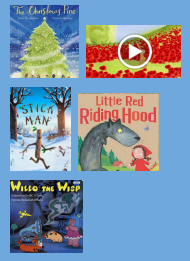
Yearly Overview 2026-2027
St Joseph's Catholic Primary School
Reception

Class:	Autumn 1 (7)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (5)	Summer 1 (7)	Summer 2 (6)
Topic	Growing Together (Geography)	Sparkle and Shine (History)	Ready Steady Cook (Science)	Our Caring Community (History)	Big, wide world! (Geography & History)	Adventure awaits! (Geography)
English Texts						
English (Writing) Curriculum links to EYFS Curriculum	**Communication and Language**		**Physical Development**	**Literacy**		**Expressive Arts and Design**
Literacy (English)	Oral story retelling Name writing Label - initial sounds	Repetitive chants and rhymes Captions using own names Lists to inform Performance storytelling	Descriptive writing Instructions Letters - Simple sentences	Stories with repeating patterns Caption writing Labels, list and captions	Stories with repeating patterns Fact files Instructions Performance storytelling	Performance poetry Letters Reports Fact files
Links to English Curriculum (Reading)	**Communication and Language**		**Literacy**		**Understanding the World**	**Expressive arts and design**

Phonics	Phase 2 s, a, t, p, i, n, m, d, g, o, c, k, ck,e, u, r, h, b, f, l	Phase 2 ff, ll, ss, j, v, w, x, y, z, qu, 's', ch, sh, th, ng, nk	Phase 3 ai, ee. igh, oa, oo, oo,ar, or, ow, oi, ear, air, er. Double letters bb, rr, gg, dd, pp, tt	Phase 3 Constant review of the phonemes we've learnt in phase 2 and 3. Reading longer words with suffixes -ing	Phase 4 Constant review of phonemes in phase 2 and 3 The suffix '–es' /iz/ suffix est Multi- syllable words broken up into chunks. Words with 4 sounds	Phase 4 Constant review of phonemes in phase 2 and 3 Focus on longer words and chunking Reviewing misconceptions
Maths **Curriculum links to EYFS Curriculum**	**Communication and language**	**Maths**				
Mathematics (Mastering Number & Power Maths)	<u>Number</u> Matching objects Sorting objects <u>Numerical patterns</u> Begin to rote count 1-23 (Counting children in class, through daily routines) <u>Links to SSM</u> Language of size to compare objects Repeated patterns	<u>Number</u> Numbers and the number system 1 - 5 Change within 5 (One more and one less). <u>Numerical patterns</u> Continue to rote count 1-23 (Counting children in class, through routines) <u>Links to SSM</u> Linking numbers to 2D shapes. Circles,triangles and squares. Positional Language Money - linking numbers to coins.	<u>Number</u> Number Bonds to 5. Numbers to 10 Comparing and counting groups. Addition to 10 Combining 2 groups, composition of numbers, using ten frames and part part whole. <u>Numerical patterns</u> To begin to rote count beyond 23, up to 30. Doubling and halving <u>Links to SSM</u> Links to money - coins and notes My day - today / tomorrow / yesterday / before / after	<u>Number</u> Number Bonds to 5. Numbers to 10 Comparing and counting groups. Addition to 10 Combining 2 groups, composition of numbers, using ten frames and part part whole. <u>Numerical patterns</u> Begin to count 1-1 up to 23 (Counting children in class, through routines) <u>Links to SSM</u> Links to money - coins and notes. 3D shapes in the environment.	<u>Number</u> Numbers to 1 -15. Addition & Subtraction using a number line, counting on and back. <u>Numerical patterns</u> To count 1-1 up to 20 and rote count up to 30. <u>Links to SSM</u> Making simple patterns Double, share and halving Length and weight.	<u>Number</u> Numbers to 1 - 20. Addition & Subtraction using a number line, counting on and back. <u>Numerical patterns</u> To count 1-1 up to 20 and rote count up to 30. Odds and evens. <u>Links to SSM</u> Exploring more complex patterns. Distance, maps and capacity.
PSHE **Curriculum links to EYFS Curriculum**	**Personal, Social and Emotional Development**	**Communication and Language**	**Understanding the world**	**People and Communities**	**Physical Development**	
PSED (PSHE) My happy minds	ELG - PSED Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to	ELG - PSED Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from	ELG - PSED Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.			

	wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately, even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.				
RE **Curriculum links to EYFS Curriculum**	**Communication and Language**	**Personal, Social and Emotional**	**Understanding of the World / Past and Present**			
	To know the 3 school prayers To make the sign of the cross To begin to say the Hail Mary.	See themselves as a valuable individual. Think about the perspectives of others Show sensitivity to their own and others' needs.	Talk about members of their immediate family and community and their roles in society. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.			
(RE) Lighting the Path (People and communities)	God's World I know that God made the world. I know that God asked us to care for the world. I know that God loves and cares for everyone. I know that God made each one of us different and special.	God's Family Have the opportunity to know that the Angel Gabriel came to Mary to ask her to be the mother of God's Son. Have the opportunity to know that in Advent we prepare to celebrate Christmas. Have the opportunity to know the story of the birth of Jesus. Have the opportunity to know that the shepherds were the first to hear about the birth of Jesus.	Getting to know Jesus I know about the loss and finding of Jesus in the Temple. I know that Jesus chose friends to help him. I know that Jesus has great love for each one of us. I know that Jesus healed the man at the Pool of Bethesda.	Sorrow and Joy I understand that we should try to be kind and not hurt others. I can learn to say sorry when I hurt someone and ask Jesus to help me to do this. I know that Jesus forgave those who hurt him. I know that Jesus died on Good Friday but that was not the end.	New Life I can begin to understand that we celebrate Easter because Jesus rose from the dead. I can begin to understand that Jesus gives a special gift of joy and peace. I know the story of Jesus going back to His Father in Heaven. I know that Mary is the Mother of Jesus and our Mother.	Our Church Family I know that we belong to our Church family. I know that the members of the Church are called Christians. I know why Sunday is a special day for the Church family. I know about the Sacrament of Baptism.
Science **Curriculum links to EYFS Curriculum**	**Communication and Language**		**Personal, Social and Emotional**		**Understanding of the World**	

Understanding the World (Science)	Observe seasonal changes - (NW) Muddy Monday Autumn Season Weekly Nature study Pumpkins / conkers / hedgehogs / Squirrels / apples / bulbs	Observe seasonal changes - (NW) Muddy Monday Autumn Season Weekly Nature study Leaves / fire / owls / spiders hibernation	Observe seasonal changes - (NW) Muddy Monday Winter Season To name, make observations and drawings of animals and plants, bugs, farm and zoo comparing (NW) Weekly Nature study Birds / Snow / ice / Northern lights / Snowflakes	Observe seasonal changes - (NW) Muddy Monday Winter Season / Spring Season Weekly Nature study Winter trees / Daffodils / Buds/ Robins / Snowdrops	Observe seasonal changes - (NW) Muddy Monday Spring Season Weekly nature study mud / worms / bugs insects /vegetables planting Growing plants – tomatoes, vegetables, strawberries	Observe seasonal changes - (NW) Muddy Monday Summer Season Weekly nature study Bees / sunflowers/ butterflies / daisies / summer flowers / Sunshine / Sun safety Caterpillars/butterflies, ducklings or chicks to show new life and life cycles
History Curriculum links to EYFS Curriculum	**Communication and Language**		**Personal, Social and Emotional**		**Understanding of the World / Past and Present**	
Past and Present (History)	History of ourselves from a baby (PP) Creation story. Learning that God created our world and exploring this through art and role play. Focus on animals, trees, flowers and God's love for us.	Remembrance Day Bonfire Night Celebrations around the world! Diwali Beginning to understand that God's greatest gift to us was the gift of his son, Jesus. Celebrate Jesus' birthday on Christmas day and prepare for this through Advent. Looking at how each of us prepare and celebrate this time	Understand the past through settings, characters and events - (PP) Traditional stories. The history of Jesus from a boy to an adult.	Following on from Jesus being a baby, learning about his childhood and his journey to become an adult. Considering the special people in his life and comparing them to ourselves. Meeting his friends, the disciples and learning that Jesus was lost and found in the temple. How do we feel when we lose someone/thing?	To retell past events in their lifetime in the correct order. To begin to explore how our area has changed over time. School, church, park etc. The history of Jesus	To retell past events in their lifetime in the correct order. Trips at the weekend or holidays taken with family. Holidays through history. How things have changed. To begin to identify different types of transport - How they have changed from then to now. Steam train to electric trains.
Geography Curriculum links to EYFS Curriculum	**Maths**		**Understanding of the World / Past and Present**			
Understanding the World (Geography)	To begin to explore the features of our school and grounds. Name the classroom, lunchroom, playground, hall, fields. To know how to get back safely.	Learn and celebrate other festivals from around the world (PCC) To begin to go on around our community. Knowing we stay safe next to the roads. To know we have pavements for walking on and use	Where does our food come from? Compare growing in this country and other countries (PCC) Local walks in the community. To talk about features such as houses and home types around our school. To recognise familiar areas, To know if their home is near or far	Local walks in the community To know our school is in Ingrow and talk about some local features, church, shops, garage. To notice and recognise if a certain shop is near their house. A church near their home.	Local walks in the community. Visit the local park and know how to keep ourselves safe in the wider area. Staying safe in the sun. To begin to know a familiar route around the school area. Use Google maps to see an aerial image of the	Explore, compare and discuss our immediate environment and locations around the world using books, globes, maps. (PCC - NW) Local walks in the community. Visit the local beck and learn how to keep safe in the wider

