



St Jérôme Church of England Bilingual Primary School

Reception Curriculum Information

Michaelmas Term Curriculum Information

French	<a href="#">September French songs and stories</a>	<a href="#">October French songs and stories</a>	<a href="#">November French songs stories</a>	<a href="#">December French songs stories</a>
English	<p><b>Writing:</b> Children will learn to give meaning to the marks they make. They will begin to correctly form letters and write their name.</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Children will be introduced to daily Phonics lessons following the Systematic, Synthetic Phonics Scheme ‘Phonics Bug’. Lessons are structured providing a consistent approach through <b>introduction, revisit, teach, practise</b> and <b>apply</b>.</li> <li>The children are exposed to <b>Phase 2</b> sounds introducing them to segmenting and blending through a series of units in the following order           <ul style="list-style-type: none"> <li><b>Unit 1 - /s/a/t/p</b></li> <li><b>Unit 2 - /i/n/m/d</b></li> <li><b>Unit 3 - /g/o/c/k</b></li> <li><b>Unit 4 - /ck/e/u/r</b></li> <li><b>Unit 5 - /h/b/f/ff/l/l/ss</b></li> </ul> </li> <li><b>Tricky words</b> - children learn to recognise tricky words (non - decodable words) - to, the, no, go, I, into</li> </ul>			
Maths	Subitising	Cardinality, Ordinality and Counting	Composition	Comparison
<p><b>1st Half Term</b></p> <p><b>Children will:</b></p>	<ul style="list-style-type: none"> <li>perceptually subitise within 3 identify subgroups 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.</li> </ul>	<p>relate the counting sequence to cardinality, seeing that the last</p> <ul style="list-style-type: none"> <li>number spoken gives the number in the entire set</li> </ul> <p>have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</p> <ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>see that all numbers can be made of 1s</li> <li>compose their own collections within 4.</li> </ul>	<ul style="list-style-type: none"> <li>understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>use the language of comparison, including ‘more than’ and ‘fewer than’</li> <li>compare sets ‘just by looking’.</li> </ul>

<p><b>1st Half Term</b></p> <p><b>Children will:</b></p>	<ul style="list-style-type: none"> <li>• continue from first half-term</li> <li>• subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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</li> <li>• explore the composition of numbers within 5.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<p><b>Understanding the world</b></p>	<p><b>Me and My Community</b>  <i>What is St Jerome and our neighbourhood like?</i></p> <ul style="list-style-type: none"> <li>• This project supports children with <b>settling into the new rules and routines of school</b> and encourages them to make <b>new friends</b> and feel confident in their class. It teaches children about <b>being helpful, kind and thoughtful</b> at home and at school. This project also teaches children how they are <b>unique and special</b>, the importance of <b>friendship</b> and how people in their <b>family, school and local community</b> are important and can help them.</li> </ul> <p><b>Exploring Autumn</b>  <i>Who lives in the woods?</i></p> <ul style="list-style-type: none"> <li>• This project teaches children about the <b>natural changes</b> that happen during the season of <b>autumn</b>, including how the weather changes, <b>why trees lose their leaves</b> and how <b>wild animals prepare for winter</b>.</li> </ul>		<p><b>Sparkle and Shine</b>  <i>What is the Festival of Light?</i>  <i>What does Christmas look like around the world?</i></p> <ul style="list-style-type: none"> <li>• This project teaches children about the <b>celebrations</b> that take place during the <b>autumn and winter seasons</b>, and focuses on the significance and symbolism of <b>light at this time of year</b>.</li> </ul>	
<p><b>RE</b></p>	<p>Creation - Who made the wonderful world?  At the end of this unit, pupils will have explored:</p> <ul style="list-style-type: none"> <li>• The concept of creation.</li> <li>• The creation story.</li> <li>• What the words ‘precious’ and ‘unique’ mean.</li> <li>• What makes up the natural world.</li> <li>• The meaning of Harvest.</li> </ul>		<p>Incarnation - Why is Christmas special for Christians?  At the end of this unit children will have explored....</p> <ul style="list-style-type: none"> <li>• The Nativity story and what it means to Christians.</li> <li>• How Mary knew she was having a baby through the visitation of the Archangel Gabriel.</li> <li>• How Christians prepare for Christmas.</li> <li>• Why Christmas is special to Christians.</li> <li>• The special gift of Christ at Christmas.</li> </ul>	
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Children are introduced to Stave House and the characters that live there.</li> <li>• Children learn to place notes F, A, C and E on the treble clef stave and learn to play these notes on tuned percussion.</li> <li>• Children listen with increased attention to sounds and respond to what they have heard expressing their thoughts and feelings.</li> <li>• Children will sing the pitch of a tone sung by another person (‘pitch match’) and sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Children begin to create their own songs, or improvise a song around one they know and play instruments with increasing control to express their feelings and ideas.</li> </ul>			

