

**PRIME – Personal, Social and Emotional Development**  
**CST The Common Good**

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  
 Develop their sense of responsibility and membership of community.  
 Become more outgoing with unfamiliar people, in the safe context of their setting.  
 Show more confidence in new social situations.  
 Play with one or more other children, extending and elaborating play ideas.  
 Identify and moderate their own feelings socially and emotionally. Manage their own needs.  
 Build constructive and respectful relationships.

**Activities**

- ❖ Attainment on Entry Assessments.
- ❖ Self-registration. Answering the register: Who is here today? How many children are here today?
- ❖ Getting to know my teachers and learning my friend's names.
- ❖ Circle Time – Learning to speak clearly and confidently & develop the ability to listen and respond.
- ❖ Learning and participating in tidy up routines
- ❖ Morning, lunchtime and end of day routines.
- ❖ Meet Harry Hare – What do I need to do to be a good listener?
- ❖ Begin to regulate behavior and understand how we work together so that we can all be on the 'Sunny Side'
- ❖ Play, explore, try new activities and make links through role play.
- ❖ Start of the day activities/talk partners.
- ❖ Assembly and attending Mass in Church.
- ❖ Learn what House they are in and how to earn Saint Points for their House Group.
- ❖ Participate in Story/Poetry/Singing/Movement sessions throughout the day.

**PRIME – Communication and Language**  
**CST Family and Community**

Enjoy listening to longer stories and can remember much of what happens.  
 Can find it difficult to pay attention to more than one thing at a time.  
 Use a wider range of vocabulary.  
 Understand how to listen carefully and why listening is so important.

**SPECIFIC Literacy**

Know many rhymes, be able to talk about familiar books and be able to tell a long story.  
 Can start a conversation with an adult or a friend and continue it for many turns.  
 Understand the five key concepts about print: Write some or all of their name.

**Activities**

Engage in story times.  
 Read individual letters by saying the sounds for them. Form lower-case and capital letters correctly

**Activities**

- ❖ Statutory Baseline Assessments (RBA).
- ❖ Attainment on Entry Assessments.
- ❖ Use their language and new vocabulary as a powerful means of widening contacts, sharing feelings, experiences and thoughts about stories that have been read to them in class.
- ❖ Recognise and begin to trace and independently write their own name with focus on good handwriting habits (posture, pencil hold, paper) and letter formation.
- ❖ Sound! Start Phonics for Letters and Sounds – Phase 2 Learning a Letter Lesson, Main Phonics Lesson, Small Group Practice and Apply.
- ❖ Shared and Independent Writing Activities linked to – Where the Wild Things Are and topic based books.
- ❖ Rhyme Time – Daily nursery, topic based and number rhymes.
- ❖ Story Time Voting Station – Daily vote for my favourite book.

**PRIME – Physical Development**  
**CST Participation**

Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.  
 Use a comfortable grip with good control when holding pens and pencils.  
 Use one handed tools and equipment, for example, making snips in paper and scissors.  
 Be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly.  
 Make healthy choices about food, drink, activity and tooth brushing.  
 Revise and refine the fundamental movement skills they have already acquired – Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing.  
 Develop their small motor skills so they can use a range of tools competently, safely and confidently.  
 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

**Activities**

- ❖ Attainment on Entry Assessments.
- ❖ Become independent when toileting and learning good hygiene routines such as washing hands and using tissues. Become more independent when dressing and undressing with coats and uniform.
- ❖ Funky fingers/feet – To develop fine/small motor/gross skills using a wide variety of equipment.
- ❖ Learning to negotiate the climbing frame and obstacles in the playground.
- ❖ PE – Movement (Rolling, crawling, walking, jumping, running, hopping, skipping and climbing)
- ❖ Explore malleable materials (Rolling, squeezing, patting) Explore the sand pit inside (dry) and outside (wet) Explore the Mud Kitchen.
- ❖ Investigate healthy food/drink/exercise choices and why good dental hygiene is important.

## Reception – AUTUMN 2025 'Inside Outside...Who Am I?'

**SPECIFIC – Expressive Arts and Design**  
**CST Family and Community Participation**

Create closed shapes with continuous lines and begin to use these shapes to represent others.  
 Respond to what they have heard, expressing their thoughts and feelings.  
 Remember and sing entire songs.  
 Explore, use and refine a variety of artistic effects to express their ideas and feelings.  
 Listen attentively, move to and talk about music, expressing their feelings and responses.