	Muddy Monday - Season Autumn Weather patterns in Autumn	crossings to cross. Stay away from the roadside. To be able to recognise the school from a distance. Muddy Monday - Season Autumn - How to stay safe in the dark.	away from school.Spot homes like theirs and discuss ones that are different. Muddy Monday - Season Winter Weather patterns in winter	Muddy Monday - Season Winter How to dress in winter to keep warm.	area. Muddy Monday - Season Summer - Staying safe in the sun	community. Staying safe near water. Explore the wider local area and name some other features, train stations. Travel to Haworth via train to spot some features in the wider area. Fields, countryside, village, different shops that may not be familiar but can begin to compare an area with one they know. Muddy Monday - Season Summer
Music **Curriculum links to EYFS Curriculum**	**Communication and Language**		**Physical Development**		**Expressive arts and Design**	
Expressive arts and Design (Music)	To begin to learn a range of nursery rhymes (EAD - BIE)	Sing songs, make music and dance in our nativity performance (PSED - CL - EAD)	To begin to recite unfamiliar poems - Poetry Basket (PSED - CL - EAD)	To expand knowledge of poems and to recite unfamiliar poems - Poetry Basket (PSED - CL - EAD)		To complete our nursery world challenge (PSED - CL - EAD)
PE **Curriculum links to EYFS Curriculum**	**Personal, Social and Emotional Development**		**Physical Development**		**Expressive arts and design**	
Physical Development (PE) Using PE Planning	Fundamental movement skills activities	Dance	Multi skills	Gymnastics	Ball skills	Sports day skills - Games
Computing **Curriculum links to EYFS Curriculum**	**Personal, Social and Emotional**		**Physical Development**		**Expressive arts and design**	
Computing (No longer on the curriculum but to teach as a life skill) Project Evolve	To begin to use a computer with support. To know and understand why we use technology in the world (not just computers). One hour of online safety	To use a computer and choose an app independently. To unlock an ipad using a password. To use a mouse independently.	To know how to stay safe online. To begin to use technology to programme and give instructions (ore-coding) One hour of online safety	To begin to know how to stay safe online. To use a keyboard and mouse independently. One hour of online safety	To use technology such as bee bot with independence to programme and give instructions (pre-coding)	To use a range of apps to enhance learning . Chatterpix Tutorial videos Bettbot apps

		One hour of online safety			One hour of online safety	One hour of online safety
Art **Curriculum links to EYFS Curriculum**	**Communication and Language**	**Physical development**		**Expressive arts and design**		
Expressive Art and design (Art)	<u>EAD - Skills</u> Selecting and using own materials and paints. (EAD) Poster paints Self service Chalk paints Watercolours	<u>EAD - Skills</u> Selecting and using own joining tools (EAD) Glue Tape Pins Staplers Woodwork	<u>EAD - Skills</u> Creating props to support role play, using a variety of materials (EAD - CM)	<u>EAD - Skills</u> Creating for a purpose using 3d shapes, selecting and beginning to adapt work where needed. Boxes Paper mache Folding	<u>EAD - Skills</u> Observational drawings, painting and crafting. Paints Clay Nature art Loose parts	<u>EAD - Skills</u> Creating and experimenting with ingredients. Being able to choose and use the right skill for the right job.
DT **Curriculum links to EYFS Curriculum**	**Communication and Language**		**Physical Development**		**Expressive Arts and Design**	
Expressive Arts and design (DT)	Introduce outdoor woodwork (Supervised) Hitting a nail into wood	Outdoor woodwork (more independence) Hitting nail into wood	Outdoor woodwork (more independence) Hitting nail into wood	Outdoor woodwork (Supervised) Joining wood pieces together to create for a purpose (cross)	Outdoor woodwork (Supervision) Begin to saw wood	Outdoor woodwork (More independence) To saw wood
MFL **Curriculum links to EYFS Curriculum**	**Personal, Social and Emotional**			**Understanding the World**	**People and Communities**	
People and Communities Understanding the World (MFL)	To learn to say morning in english	To learn to say morning in French	To learn to say morning in Polish	To learn to say morning in Italian	To learn to say morning and your name in French	To say morning choosing and identifying your chosen language.
Experiences Curriculum	Class party (Getting to know each other) Autumn / Harvest festival experience Pumpkin extravaganza! Make Harvest festival fruit boxes to hand out in the community	Learn about Hinduism, Diwali - The Festival of Lights and share with our buddies Local pantomime trip Nativity performance Art week - Learn about Christmas in Italy and make tomato and garlic sauce to serve with spaghetti	Visit from a real dragon, dinosaur or Princess. Make Easter garden/s Bake bread to share at The Last Supper or Feeding of 5000, make pancakes on tin cans Do something for Lent – make crosses, make a coin cross – to raise money for Catholic Care	PJ day Parents invited in. Visits from people who help us – a doctor and other people in our community. Visit the outback in halifax. Garden where lots of fruit and vegetables grow. Bee hives to see where honey comes from.	Farm trip - Birchfield Farm - £10 Pets into school. Caterpillars/butterflies, ducklings or chicks to show new life and life cycles Growing plants – tomatoes, vegetables, strawberries? (Could plant some in Autumn).	Picnic trip down to the river - walk Visit to Church or Father to visit us in school Role play Baptism and sharing our photographs of Baptism Design and make a church to play in

	Planted cress seeds					