**PSHE**

- Boris' Beginnings - Children learn about Boris the robot story - which voice they should listen to
- Build a Boris - Children make a robot from junk
- Make a robot from 2D shapes
- Happy and you know it - Song to demonstrate different emotions
- Boris face dough - children explore different emotions using play dough
- Boris' hanging hearts - children given heart rewards for children who are being kind

- VIP Crowns - children design and make a crown
- Mirror, mirror - children describe themselves using a mirror and draw a self-portrait
- I am special because I am... - children encouraged to think about why they are special
- I am special song - children suggest reasons why they are special
- Fingerprint tree - Children look at the uniqueness of their fingerprints
- All about me ball - children talk about themselves to others

### Epiphany Term Curriculum Information

<b>French</b>	<a href="#">January French songs and stories</a>	<a href="#">February French songs and stories</a>	<a href="#">March French songs and stories</a>	<a href="#">April French songs and stories</a>
<b>English</b>	<p><b>Writing:</b> Children will learn to write their name independently, to continue giving meaning to the marks they write. To start to write cvc words and learn sentence structure,</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Children will continue to engage in daily Phonics lessons following the Systematic, Synthetic Phonics Scheme ‘Phonics Bug’. Lessons are structured providing a consistent approach through <b>introduction, revisit, teach, practise</b> and <b>apply</b>.</li> <li>• The children are exposed to <b>Phase 3</b> sounds introducing them to segmenting and blending through a series of units in the following order  <b>Unit 6 - /j / v/ w/ x</b>  <b>Unit 7 - /y/ z/ zz/ qu</b>  <b>Unit 8 - /ch/ sh/ th/ ng</b>  <b>Unit 9 - /ai/ ee/ igh/ oa/ oo/ oo</b>  <b>Unit 10 - /ar/ or/ ur/ ow/ oi</b>  <b>Unit 11 - /ear/ air/ ure/ er</b></li> <li>• <b>Tricky words</b> - children learn to recognise tricky words (non - decodable words) - me, be, he, my, by, they, she, we, are, you, her, all, was</li> </ul> <p>Children will be streamed to ensure all children are secure with sounds before moving to the next phase</p>			
<b>Maths</b>	<b>Subitising</b>	<b>Cardinality, Ordinality and Counting</b>	<b>Composition</b>	<b>Comparison</b>
<b>3rd Half Term</b> <b>Children will:</b>	<ul style="list-style-type: none"> <li>• increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>• explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>• experience patterns which show a small group and ‘1 more’</li> <li>• continue to match arrangements to finger patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to develop verbal counting to 20 and beyond</li> <li>• continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>• continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>• order numbers, linking cardinal and ordinal representations of number.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to explore the composition of 5 and practise recalling ‘missing’ or ‘hidden’ parts for 5</li> <li>• explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>• begin to see that numbers within 10 can be composed of ‘5 and a bit’.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>• continue to compare sets by matching, identifying when sets are equal</li> <li>]• explore ways of making unequal sets equal.</li> </ul>
<b>4th Half Term</b> <b>Children will:</b>	<ul style="list-style-type: none"> <li>• explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>• become more familiar with the counting pattern beyond 20.</li> </ul>	<ul style="list-style-type: none"> <li>• explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers</li> <li>• begin to link even numbers to doubles</li> </ul>	<ul style="list-style-type: none"> <li>• icompare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system.</li> </ul>