**Activities**

- ❖ Attainment on Entry Assessments.
- ❖ Create Self portraits for 'Who Am I?' display.
- ❖ Arts and crafts linked to Creation, Class Saint, 'Who Am I?' Topic and Autumn.
- ❖ Where the Wild Things Are – Design a 'Wild Me' creature.
- ❖ Participate in Story/Poetry/Singing/Movement sessions throughout the day
- ❖ Explore instruments/sounds, beat, rhythm.
- ❖ Autumn crafts inspired by Andy Goldsworthy.

**SPECIFIC – Understanding the World**  
**CST Family and Community Stewardship**

Begin to make sense of their own life-story and their families history.  
 Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.  
 Talk about what they see, using a wide vocabulary.  
 Comment on images of familiar situations in the past.  
 Talk about members of their immediate family and community.  
 Recognise some similarities and differences between life in this country and life in other countries.

**Activities**

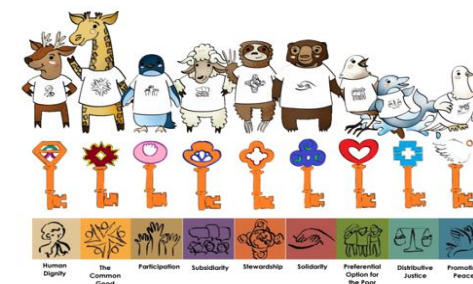
- ❖ Linked to the topic 'Inside Outside...Who Am I?' the children will bring in photographs of their family to create a display in the Home Corner.
- ❖ Linked to Creation-God's Gifts the children will learn about how the world began and talk about and describe what they know about the wonderful world around them.
- ❖ Listening to stories such as Dear Earth and The World came to my place today.
- ❖ What country/city do I live in? Where is it on a map of the UK?
- ❖ Where is our school? What can we see in our local community?
- ❖ Linked to Literacy – Where the Wild Things Are – Which countries have 'jungles'? Use a world map to locate these countries.
- ❖ Explore a jungle environment. What animals live there and why?
- ❖ Talk about their lives and how they compare to the characters in the story. What is the same? What is different? Would you like to live in the jungle?
- ❖ What happens in Autumn?
- ❖ An Interesting Word for Every Day of the Year – will give the children the opportunity to share their understanding of the word in a particular context whilst widening their vocabulary.
- ❖ Develop an awareness of how information can be retrieved from computers.
- ❖ Learn about E-safety and how they can keep themselves safe whilst using it.

**Religious Education**  
**CST Human Dignity Stewardship**

Continue to develop positive attitudes about the differences between people.  
 Talk about members of their immediate family and community.

**Activities** R.E. Baseline

- ❖ Learning how to make the Sign of the Cross and participating in the daily classroom prayers.
- ❖ Finding out about our School Saint. Who is St. Gerard?
- ❖ Finding out about our Class Saint. Who is St. Therese of Lisieux?
- ❖ Creation – God's Gifts
- ❖ Attend Collective Worship, Assemblies and Mass in Church.



**SPECIFIC – Mathematics**

Fast recognition of up to 3 objects, without having to count them individually (subitising).  
 Recite numbers past 5.  
 Say one number for each item in order: 1,2,3,4,5.  
 Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Understand position through words alone with no pointing.  
 Compare quantities using language 'more than' 'fewer than'.  
 Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round.  
 Count objects, actions and sounds.  
 Continue, copy and create repeating patterns.

**Activities**

- ❖ Statutory Baseline Assessments.
- ❖ Attainment on Entry Assessments
- ❖ Daily sessions linked to White Rose Maths and NCETM.
- ❖ Daily Opportunities to develop a deep understanding of number – Reciting, counting, matching, ordering, estimating.
- ❖ Daily Counting rhymes and songs.
- ❖ Independent role play activities that allow children to demonstrate their ability to transfer their mathematical understanding and problem solving skills into a wide range of different scenarios.
- ❖ Resources/Games for children to choose in 'Busy Learning' Time for example dice to play how many claps, jumps do I need to do.
- ❖ Start of the Day Activities – 'Subitise Sid' and 'Solve it Soo' Puppets. Can you help them?

