

# The Good Shepherd Catholic Primary School



## Reception

Autumn Curriculum Newsletter

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 Miller and 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.

This comprehensive curriculum model is based heavily on research around the working memory, cognitive overload, and retrieval.

SUBJECT	TOPIC INFORMATION	
KEY EXPERIENCES		<ul style="list-style-type: none"> <li>○ Learning about ourselves, our feelings, our community and family.</li> <li>○ Making friends, feeling safe and happy.</li> <li>○ Learning and understanding our class rules.</li> <li>○ Learning our School Mission statement and trying to follow it in all we do.</li> <li>○ Visiting our Forest School and learning the 3 rules.</li> </ul>
RELIGIOUS EDUCATION	<p><b>Saint Anthony</b></p> <p><b>Domestic Church –</b></p> <p><b>Baptism -</b></p> <p><b>Hinduism -</b></p> <p><b>Advent/Christmas –</b></p>	<p>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.</p> <ul style="list-style-type: none"> <li>○ The importance of my name - <b>Explore</b></li> <li>○ God knows and loves me and each one by name - <b>Reveal</b></li> <li>○ Acquire the skills of assimilation, celebration and application of the above - <b>Respond</b></li> <li>○ What is it to welcome and be welcomed - <b>Explore</b></li> <li>○ Baptism: a welcome to God's family – <b>Reveal</b></li> <li>○ Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> <li>○ Recognise that people have different beliefs and celebrate different things and different ways.</li> <li>○ Gifts given and received, are a sign and expression of love. -<b>Explore</b></li> <li>○ Giving and receiving reflects the truth that all life is given by God -<b>Reveal</b></li> <li>○ Jesus's love in daily events at school- <b>Respond</b></li> </ul>
ENGLISH	<p><b>Reading and Comprehension</b></p>	<ul style="list-style-type: none"> <li>○ Asks questions about stories</li> <li>○ Repeat words and phrases from familiar stories</li> <li>○ Repeat new vocabulary in a context of a story</li> <li>○ Has a favourite book and seeks it out, to share with an adult, another child or to look at alone</li> <li>○ Anticipate (where appropriate) key events in stories.</li> <li>○ Read a few common exception words matched to the school's phonic programme</li> </ul>
	<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>○ Write their name with a name card or try to write it from memory</li> <li>○ Give meaning to marks they make.</li> <li>○ Understand that thoughts can be written down</li> <li>○ Form lower-case and capital letters correctly.</li> <li>○ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> </ul>
	<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>○ Use a range of small tools competently and confidently such as pencil, paint brush, scissors and small tools</li> </ul>
	<p><b>Phonics – Read, Write, Inc</b></p>	<ul style="list-style-type: none"> <li>○ Start to learn to read and write set 1 sounds</li> <li>○ To read individual letters by saying the sound for them</li> </ul>

		<ul style="list-style-type: none"> <li>○ Read some letter groups that each represent one sound and say sounds for them (Fred Talk)</li> </ul>	
KEY  TEXTS AND VOCABULARY	<b>Week 1</b>	Settling in.	
	<b>Week 2</b>	Every House on Every Street	House, Home, Family, Street and Rooms
	<b>Week 3</b>	Noah's Ark	Bible, God, Floor, Pair of Animals, Day, Night, 40, Rainbow and Hope
	<b>Week 4</b>	The colour monsters	Feelings, Sad, Happy, Angry and Worried
	<b>Week 5</b>	Junk DNA	Numbers, Patterns, Groups, Similarities, Differences, Robot, Person and Body parts
	<b>Week 6</b>	A handful of Buttons	Family, Family members, Same, Different and Fairness
	<b>Week 7</b>	Paper Dolls	Growing, Changing, Child, Adult, Rhyming, Kind, Unkind, Sharing and Reconciliation
	<b>Week 1</b>	Diwali-Rama and Sita	Ram, Sita, Hanuman, Ravana, Light, Diva, Journey, Hindu, story, rescue.
	<b>Week 2</b>	How do we celebrate-Diwali?	Diva, Mendi pattern, fireworks, feast, family, Rangoli patterns, Bhangra dancing
	<b>Week 3</b>	The cat in the hat	Rhyme, nonsense, mischief, CVC words
	<b>Week 4</b>	Laura's Star	Star, night, sky, moon, day, light, fear, help, home
	<b>Week 5</b>	Stickman	Stick, tree, family, lost, rhyme, journey (repeated refrain)
	<b>Week 6</b>	Stickman	Christmas, Santa, presents, chimney, home, love
<b>Week 7</b>	Nativity	God, Jesus, Mary, Joseph, Angel, Gabriel, Shepherds, Kings, Star, stable, Manger, Journey, Jerusalem, Bethlehem, taxes.	
Wellcomm Speech and Language CLL		<ul style="list-style-type: none"> <li>○ Talking about family/ routines and special occasions</li> <li>○ Following instructions in routines</li> <li>○ Developing listening skills and phonological awareness</li> <li>○ Developing social phrases e.g. 'good morning!'</li> <li>○ Asking why.</li> <li>○ Engaging in story times.</li> <li>○ Body parts and actions.</li> </ul>	
MATHS	<b>Subitizing</b>	<ul style="list-style-type: none"> <li>○ Perceptually subitise within 3 identify sub-groups in larger arrangements</li> <li>○ Create their own patterns for numbers within 4</li> <li>○ Practise using their fingers to represent quantities which they can subitise</li> <li>○ 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.</li> </ul>	
	<b>Cardinality, Ordinality and Counting</b>	<ul style="list-style-type: none"> <li>○ Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> </ul>	