			<ul style="list-style-type: none"> <li>begin to explore the composition of numbers within 10.</li> </ul>
<p><b>Understanding the world</b></p>	<p><b>Starry Night</b> <i>What happens when I fall asleep?</i></p> <ul style="list-style-type: none"> <li>This project explores the differences in the <b>world at night compared to during the day</b>. It teaches children about the <b>importance of a good night's sleep</b>, and helps them to discover what is happening in the world while they are sleeping, including finding out about <b>nocturnal animals</b>.</li> </ul> <p><b>Winter Wonderland</b> <i>Where is it always cold?</i></p> <ul style="list-style-type: none"> <li>This project teaches children about the <b>changes that happen during winter</b>, including the types of <b>weather associated with winter</b>. It also explores places that have <b>snow</b> all year round and the types of <b>animals</b> that live there.</li> </ul>	<p><b>Dangerous Dinosaurs</b> <i>When did dinosaurs live?</i></p> <ul style="list-style-type: none"> <li>This exciting project teaches children about the different <b>animals that roamed Earth millions of years ago</b> and how they are <b>related to animals that live on Earth today</b>.</li> </ul> <p><b>Puddles &amp; Rainbows</b> <i>Is it waterproof?</i></p> <ul style="list-style-type: none"> <li>This mini project teaches children about the <b>weather</b> that happens during spring and allows them to explore natural phenomena, including <b>rainbows</b>. It supports them to explore <b>colour in the natural world</b>.</li> </ul>	
<p><b>RE</b></p>	<p>Incarnation - Why do Christians believe that Jesus is special? At the end of this unit, pupils will have explored: The Christian beliefs that Jesus:</p> <ul style="list-style-type: none"> <li>Loves everyone;</li> <li>Is God's son;</li> <li>was God born as a human (incarnation);</li> <li>works miracles (including healing people); and</li> <li>teaches people to love others.</li> </ul>	<p>Salvation - What is so special about Easter? At the end of this unit, pupils will have explored:</p> <ul style="list-style-type: none"> <li>The events of Holy Week, as celebrated by Christians</li> <li>The Christian belief that Jesus died on a cross to show God's love to the world, and that because of Jesus, everyone can be forgiven for their 'sins'</li> <li>The Christian belief that Jesus rose from the dead</li> <li>The importance of bread and wine for Christians</li> <li>How Christians remember what happened at Easter and how they celebrate the festival of Easter</li> </ul>	
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>Children return to and build on their previous learning.</li> <li>Children are introduced to some of the rhythm characters who visit Stave House and begin to play crotchets and minims on tuned and untuned percussion instruments including body percussion.</li> <li>Children begin to compose short tunes using notes F, A, C, E and crotchets and minims.</li> </ul>		
<p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li><b>Who is special to me?</b> Children learn about who loves and cares for Boris and who they love and care for.</li> <li><b>My house</b> - children learn the importance of looking after those they live with</li> <li><b>Catch a smile</b> - Children are encouraged to share their smiles</li> <li><b>Friendship web</b> - Children encouraged to use kind/encouraging words about one another</li> <li><b>A friend in need</b> - Children look out for and help friends in need</li> <li><b>Bird feeders</b> - Children learn how to love the wildlife in their garden</li> </ul>	<ul style="list-style-type: none"> <li><b>We're all friends together</b> - children are encouraged to think about what they like to do with their friends</li> <li><b>Sharing Island game</b> - children explore how share and cooperate</li> <li><b>Robotics and mechanics</b> - children listen to instructions and cooperate with one another</li> <li><b>I am a kind friend</b> - Children explore how to be a good friend</li> <li><b>Emoji emotions</b> - children are encouraged to describe how they are feeling using emotions.</li> </ul>	

**Trinity Term Curriculum Information**

<b>French</b>	<a href="#"><u>April French songs and stories</u></a>	<a href="#"><u>May French songs and stories</u></a>	<a href="#"><u>June French songs and stories</u></a>	<a href="#"><u>Bastille Day Songs and Poem</u></a>
<b>English</b>	<p><b>Writing:</b> Children will be able to write their name independently. They will be learning to write simple sentences and cvc. They will learn about sentence structure - capital letters, finger spaces and full stops.</p> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Children will continue to engage in daily Phonics lessons following the Systematic, Synthetic Phonics Scheme ‘Phonics Bug’. Lessons are structured providing a consistent approach through <b>introduction, revisit, teach, practise</b> and <b>apply</b>.</li> <li>• The children are exposed to <b>Phase 4</b> which is focused on blending sounds</li> </ul> <p>Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc) E.g. went, from, children, just, help</p> <ul style="list-style-type: none"> <li>• <b>Tricky words</b> - children learn to recognise tricky words (non - decodable words) - said, have, like, so, do, some, come, were, there, little, one, when, out, what</li> <li>• Children will be streamed to ensure all children are secure with sounds before moving to the next phase</li> </ul>			
<b>Maths</b>	<b>Subitising</b>	<b>Cardinality, Ordinality and Counting</b>	<b>Composition</b>	<b>Comparison</b>
<b>5th Half Term</b> <b>Children will:</b>	<ul style="list-style-type: none"> <li>• continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns</li> <li>• use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>• subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>• be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> </ul>	<ul style="list-style-type: none"> <li>• continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>• continue to develop confidence and accuracy in both verbal and object counting.</li> </ul>	<ul style="list-style-type: none"> <li>• explore the composition of 10.</li> </ul>	<ul style="list-style-type: none"> <li>• order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul>
<b>6th Half Term</b>	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.			

