

The Good Shepherd Catholic Primary School



Reception

Autumn Curriculum Newsletter

2025-2026

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Bonner

*Father, creator of all,
you 'ordered the earth' to bring forth life
and crowned its goodness by
creating family life.
Teach us the beauty of human love,
show us the value of family life
and help us to live in peace
with everyone.
Amen.*

Launch of EYFS CUSP Curriculum 2023

We have decided to implement the Unity Schools Partnership CUSP curriculum model written by Alex Bedford of Unity Schools Partnership.

KEY EXPERIENCES		<ul style="list-style-type: none"> ○ Learning about ourselves, our feelings, our community and family. ○ Making friends, feeling safe and happy. ○ Learning and understanding our class rules. ○ Learning our School Mission statement and trying to follow it in all we do. ○ Visiting our Forest School and learning the 3 rules. ○ Going to a Pantomime. ○ Performing in front of an audience.
-----------------	--	--

Autumn 1

Ourselves, family and friends

What makes me a me?

Similarities and differences.

Family dynamics

Homes

Our Uniqueness Within our World.

Understanding our feelings

Kindness

Structured Story time

CUSP	Supporting Quality Texts
I am almost always kind	Mission Statement RED Not Now Bernard.
What makes me me?	Handful of Buttons
The Gingerbread Man	The runaway Chapati The run away pea The runaway Pizza

Ongoing Curriculum Focus:

Physical development – Gross motor – negotiating space and obstacles safely and Spatial awareness

FS2- REAL PE/PE Planning

Fine motor – Tools and Fixings (intro how to use – link to class routines and rules) [Physical FK](#)

Communication and Language Development – baseline assessment of language – NELI, receptive and expressive language targets built into ShREC interactions and language of learning framework SA-Research Project.

Maintaining Attention, Following Instruction (routines), acquisition of new vocabulary, (ongoing) [Communication and Language FK](#)

PSED – Self regulation, Building Relationships and Managing Self, Health and Self Care (hygiene routines) [PSED FK](#)

Heartsmart

Wider Curriculum Focus:

EAD – Music Drama and Dance – Using Voices, listening with concentration, role play – modelling how to use domestic role play purposefully. Small world imaginative and complex. [EAD Music, Drama, Dance FK](#)

FS2 – Kapow Music

Focus **UTW and EAD**

Prime areas – ongoing ←

Physical – assess gross motor movement consider links to other needs, explicit instruction of developing strength, balance and coordination

(Is active for at least 180 minutes per day [UK Chief Medical Officer’s Physical activity guidelines]) [Physical FK](#)

Science – Seasons and Weather [Science UTW FK](#)

Geography - Celebrations around the world [Geography and RS UTW FK](#)

RED-

History – Chronology (time of year, now and then), Their Families [History UTW FK](#)

Autumn 2

Lets Celebrate!

Diwali- Traditions
 Autumn - Weather and seasonal change
 Harvest
 Celebrations
 Nativity

Structured story times FS2

CUSP	Supporting Quality Text
The Dark	Kippers monster
The Squirrels who squabbled	Harvest
Pumpkin soup	
Celebrations around the world	Diwali Nativity

Focus – UTW and EAD
UTW Geography and RS - People and Communities, including different religious and cultural communities
EAD – Art and DT – Painting / colour pattern texture / shape / sculpting (e.g. Diwali, fireworks)
UTW History – Their families and significant people / events, understanding the past through story
EAD – Music, drama and dance – using voices, adapt, create and sustain a range of roles, dance using simple movement patterns

Prime areas – ongoing – look at in physical – moving energetically [Physical FK](#)

Focus – UTW
UTW Geography and RS – Locational Knowledge
UTW History – Their families and Significant people / events locally
EAD – Art and DT- Range of materials, Tools and fixings, Discussion and evaluation
UTW Science – everyday materials

Forest School

Prime areas – ongoing – look at in physical – moving energetically [Physical FK](#)
Communication and language – look at progress in language targets and developing conversation.

