The Good Shepherd Catholic Primary School



Reception

Spring 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

We give you praise, O God, for everything that is new and beautiful, for everything which holds promise and brings us joy.

Bless us as we start this new year with our friends and teachers Help us to make the most of every chance we have to start afresh. May we show love to one another and to all.

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.

Structured Story time



CUSP EARLY FOUNDATIONS Literature Spine Good Shepherd 23-24

		What makes me a me?	Each Peach Pear Plum	The wonder	I'm (almost) always kind	The squirrels who
Autumn 1		- Learning about self	- Phonological awareness	- Building imagination	- PSHE Links	squabbled
lt's good to be		- Feelings	- Traditional Tale links	- Links to Art Curriculum	- Friendship	- Autumn / Seasons
me!		 What makes people different 		Different jobs (people who help us link)	- Kindness	- Friendship - PSHE links
		Pumpkin Soup	The Invisible	Luna loves Art Maths week	Standing up to Racism	Bear Shaped
		- Autumn Links	- Community	- Links to Art	- Anti- Racism	- Understanding other
Autumn 2 Let's Celebrate!		- Vegetables	- Feelings	- Kandinsky, Mondrian,		- Kindness
Let's Celebrate:		- Links to DT		Yayoi Kushma		
				- Primary and secondary colours		
		What makes me a me?	William Bee things that Go	Shu Lin's Grandpa	Martha Maps it Out	Mr Wolf's Pancakes
		 Learning about self 	- Transport links	- Community	- Geography Links	- Pancake Day
Spring 1		- Feelings	- London Links	- Understanding others	(local church walk/	- Following Instruction
Places you could	흔	- What makes people	- Imagination	- Feelings	forest map)	DT links
go-l	around the world Winter Christmas Festivals	different	building			
	\$ ≥ € 2	Tad	-	Chicken Clicking	-	
	ē.	- Links to <u>frogs</u> spawn from		 Internet Safer Day (7th 		
Spring 2		school pond		February 2024)		
Egg or no Egg?	<u>.</u>	- Life cycles		- Computing Link		
-9999	Celebrations	- Growing and Changing		-		
	ð	The Story Orchestra	Winnie the Pooh helps the	Mrs Noah's Garden	Anansi and the Golden	It's a No Money Day
		- Science links	Bees	 Growing and Changing 	Pot	- Community
Summer 1			- Science links	- Seasons	- Kindness	Links to School's Differen
Creeping and			- Importance of Bees	- Science links		Makers
crawling			- Nature	- What makes plants grow?		
		The Dark	-	The Gingerbread Man	Clean Up	
		- Talking about worries/		- Traditional Tales	- Write a description of	
Summer 2		what they are scared of		- Repetition of language	Beach School litter	
Once upon a		- PSHE links			picking	
time					- Science links	



OUR LADY IMMACULATE CATHOLIC ACADEMIES TRUST

SUBJECT	TOPIC INFORMATION		
KEY EXPERIENCES		Term 3's overarching topic is 'The places you could go!' Children will explore transport, messages, healthy and unhealthy eating, light sources and maps. We will look at how different cultures celebrate during Chinese New Year. Term 4's over arching topic is 'Egg or no egg?' Children will investigate animals that come out of an egg, they will categorize animals based on their characteristics and will have the opportunity to see eggs hatch and spend some time caring for chicks.	
RELIGIOUS EDUCATION	Local Church - Community Lent/Easter-Giving	 Know and understand: what a celebration is – Explore how the parish family celebrate – Reveal acquire the skills of assimilation celebration and application of the above – Respond 	
		 Know and understand: how and why people gather together – Explore the joy of gathering together to celebrate at Mass – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond To understand that different cultures celebrate in different 	
	Chinese New Year	 ways. To be able to explore these through role play, small world and dance. 	
ENGLISH	Reading and Comprehension	 Develop their phonological awareness to: Able to complete a rhyming string. Begin to sound buttons to identify how many sounds are in a word. Can supply words with the same initial sound for phase 2 single sounds. Recognise all taught Set 1 – Set 5 sounds, including some digraphs. Re-read phonetically decodable books to build up their 	
		 confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of known letter— sound correspondences. Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception 	
		words. o Answer questions about a text that has been read to them.	