<p><b>Understanding the world</b></p>	<p><b>Sunshine and Sunflowers</b>  <i>How does your garden grow?</i>  <i>Who's in the garden?</i></p> <ul style="list-style-type: none"> <li>This seasonal project provides opportunities for <b>outdoor learning</b> and teaches children how to <b>care for the plants and animals</b> in their local environment and how to <b>stay safe in the sun</b>.</li> </ul> <p><b>Splash</b>  <i>Why does ice melt?</i></p> <ul style="list-style-type: none"> <li>This project teaches children about <b>water, including floating and sinking, freezing and melting</b>, and why it is important for living things to <b>stay hydrated</b>.</li> </ul>	<p><b>The Big Wide World</b>  <i>Do you have friends or family who live in a different country to the UK?</i>  <i>Who lives where?</i></p> <ul style="list-style-type: none"> <li>This project teaches children about the <b>global community</b> to which they belong and explores how living things, communities and climates differ around the world.</li> <li>This project also teaches children about <b>structures and materials</b> and gives them the opportunity to work in groups to create collaborative structures.</li> </ul>
<p><b>RE</b></p>	<p>World Faith - What makes a place special?  At the end of this unit, pupils will have explored:</p> <ul style="list-style-type: none"> <li>Places/buildings that have significance in their own lives.</li> <li>Different denominations of Christianity and their practices.</li> <li>The role of the church in the Christian faith.</li> <li>The role of the mosque in the Muslim faith.</li> <li>The similarities and differences between places of worship.</li> </ul>	<p>Christianity - What can we learn from stories?  At the end of this unit, pupils will have explored:</p> <ul style="list-style-type: none"> <li>The Christian story of The Good Samaritan.</li> <li>The Christian story of The Wise and Foolish Builders.</li> <li>The Jewish story of Moses.</li> <li>The Jewish story of Hanukkah.</li> <li>The Islamic story of The Prophet and the Ants.</li> <li>The Islamic story of The Boy who Threw Stones at Trees.</li> </ul> <p>This unit is designed as an introduction to stories from the Abrahamic faiths (Christianity/Judaism/Islam). These are stories that will be explored further in Key Stage 1 in the context of learning about Christianity, Judaism and Islam.</p>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>Children return to and build on their previous learning.</li> <li>Children learn to place notes B, Middle C and Middle D on the treble clef staff and learn to play these notes on tuned percussion.</li> <li>Children are introduced to semibreves and begin to play them on tuned and untuned percussion instruments including body percussion.</li> <li>Children improvise and compose using a range of notes on the treble clef staff.</li> </ul>	
<p><b>PSHE</b></p>	<ul style="list-style-type: none"> <li><b>Boris has...</b> Children explore the importance of being kind and truthful</li> <li><b>The truth according to Arthur story</b> - Children explore the importance of telling the truth</li> <li><b>Sorting words</b> - Children sort words into kind and unkind</li> <li><b>Animal Game - thankful to be me</b> - Children learn that pretending to be something else is fun but being themselves is better</li> <li><b>Thankful walk</b> - Children walk around the school to find things they are thankful for</li> <li><b>In my house</b> - Children celebrate the different things they do with their families</li> </ul>	<ul style="list-style-type: none"> <li><b>Nuts and bolts</b> - Children are encouraged to match the correct nuts to the correct bolts</li> <li><b>With my ...I can</b> children describe the different things that they can do with their body</li> <li><b>We're going on a bear hunt</b> the children join in with re-telling the story</li> <li><b>Incy Wincy spider</b> - children learn through Incy Wincy spider how to persevere</li> <li><b>Road blocks</b> - Children learn how to move cars around the mat by adhering to the road signs</li> </ul>