Focus – UTW
UTW Science, Geography and RS - Seasonal Changes and Weather
UTW History – Their families and significant people / events, understanding the past through story
EAD – Music, drama and dance – using voices, adapt, create and sustain a range of roles, dance using simple movement patterns

Prime areas – reassess language for those not at ARE. Physical development check?

SUBJECT	TOPIC INFORMATION																
RELIGIOUS EDUCATION	Saint Anthony	To begin our year, each class will spend one lesson focusing on our school mission statement and how each child lives out our mission. We will also be looking at our class saint, St Anthony.															
RED	<p>Term 1</p> <table border="1"> <thead> <tr> <th data-bbox="343 669 563 723">Autumn</th> <th colspan="2" data-bbox="563 669 1425 723">Branch 1 Creation and Covenant</th> </tr> </thead> <tbody> <tr> <td data-bbox="343 723 563 898">Hear</td> <td colspan="2" data-bbox="563 723 1425 898"> God made our beautiful world and everything in it. God made me. The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen" God created the world and said, "Indeed it is very good" (Genesis 1:31) <u>LS 84 – the whole of creation shows God love for us.</u> </td> </tr> <tr> <td data-bbox="343 898 563 1117">Believe</td> <td colspan="2" data-bbox="563 898 1425 1117"> God made me. God loves me. God loves everyone. God made the wonderful world. <u>God is love.</u> God made each one of them. God loves each one of them as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. CST God made the earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And God tells us we must take good care of them. It is an important job! Stewardship </td> </tr> <tr> <td data-bbox="343 1117 563 1270">Celebrate</td> <td colspan="2" data-bbox="563 1117 1425 1270"> The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen" Give thanks for God's Wonderful World <u>Celebrate God's beautiful world.</u> The words and actions of the Sign of the Cross. ...We enter God's family the Church through Baptism </td> </tr> <tr> <td data-bbox="343 1270 563 1391">Live</td> <td colspan="2" data-bbox="563 1270 1425 1391"> Look after me. Look after God's world. Care and love for self, family, others and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person </td> </tr> </tbody> </table>		Autumn	Branch 1 Creation and Covenant		Hear	God made our beautiful world and everything in it. God made me. The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen" God created the world and said, "Indeed it is very good" (Genesis 1:31) <u>LS 84 – the whole of creation shows God love for us.</u>		Believe	God made me. God loves me. God loves everyone. God made the wonderful world. <u>God is love.</u> God made each one of them. God loves each one of them as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. CST God made the earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And God tells us we must take good care of them. It is an important job! Stewardship		Celebrate	The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen" Give thanks for God's Wonderful World <u>Celebrate God's beautiful world.</u> The words and actions of the Sign of the Cross. ...We enter God's family the Church through Baptism		Live	Look after me. Look after God's world. Care and love for self, family, others and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person	
Autumn	Branch 1 Creation and Covenant																
Hear	God made our beautiful world and everything in it. God made me. The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen" God created the world and said, "Indeed it is very good" (Genesis 1:31) <u>LS 84 – the whole of creation shows God love for us.</u>																
Believe	God made me. God loves me. God loves everyone. God made the wonderful world. <u>God is love.</u> God made each one of them. God loves each one of them as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. CST God made the earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And God tells us we must take good care of them. It is an important job! Stewardship																
Celebrate	The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen" Give thanks for God's Wonderful World <u>Celebrate God's beautiful world.</u> The words and actions of the Sign of the Cross. ...We enter God's family the Church through Baptism																
Live	Look after me. Look after God's world. Care and love for self, family, others and God's world. CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. The Dignity of the Human Person																