		<ul style="list-style-type: none"> <li>○ Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>○ Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>○ Have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>○ Explore a range of strategies which support accurate counting</li> <li>○ Continue to develop their counting skills</li> <li>○ Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>○ Begin to count beyond 5</li> <li>○ Begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul>
	<b>Composition</b>	<ul style="list-style-type: none"> <li>○ See that all numbers can be made of 1s compose their own collections within 4.</li> <li>○ 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.</li> </ul>
	<b>Comparison</b>	<ul style="list-style-type: none"> <li>○ 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'.</li> <li>○ Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>○ 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</li> <li>○</li> </ul>
Understanding of the World	<b>Past and Present</b>	<ul style="list-style-type: none"> <li>○ Comment on images of familiar situations in the past.</li> </ul>
	<b>People, Culture and Communities</b>	<ul style="list-style-type: none"> <li>○ Talk about members of their immediate family and community.</li> <li>○ Name and describe people who are familiar to them.</li> <li>○ Show interest in different occupations.</li> </ul>
	<b>Natural World</b>	<ul style="list-style-type: none"> <li>○ Explore the natural world around them. Describe what they see, hear and feel whilst outside.</li> </ul> <p>Forest School Weekly</p>
EAD		<ul style="list-style-type: none"> <li>○ Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>○ Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>



	<p><b>Fundamental Movement Skills Focus</b></p>	<ul style="list-style-type: none"> <li>○ I can play with others and take turns and share with help</li> </ul> <p><b>Dynamic Balance to Agility: Jumping and Landing</b></p> <ol style="list-style-type: none"> <li>1. Jump from vertical stance forwards into lunge position while holding ball off centre (both sides).</li> <li>2. Jump from vertical stance backwards into lunge position while holding medicine ball off centre (both sides).</li> <li>3. Jump 2 feet to 2 feet with 360° turn (in both directions).</li> </ol> <p><b>Static Balance: Seated</b></p> <ol style="list-style-type: none"> <li>1. Reach and pick up cones on the floor whilst on a bench, without losing balance.</li> <li>2. Turn 360° in either direction, first on the floor then on a bench.</li> <li>3. Balance on an uneven surface, e.g. wobble cushion, for 10 seconds.</li> <li>4. Reach and pick up cones on the floor whilst on an uneven surface.</li> </ol>
<p>PSED</p> <p>PHSE</p>	<p><b>Get Heartsmart</b></p> <p><b>Don't Forget to Let Love in!</b></p>	<ul style="list-style-type: none"> <li>○ <i>What makes me special/ my special people</i></li> <li>○ <i>Feelings</i></li> <li>○ <i>self-care (healthy eating, oral hygiene, dressing and undressing) and self-regulation techniques</i></li> <li>○ <i>Developing relationships</i></li> <li>○ <i>Class rules: Behavioural expectations in the class/boundaries set</i></li> <li>○ <i>Express their feelings and consider the feelings of others</i></li> <li>○ <i>Show resilience and perseverance in the face of challenge</i></li> <li>○ <i>Build constructive and respectful relationships</i></li> <li>○ <i>Meet Boris</i></li> <li>○ <i>I am special</i></li> </ul>

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