Begin to use modelled vocabulary during role play for example in the Small World. Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story. Writing Writing Write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop. Begin to use capital letters, finger spaces and full stops in independent writing. Begin to use capital letters, finger spaces and full stops in independent writing. Physical Development Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip. Phonics – Read, Write, Inc Week a children are assessed every term and phonics groups are mixed age ranges dependent on needs. EXEY Texts EXEY Texts Light House Keepers lunch Week 2 Disgusting Sandwich Week 3 Chinese New Year Celebrations Week 4 Chinese New Year Legends Week 5 Week 6 Week 1 Egg or No Egg (PP) Week 2 Guess what is growing inside this egg? Week 3 Actual Size			0	Begin to predict what might happen next in a story.
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KEY Texts Veek 1		Phonics – Read, Write,	0	, , , , , , , , , , , , , , , , , , , ,
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Week 5 Week 6 Week 1 Sign or No Egg (PP) Week 2 Sign or No Egg (PP) Sign of Dinosaur			0	
Week 6 Week 1			0	_
Week 1			0	Tom and the Island of Dinosaur
Week 2 Ouess what is growing inside this egg?		Week 6		
Week 2 Ouess what is growing inside this egg?		10/ 14		5 11 5 (22)
Week 3 ○ ACTUAL SIZE				
			0	
Week 4 O Happy Egg Company- Delivery of 10 eggs				
4 Days Output Chicken)		4 Days		, , , ,
○ Superworm				'
Communication o Ask questions to find out more and to check they understand what has been said to them.			0	•
	and language			
 Listen to and talk about stories to build familiarity and understanding. 			O	
 Retell the story, once they have developed a deep familiarity 			0	9
with the text; some as exact repetition and some in their				
own words.				•
 Learn rhymes, poems and songs. 			0	
 Listen to and talk about selected non-fiction to develop deep 				
familiarity with new knowledge and vocabulary.				•
 Describe events in some detail. 			0	,
 Use talk to help work out problems and organise thinking 			0	Use talk to help work out problems and organise thinking
and activities, and to explain how things work and why them				
might happen.				
 Develop social phrases. 			0	Develop social phrases.
 Use new vocabulary in different contexts. 			0	Use new vocabulary in different contexts.



NAATUC	Cubitining	a lagrage confidence in subitising by continuing to cyclere
MATHS	Subitizing	 Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements
		 Explore a range of patterns made by some numbers greater
		than 5, including structured patterns in which 5 is a clear part • Experience patterns which show a small group and '1 more'
		 Continue to match arrangements to finger patterns. Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'
	Cardinality, Ordinality	Continue to develop verbal counting to
	and Counting	o 20 and beyond
		 Continue to develop object counting skills, using a range of strategies to develop accuracy
		 Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10
		 Order numbers, linking cardinal and ordinal representations of number.
		 Continue to consolidate their understanding of cardinality, working with larger numbers within 10
		 Become more familiar with the counting pattern beyond 20.
	Composition	 Continue to explore the composition of 5 and practise
	Composition	recalling 'missing' or 'hidden' parts for 5
		 Explore the composition of 6, linking this to familiar patterns
		including symmetrical patternsBegin to see that numbers within 10 can be composed of '5
		 Begin to see that numbers within 10 can be composed of '5 and a bit'.
		 Explore the composition of odd and even numbers, looking
		at the 'shape' of these numbers
		 Begin to link even numbers to doubles
		 Begin to explore the composition of numbers within 10.
	Comparison	 Continue to compare sets using the language of comparison, and play games which involve comparing sets
		 Continue to compare sets by matching, identifying when sets are equal
		 explore ways of making unequal sets equal.
		 Compare numbers, reasoning about which is more, using
		both an understanding of the 'howmanyness' of a number,
MUSIC		and its position in the number system.
MUSIC EAD		 Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the
_, ()		pitch and following the melody.
		 Explore and engage in music making and dance, performing
		solo or in groups.
		Develop storylines in their pretend play.
Kapow Music		Music and movement.To understand why songs, have actions
		 To understand why songs, have actions



To explore beat through body movement o To express feelings and emotions through movement to o To explore pitch and tempo through scarf dancing and body movement o To perform action songs to a small audience. **Musical Stories** o To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. o To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. o To talk about how a piece of music makes you feel. To listen to the classical piece and narrated story of "Peter and the Wolf" by Sergei Prokofiev and recall the characters from the story. o To understand that music and instruments can be used to convey moods or represent characters. To use actions to retell a story to music o To sing and perform a group song o To experiment with the sounds of different instruments o To create a musical story based upon a familiar routine To use instruments to represent moods or actions o To play an instrument as part of a group story o To create a musical story based upon a familiar routine o To use movement to express moods or actions within a musical story To play an instrument as part of a musical story and perform as a group PΕ Unit 3- 13-15 Train Cognitive 16-18 Static Bike o I can understand and follow simple rules. o I can follow simple instructions. I can name some things I am good at. **Fundamental Movement Skill Focus** Dynamic Balance: on a Line Static balance: Stance Start with Exploring Movements Unit 4 19-21 Ball Skills Creative 22-24 Counter balance o I can explore different movements. (Partner) I can observe and copy others. **Fundamental Movement Skill Focus** Coordination: Ball Skills Counter balance: With a partner

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PD		Gross	
PU		0	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
		Fine	
		0	Develop the foundations of a hand writing style which is fast, accurate and efficient
PSHE	Too much Selfie isn't	0	I can suggest special things I like to do with special people.
PSE	Healthy	0	I can understand that all families are important and special and that others people's families can look different to my family.
		0	I can begin to explain how someone is feeling based on their expression or behaviour.
		0	I can demonstrate appropriate ways to show care and affection for others. I can show love to others when they
		0	need help and can respond to the needs of others. Be thankful for the people who help us at school.
	Don't rub it in, Rub it out.	0	I can describe how to be a super- friend.
		0	I can think of ways to ensure everyone is included in my class.
		0	I can listen to one another.
		0	I can use words that are kind when talking to my friends.
		0	I can choose to be kind to others even when
			they are not. I can understand why it is important to say sorry.

