

## Reception Curriculum – Spring 1

### Key Question: Why is it cold?

**Communication and Language:** Using social phrases in the morning and throughout the day. Use specific vocabulary when talking about the world around us and the changes throughout the year as well as during scientific changes. Talking about how the natural world and animals adapt to their location and habitat, listening to others and responding appropriately. CL also underpins all areas of learning.

**Personal, Social and Emotional Development:** Understanding our school values and the importance of following them. Using the visual timetable to understand the school day and asking for help when needed. Following the rules during continuous provision and engaging in the different activities, whilst building relationships with peers. Think Equal scheme of work. Zones of regulation and identifying own emotions each day.

**Literacy:** Little Wandle – Phase 3 sounds. Drawing Club to introduce new vocabulary, encourage mark making, writing skills, conversation and storytelling. Writing opportunities throughout continuous provision. Three guided reading sessions each week, focusing on decoding, prosody and comprehension.

**Maths:** White Rose scheme. Numbers 0-8 mastery. Finding, subitising, composing, one more and one less, representing and writing, making pairs, odds and evens, doubling and combining.

Physical Development		Understanding the World					Expressive Art and Design		
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE
Increasing confidence and skill while traveling around, and through various equipment.	Threading and dotting, following patterns carefully and in sequence.	Temperature and the effects they can have.	Volcanoes that have erupted in the past.	Naming the continents and locating them on a map.	Which places are special and why?	Safer Internet Day.	Collaging and layering.	Junk modelling to practise a variety of skills.	Cold weather songs. Use instruments to develop a sense of rhythm and increase musical vocab.
Play games with simple rules learning to follow them and be fair.	Cutting along lines and around shapes with increasing accuracy.	What happens when something melts and freezes?	Technology past and present.	Locating the Artic and Antarctic.	Chinese and Lunar New Year.		Waterpaints and mixing colours to represent hot and cold.	Making habitats, winter pictures/scenes and volcanoes.	Watch live performances <a href="#">Winter Music: Ten Classical Pieces for the Coldest Season</a> ( <a href="#">8notes.com</a> )
Stretch and Grow.	Playdough creations and following instructions to make items.	Hot and cold countries and continents. Habitats		Locating volcanoes around the world.			Choosing colours and materials carefully to match descriptions and characteristics.	Choosing appropriate tools and resources for creating designs.	
		STEAM – Why are parts of Earth so cold and others so hot?							

## Reception Curriculum – Spring 2

### Key Question: Where did it come from?

**Communication and Language:** Being confident to speak in a familiar group during Show and Tell. Sitting quietly and concentrating when listening, responding to ideas expressed by others in conversation or discussion. Using new vocabulary when discussing life cycles, locations and habitats. CL underpins all areas of learning and encourages children to use complete sentences.

**Personal, Social and Emotional Development:** Choosing the resources needed for a given activity and showing resilience and perseverance in the face of challenge; we will be encouraging children to say when they do and do not need help. Forming positive relationships with adults and other children, playing cooperatively with others and taking account of their ideas. Showing sensitivity to others' feelings.

**Literacy:** Little Wandle – Phase 3 consolidation of sounds. Longer words containing double letters, words with two or more digraphs, words ending -ing -s -es and compound words. Drawing Club to introduce new vocabulary, encourage mark making, writing skills, conversation and storytelling. Writing opportunities throughout continuous provision. Three guided reading sessions each week, focusing on decoding, prosody and comprehension. World Book Day.

**Maths:** White Rose scheme. We will be consolidating our work on numbers 0-8, including doubles, odds and evens. We will then progress on to building 9 and 10. We will explore length, height, time and explore 3D shapes.

Physical Development		Understanding the World					Expressive Art and Design		
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE
Practising new skills whilst traveling under and over various equipment.	Continue to support children with their pencil grip, control and letter formation.	Life cycle of the frog.  Life cycle of the butterfly.	Talking about special events they have celebrated in the past.  Discussing stories set in the past, talking about times before they were born.	Reviewing learning on countries and continents, applying it to where animals come from.  Looking at seasonal changes and habitats, discussing new life, features of living things and life cycles.	Which times are special and why?  Ramadan (10th Mar - 9th Apr)  Holi (24th - 25th)  Easter Sunday (31st)	Using computers safely.	Creating art using natural resources at Forest School.  Developing brush strokes and colour mixing with paints.  Creating symmetrical pictures by printing.	Making cards for someone special. Mother's Day (10th)  Junk Modelling – using a range of materials and equipment to make different animals.  Following designs.	Learning songs and rhythms ready to perform to an audience.

