

Reception Curriculum – Spring 1

Key Question: Why is it cold?

Prime Areas			
<p>Communication and Language</p> <p>Listening, Attention and Understanding Listening to stories and others, responding appropriately and asking questions. Understanding the difference between carpet time and activities, following routines and rules with increasing independence.</p> <p>Speaking Using social phrases in the morning and throughout the day. Using specific vocabulary when talking about the world around us and changes. Talking about how the natural world and animals adapt to their location and habitat. CL underpins all areas of learning.</p>	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation Think Equal scheme of work. Zones of regulation to help identify own emotions and how to move between emotions. Focused attention during carpet sessions and teaching time.</p> <p>Managing Self 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. Self-care and personal hygiene.</p> <p>Building Relationships Following the rules during continuous provision and engaging in the different activities, whilst building relationships with peers.</p>	<p>Physical Development</p> <p>Gross Motor Increasing confidence and skill while traveling around, and through various equipment. Play games with simple rules learning to follow them and be fair.</p> <p>Fine Motor Pencil grip and handwriting skills using PenPals scheme. Threading and dotting, following patterns carefully and in sequence. Cutting along lines and around shapes with increasing accuracy. Playdough creations and following instructions to make items.</p>	
Specific Areas			
<p>Literacy</p> <p>Comprehension Three guided reading sessions each week, focusing on decoding, prosody and comprehension.</p> <p>Word Reading Follow Little Wandle scheme – Phase 3 sounds.</p> <p>Writing Writing opportunities throughout continuous provision as well as specific writing tasks linked to Drawing Club, set texts and events.</p>	<p>Maths</p> <p>Number White Rose scheme. Numbers 0-8 mastery. Finding, subitising, composing, one more and one less, representing and writing numbers.</p> <p>Numerical Patterns Making pairs, odds and evens, doubling and combining.</p>	<p>Understanding the World</p> <p>Past and Present Volcanoes that have erupted in the past. Technology past and present. Safer Internet Day.</p> <p>People, Culture and Communities Which places are special and why? Chinese and Lunar New Year.</p> <p>The Natural World Temperature. What happens when something melts and freezes? Habitats. Why are parts of Earth so cold and others so hot? Artic and Antarctic. Locating volcanoes around the world.</p>	<p>Expressive Art and Design</p> <p>Creating with Materials Collaging and layering. Waterpaints and mixing colours to represent hot and cold. Drawing and painting independently. Junk modelling to practise a variety of skills.</p> <p>Being Imaginative and Expressive Cold weather songs. Use instruments to develop a sense of rhythm and increase musical vocab. Live performances Winter Music: Ten Classical Pieces for the Coldest Season (8notes.com)</p>

Reception Curriculum – Spring 2

Key Question: Where did it come from?

Prime Areas			
<p>Communication and Language</p> <p>Listening, Attention and Understanding Being quiet and concentrating when listening. Maintaining attention, concentrate and sit quietly during appropriate activities. Listen to a whole story from beginning to end. Remembering key points from a story without needing prompts.</p> <p>Speaking Speaking, listening and asking questions during Show and Tell. Talking about different life cycles, using new vocabulary and full sentences.</p>	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation Think Equal scheme of work. Zones of regulation to help identify own emotions and how to move between emotions. Talking in front of others and saying when they do and do not need help.</p> <p>Managing Self Understanding our school values and the importance of following them. Self-care and personal hygiene.</p> <p>Building Relationships Forming positive relationships with others and being aware of others' feelings as well as our own feelings.</p>	<p style="text-align: center;">Physical Development</p> <p>Gross Motor Moving freely and confidently in a range of ways, navigating different spaces and obstacles. Understanding the importance of rules in terms of safety.</p> <p>Fine Motor Developing strength in both hands, not just dominant hand. Forming strong pencil grip and being able to form recognisable letters. Using small motor skills to cut, pinch, twist and join with considerable control.</p>	
Specific Areas			
<p style="text-align: center;">Literacy</p> <p>Comprehension Three guided reading sessions each week, focusing on decoding, prosody and comprehension.</p> <p>Word Reading Follow Little Wandle scheme – Phase 3 sounds.</p> <p>Writing Writing opportunities throughout continuous provision as well as specific writing tasks linked to Drawing Club, set texts and events.</p>	<p style="text-align: center;">Maths</p> <p>Number White Rose scheme. Numbers 0-8 mastery. Finding one more and one less, doubles and halves. Looking at even and odd numbers. Number bonds to 5.</p> <p>Numerical Patterns Sequencing numbers to 10. Length and height. Properties of shapes.</p>	<p style="text-align: center;">Understanding the World</p> <p>Past and Present Looking at where things came from – life cycles. Using 'in the past' (dinosaurs) and 'in the present' (fossils).</p> <p>People, Culture and Communities Understanding that different people and cultures celebrate different times. St David's Day, Shrove Tuesday, Holi, St Patrick's Day, Ramadan, Eid.</p> <p>The Natural World The start of Spring and new life.</p>	<p style="text-align: center;">Expressive Art and Design</p> <p>Creating with Materials Collaging and layering. Mixing colours to create light and dark shades as well as new colours. Drawing and painting independently. Junk modelling to practise a variety of skills.</p> <p>Being Imaginative and Expressive Singing songs, making music and performing in front of others. Learning movements and combinations to express ideas.</p>

Reception Curriculum - Spring

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