Autumn	Branch 2 Prophecy and Promise
Hear	Mary was going to have a baby. His name will be Jesus. <i>Mary's Baby is based on Luke 1:26-31,38.</i> Jesus was born in Bethlehem. <i>Based on Luke 2:4-7</i> Shepherds hurried to see Mary and Joseph and baby Jesus. <i>Based on Luke 2:8-20</i>
	The Annunciation <i>Luke 1:26-31, 38</i> The Nativity <i>Luke 2: 4-7</i> The Shepherds visit the manger. <i>Luke 2:8-20</i>
Believe	Mary had a baby called Jesus
	Mary was chosen by God to give birth to his son. Jesus was born in a stable and laid in a manger. Shepherds were told by angels to visit him
Celebrate	Advent Wreath. The tradition of the crib Nativity celebration
	The tradition of the crib to tell the story of Jesus' birth
Live	Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all.
	<u>Various cultures</u> celebrate Jesus' birthday in different ways CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. By our work in Advent, we help others and ourselves and we show our love to God. <i>The Dignity and Rights of Workers</i>

Term 2

Phonics	Phonics – Read, Write, Inc	<ul style="list-style-type: none"> ○ Start to learn to read and write set 1 sounds ○ To read individual letters by saying the sound for them ○ Read some letter groups that each represent one sound and say sounds for them (Fred Talk)
Neli Speech and Language CLL		<ul style="list-style-type: none"> ○ Baseline ○ Group interventions at specific levels.
MATHS	Subitizing	<ul style="list-style-type: none"> ○ Perceptually subitise within 3 identify sub-groups in larger arrangements ○ Create their own patterns for numbers within 4 ○ Practise using their fingers to represent quantities which they can subitise ○ Experience subitising in a range of contexts, including temporal patterns made by sounds. continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements.
	Cardinality, Ordinality and Counting	<ul style="list-style-type: none"> ○ Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set ○ Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song ○ Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting ○ Have opportunities to develop an understanding that anything can be counted, including actions and sounds

		<ul style="list-style-type: none"> ○ Explore a range of strategies which support accurate counting ○ Continue to develop their counting skills ○ Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand ○ Begin to count beyond 5 ○ Begin to recognise numerals, relating these to quantities they can subitise and count.
	Composition	<ul style="list-style-type: none"> ○ See that all numbers can be made of 1s compose their own collections within 4. ○ Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5.
	Comparison	<ul style="list-style-type: none"> ○ Understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'. ○ Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching ○ Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts ○
PE	<p>Unit 1 Personal Skills</p> <p>Fundamental Movement Skills Focus</p> <p>Unit 2 Social Skills</p>	<ul style="list-style-type: none"> ○ I can follow instructions, practise safely and work on simple tasks by myself. ○ I enjoy working on simple tasks with help. <p>Coordination: Footwork</p> <ol style="list-style-type: none"> 1. Move backwards in 3-step zigzag pattern with foot behind. 2. Move backwards in 3-step zigzag pattern with alternating knee lift and foot behind. <p>Static Balance: One Leg</p> <ol style="list-style-type: none"> 1. Place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand. 2. Perform above challenge with eyes closed. 3. Stand on uneven surface and place cones at 12, 3, 6 and 9 o'clock on imaginary clock face and pick them up with same hand. <ul style="list-style-type: none"> ○ I can work sensibly with others, taking turns and sharing ○ I can play with others and take turns and share with help <p>Dynamic Balance to Agility: Jumping and Landing</p> <ol style="list-style-type: none"> 1. Jump from vertical stance forwards into lunge position while holding ball off centre (both sides).

	<p>Fundamental Movement Skills Focus</p>	<p>2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides). 3. Jump 2 feet to 2 feet with 360° turn (in both directions).</p> <p>Static Balance: Seated</p> <p>1. Reach and pick up cones on the floor whilst on a bench, without losing balance. 2. Turn 360° in either direction, first on the floor then on a bench. 3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds. 4. Reach and pick up cones on the floor whilst on an uneven surface.</p>
PHSE	<p>Get Heartsmart</p> <p>Don't Forget to Let Love in!</p>	<ul style="list-style-type: none"> ○ Meet Boris ○ I am special