## Reception Curriculum – Spring

<b>Communication and Language</b>	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>	<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World</b>
<p><u>Listening</u>      Attention      and <u>Understanding</u></p> <p>Knowing that they need to be quiet and concentrate when listening. Maintain attention, concentrate and sit quietly during appropriate activities.</p> <p>Listen to a whole story from beginning to end.</p> <p>Responding to instructions involving a two-part sequence.</p> <p>Listening and responding to ideas expressed by others in conversation or discussion.</p> <p>Remembering key points from a story without needing prompts.</p> <p>Showing a specific interest in a non-fiction book linked to a topic or theme.</p> <p><u>Speaking</u></p> <p>Use new vocabulary in different contexts.</p> <p>Ask questions to learn more about an event or a task.</p> <p>Using complete sentences more regularly.</p> <p>Using language to explore imaginary events, themes and storylines.</p> <p>Using language to imagine and recreate roles and experiences in play situations.</p> <p>Linking statements and sticking to a main theme or intention.</p> <p>Using talk to organise, sequence and clarify thinking, feelings and ideas.</p> <p>Show and Tell – where have you visited that was hot/cold? Why was it hot/cold? Where did it come from?</p>	<p><u>Self-Regulation</u></p> <p>Recognise themselves as a valuable individual. Willingly express their feelings and know when they have been kind and considerate.</p> <p>Moderating their feelings when they are upset.</p> <p>Being confident to try new activities. Saying why they like some activities more than others.</p> <p>Being confident to speak in a familiar group. Being happy to talk about their own ideas.</p> <p>Choosing the resources they need for a given activity.</p> <p>Saying when they do and do not need help.</p> <p><u>Managing Self</u></p> <p>Being able to talk about a challenging task and be prepared to have a go.</p> <p>Welcoming and valuing praise for what they have done.</p> <p>Willingly participating in a wide range of activities.</p> <p>Showing enthusiasm and excitement when anticipating and engaging in certain activities.</p> <p>Being confident to speak to others about wants, needs, interests and opinions.</p> <p>Describing themselves in positive terms; talking about their abilities.</p> <p>Showing resilience and perseverance in the face of challenge.</p> <p>Having an awareness of keeping teeth clean.</p> <p><u>Building Relationships</u></p> <p>Building constructive and respectful relationships.</p> <p>Playing cooperatively with others and taking account of their ideas.</p> <p>Being happy to listen to others' organisational ideas.</p> <p>Showing sensitivity to others' feelings.</p> <p>Forming positive relationships with adults and other children.</p>	<p><u>Gross Motor</u></p> <p>Showing increasing control when linking movements together.</p> <p>Knowing that it is good to be active and sometimes getting out of breath.</p> <p>Moving freely with confidence in a range of ways.</p> <p>Mounting stairs, steps or climbing equipment using alternative steps.</p> <p>Walking downstairs two-feet each step.</p> <p>Standing momentarily on one foot.</p> <p>Running skilfully whilst negotiating space successfully, adjusting speed and direction as needed.</p> <p><u>Fine Motor</u></p> <p>Handling tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Showing a preference for a dominant hand.</p> <p>Beginning to show anticlockwise movements and retrace vertical lines.</p> <p>Beginning to form recognisable letters.</p> <p>Using a pencil and holding it effectively to form recognisable letters, especially letters in their own name.</p> <p><b>STEAM</b></p> <p>Why are parts of Earth hot and other parts cold?</p> <p><b>R.E</b></p> <p>Which places are special and why? Which times are special and why?</p>	<p><u>Word Reading</u></p> <p>Reading individual letters by saying the sounds for them.</p> <p>Reading simple words and simple sentences.</p> <p>Identifying rhymes.</p> <p>Blending sounds into words, so that they can read short words made up of known letter-sounds correspondences.</p> <p>Reading some letter groups that each represent one sound and say sounds for them.</p> <p>Reading a few common exception words matched to the school's phonic programme.</p> <p>Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><u>Comprehension</u></p> <p>Talking about events and characters in books.</p> <p>Making suggestions about what might happen next in a story.</p> <p>Talking about their favourite book.</p> <p>Using vocabulary and events from stories in their play.</p> <p>Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading.</p> <p><u>Writing</u></p> <p>Using their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Writing some irregular common words.</p> <p>Writing simple sentences which can be read by themselves and sometimes by others.</p> <p>Spelling small familiar words correctly and making phonetically plausible attempts at more complex words.</p>	<p><u>Number and Numerical Pattern</u></p> <p>Introducing 0</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Compare Mass</p> <p>Compare Capacity</p> <p>Six, seven, eight</p> <p>Combining two amounts</p> <p>Making pairs</p> <p>Length and height</p> <p>Time</p> <p>Counting to 9 and 10</p> <p>Comparing number to 10</p> <p>Bonds to 10</p> <p>3D shapes</p> <p>Spatial awareness and patterns</p> <p><b>Expressive Arts and Design</b></p> <p><u>Creating with Materials</u></p> <p>Safely using and exploring a variety of materials, tools and techniques.</p> <p>Experimenting with colour, design, form and function.</p> <p>Selecting tools and using techniques needed to shape, assemble and join materials they are using.</p> <p>Understanding that different media can be combined to create new effects.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Exploring and learning how sounds can be changed.</p> <p>Singing songs, making music and experimenting with ways of changing them.</p> <p>Beginning to build a repertoire of songs and dances.</p> <p>Exploring the different sounds of instruments.</p> <p>Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p><u>Past and Present</u></p> <p>Recognising and describing special times or events for family or friends, e.g. Eid, Christmas, christenings.</p> <p>Beginning to compare and contrast characters in stories about the past.</p> <p>Understanding that people celebrated events like Eid and Christmas before they were born.</p> <p>Using appropriate language to describe the past, such as, 'in the past'.</p> <p><u>People, Cultures and Communities</u></p> <p>Drawing information from a simple map.</p> <p>Recognising that people have different beliefs and celebrate special times in different ways.</p> <p>Recognising some similarities and differences between life in this country and life in other countries.</p> <p>Starting to show an interest in different occupations and ways of life.</p> <p>Talking about members of their immediate family and community.</p> <p>Naming and describing people who are familiar to them.</p> <p><u>The Natural World</u></p> <p>Talking about why things happen and how things work.</p> <p>Understanding more about growth, decay and changes over time.</p> <p>Identifying features of living things, such as, animals with legs or those with wings.</p> <p>Exploring the natural world around them.</p> <p>Describing what they see, hear and feel whilst outside.</p> <p>Recognising that some environments are different to the one in which they live.</p> <p>Understanding the effect of changing seasons on the natural world around them.</p>