

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



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



SUBJECT	TOPIC INFORMATION	
KEY EXPERIENCES		<p>Term 3's overarching topic is 'The places you could go!' Children will explore transport, messages, healthy and unhealthy eating, light sources and maps.</p> <p>We will look at how different cultures celebrate during Chinese New Year.</p> <p>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.</p>
RELIGIOUS EDUCATION	<p>Local Church - Community</p> <p>Lent/Easter-Giving</p> <p>Chinese New Year</p>	<p>Know and understand:</p> <ul style="list-style-type: none"> ○ what a celebration is – Explore ○ how the parish family celebrate – Reveal ○ acquire the skills of assimilation celebration and application of the above – Respond <p>Know and understand:</p> <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ To understand that different cultures celebrate in different ways. ○ To be able to explore these through role play, small world and dance.
ENGLISH	<p>Reading and Comprehension</p>	<ul style="list-style-type: none"> ○ 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. ○ Answer questions about a text that has been read to them.

		<ul style="list-style-type: none"> ○ Begin to predict what might happen next in a story. ○ 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	<ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> ○ Develop the foundations of a handwriting style which is fast, accurate and efficient. ○ Begin to use tripod grip.
	Phonics – Read, Write, Inc	<ul style="list-style-type: none"> ○ Children are assessed every term and phonics groups are mixed age ranges dependent on needs.
KEY Texts	2 Days	○
	Week 1	○ Light House Keepers lunch
	Week 2	○ Disgusting Sandwich
	Week 3	○ Chinese New Year Celebrations
	Week 4	○ Chinese New Year Legends
	Week 5	○ Tom and the Island of Dinosaur
	Week 6	
	Week 1	○ Egg or No Egg (PP)
	Week 2	○ Guess what is growing inside this egg?
	Week 3	○ Actual Size
	Week 4	○ Happy Egg Company- Delivery of 10 eggs
	4 Days	○ Life Cycles (Chicken)
		○ Superworm
Communication and language		<ul style="list-style-type: none"> ○ Ask questions to find out more and to check they understand what has been said to them. ○ Listen to and talk about stories to build familiarity and understanding. ○ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ○ Learn rhymes, poems and songs. ○ Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary. ○ Describe events in some detail. ○ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ○ Develop social phrases. ○ Use new vocabulary in different contexts.

MATHS	Subitizing	<ul style="list-style-type: none"> ○ Increase confidence in subitizing 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 and Counting	<ul style="list-style-type: none"> ○ Continue to develop verbal counting to 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	<ul style="list-style-type: none"> ○ Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 ○ Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns ○ 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	<ul style="list-style-type: none"> ○ 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, and its position in the number system.
MUSIC EAD		<ul style="list-style-type: none"> ○ 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		<p>Music and movement.</p> <ul style="list-style-type: none"> ○ To understand why songs, have actions ○ To learn some simple Makaton signs to accompany a song

PD		<p>Gross</p> <ul style="list-style-type: none"> ○ 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. <p>Fine</p> <ul style="list-style-type: none"> ○ Develop the foundations of a hand writing style which is fast, accurate and efficient
PSHE PSE	Too much Selfie isn't Healthy	<ul style="list-style-type: none"> ○ I can suggest special things I like to do with special people. ○ I can understand that all families are important and special and that others people's families can look different to my family. ○ I can begin to explain how someone is feeling based on their expression or behaviour. ○ I can demonstrate appropriate ways to show care and affection for others. I can show love to others when they 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.	<ul style="list-style-type: none"> ○ I can describe how to be a super-friend. ○ I can think of ways to ensure everyone is included in my class. ○ I can listen to one another. ○ I can use words that are kind when talking to my friends. ○ I can choose to be kind to others even when they are not. I can understand why it is important to say sorry.