



**St. Peter's**  
Catholic Primary School

# All about me

Reception

Autumn Term 1, 5 weeks



## We put Jesus at the heart of everything that we do.

special kind unique inventive  
generous awesome gentleness  
purity helpful good positive  
expressive enjoyable caring  
adventurous bouncy zingy  
fun truth colourful superb  
confident polite compassion  
friendly enthusiastic marvellous  
comforting nice remarkable  
happy magnificent great  
meaningful forgiveness  
exceptional joy wonderful  
interesting creative hopeful  
incredible spectacular  
original brilliant peace  
lovely service outstanding  
dynamic amazing  
dignity fabulous impressive  
beautiful sacrifice  
gorious fantastic tolerance  
exciting terrific delicious  
integrity cool considerate  
phenomenal laughing funny  
sharing humility loving  
energetic smiling captivating  
justice encouraging mercy  
gracious faithful important  
supporting delightful thankful  
hard-working tremendous



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The aims of our curriculum:

- We aim to be like Jesus the teacher, where all children learn to be good, inquisitive learners, capable of making our world a better place. Like Jesus our shepherd, no child will be left behind.
- We want our children to know more and remember more
- We aim to provide our children with a broad curriculum, rich with cultural capital.
- We aim to teach what is required from the National Curriculum as a minimum.
- We aim to create a curriculum that is teachable, clear and practical where possible.
- We want all of our children to progress so that they can tell us about their own progression in learning.
- We want our children to be able to tell us why they are learning what they are learning.

*"So God made the wild animals, the tame animals, and all the small crawling animals to produce more of their own kind. God saw that this was good."*

*Genesis 1:25*

# Our Curriculum Drivers:

## Catholic Social Teaching

By the end of the topic, we will have completed 2 focus activities from 'Family and Community' (see below).

This will be in addition to our usual RE.

## Our Resilience

We are starting big school!

By the end of this topic, we will all be able to come into school ourselves, hang up our bag and coat and come and sit on the carpet, ready to start the day.

## Our Community

By the end of this topic, we will be able to join our friends in assembly in the hall!

## Sustainability

We will learn which bin we can put our scrap paper in.

## Diversity and inclusion

We will learn about each other. By the end of this topic, we will know each other's names and be able to say hello!



## All About Me



### Communication and Language

- Play a game of 'Guess Who?' Choose a child to give clues (such as hair colour) to the class. Can the children guess who they are describing? You could provide photos of the children after the activity for children to continue play in continuous provision.
- Provide rectangles of paper, lolly sticks, materials and sticky tape. Ask the children to make stick puppets of themselves and their friends. Can they act out a story using the stick puppets? You could provide a puppet theatre for the children to act out the story.
- Using a permanent pen, write some labels on a beach ball, such as 'animal', 'colour', 'game', 'food' and 'toy'. Play a circle game, throwing the ball to a child. Can they think of a question to ask the group, using the prompts on the ball?

### Personal, Social and Emotional Development

- Talk about what it means to be unique. Can the children name something that they think makes them unique? Invite them to add a handprint to a large piece of paper and add their thoughts and ideas for a 'what makes us unique' display.
- Explore different emotions with the children. Sit the children in a circle and play 'Pass the Feeling'. Whisper a feeling to the first child. Then, they make the expression and pass it on around the circle. Can the children guess what feeling it is?
- Talk to the children about the importance of physical activity. Every day, nominate a child to be 'play leader' and encourage the children to engage in physical exercise outside or in a large space, with the play leader deciding what to do. They could use these [Physical Action Word Cards](#) to show the children what they would like them to do.

### Physical Development

- Provide children with the opportunity to explore what their hands can do. Offer different fine motor skills activities, such as threading, hammering, rolling, sewing and twisting. What are they able to do to different materials using their hands?
- Draw a selection of different faces on the ground in chalk. Offer the children chalk and encourage them to copy the faces. Can they create different shapes to make the faces?
- Practise using child-safe knives by making fruit faces. Children can use the knife to chop pieces of fruit and organise it into a face on a pancake.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>● Provide a feelings chart with the feelings labelled. Each day, encourage children to read the feelings then select their name and add it to the chart to show how they are feeling.</li> <li>● Ask the children to draw a picture of themselves and their family. Can they write the names of their family members? This <a href="#">All About Me Pattern Tracing Activity</a> offers the opportunity for pencil control practice too.</li> <li>● Take full length pictures of the children. Give each child their own photo. Can they use their knowledge of sounds to label different parts of their body?</li> <li>● Place a jar in the classroom along with strips of paper. If the children have something important to share about themselves, they can write it on the paper and add it to the jar.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage each child to draw around their foot. Can they use cubes to measure how long their foot is? Who has the biggest foot? Who has the smallest foot?</li> <li>● Provide children with a range of 2D shapes. Can they rotate and manipulate the shapes to build a picture of a person?</li> <li>● Talk about the months of the year. Can the children name any? Do they know what month their birthday is in? Make a birthday chart together. Compare the amount of birthdays in each month. Which month has the most birthdays? Which month has the least?</li> <li>● Practise counting actions by leading a fitness camp. Call out different exercises, such as star jumps, hopping on one leg, stretches and tell the children how many to do. Encourage them to count their actions.</li> </ul>	<ul style="list-style-type: none"> <li>● On a long narrow strip of paper, ask the children to draw a family portrait. Children may wish to share their portraits with the class. Can they name and describe people who are familiar to them? You could place them on a display for the children to talk to each other about in their play.</li> <li>● Go for a senses walk outside. Encourage the children to explore the natural world around them and focus on what they can see, hear and feel. Children may like to record some of the things they noticed on a whiteboard.</li> <li>● Ask the children to close their eyes and think of a place that is special to them. Can they tell a friend or class about their special place and why it is special to them?</li> <li>● Talk about the children's journeys to school. Do they walk or come in the car? Can they name the road that the school is on? Show the children a simple map showing the area local to the school. Can they draw their own maps to show how they get to school?</li> </ul>	<ul style="list-style-type: none"> <li>● Using paper plates and a range of media and materials, ask children to create a self-portrait. They could explore looking in a mirror to help them.</li> <li>● Encourage a child to lay on the floor. Use large-scale building bricks to create an outline of the child. Ask the child to get up and look at the outline the bricks have left. What do they notice?</li> <li>● Provide magazines that contain lots of different faces. Offer a range of materials, such as scissors, glue, pencils and pens. Encourage children to create a self-portrait using a range of media.</li> <li>● Invite the children to explore feelings by asking them to represent different feelings using musical instruments. Can they talk about the feelings they have chosen and why they have used those sounds to represent them?</li> <li>● Encourage children to explore body percussion, such as clapping their hands, stamping their feet and patting their legs.</li> </ul>