People, culture and communities	<p>To know the name of our school.</p> <p>To know that we live in Harlow.</p> <p>To know that the</p>	<p>To recognise how people celebrate 'Diwali'.</p> <p>To know how and why people</p>	<p>To identify and describe key features of our school environment.</p> <p>To recognise how people</p>	<p>To know that we do not have certain animals in England, and compare with other countries.</p> <p>Children will</p>	<p>To create a simple map of our school environment.</p> <p>To look at aerial maps and identify</p>	<p>To identify similarities and differences between England and a country of study.</p>

			green on a globe is land, and the blue is sea.	celebrate Christmas. To know that there are different countries in the world. <i>Children will identify typical weather in Autumn.</i>	celebrate 'Chinese New Year'. <i>Children will identify typical weather in Winter.</i>	know the Easter story. <i>Children will identify typical weather in Spring.</i>	key features.	<i>Children will identify typical weather in Summer.</i>
Science		The Natural World	<p>To explore 'outside' and know some of the key features of the natural world around them</p> <p>To use their senses to explore their environment</p> <p>Describe the natural world using their senses</p> <p>To know how animals grow and change</p>	<p>To make close observations of the natural world</p> <p>To know about the seasons and what is special about autumn</p> <p>To identify basic materials</p>	<p>To know common changes in the natural world</p> <p>To know what is special about winter</p>	<p>To know the names of common animals</p> <p>To know what is special about spring</p> <p>To know how plants grow and change</p> <p>To know how humans grow and change</p>	To know some key differences between animals	<p>Draw and label pictures of animals and plants based on close observation</p> <p>To know what is special about summer</p> <p>To know how the natural world is different in different places</p>

