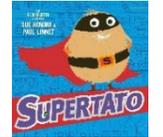


Reception- Spring 1 Curriculum

Theme	Author/Book	English – talk through the stories	Celebrations	Outdoor Learning	Outdoor visit	Adventurous Pursuits
Who lives here? (Fantasy)	Author – Julia Donaldson	  	Chinese New Year	Allotment Forest School	Tandle Hills	Climbing

PSED	Communication & Language	Physical Development	English	Math's	Knowledge & Understanding of the world	Expressive Art and Design
<p>Are they happy, gaining in independence and confidence at school?</p> <p>Do they adjust to different routine and expectations?</p> <p>Do they use the toilet, wash their hands, get ready for home and eat using utensils in the dinner centre?</p> <p>Are they happy to show their emotions and can you reason with them?</p> <p>Do they share their views happily and confidently with others?</p> <p>Do they confidently ask for help and form friendships?</p> <p>PSHE – Jigsaw</p> <p>Dreams and Goals</p> <p>Know what a challenge is?</p> <p>Know that it is important to keep trying.</p> <p>Know what a goal is?</p> <p>Know how to set goals and work towards them.</p> <p>Know which words are kind.</p> <p>Know some jobs that they might like to do when they are older.</p> <p>Know that they must work hard now in order to be able to achieve the job they want when the</p>	<p>Speaking</p> <p>Do they remember new words every day and use them in their play?</p> <p>Do they ask questions to find things out?</p> <p>Do they speak clearly and share their ideas with their friends and adults?</p> <p>Do they use 'and' and 'because' to join ideas together?</p> <p>Do they describe an event in some detail?</p> <p>Do they use talk to help solve a problem?</p> <p>Listening</p> <p>Do they listen carefully and know why it is important?</p> <p>Understanding</p>	<p>Do they use good hygiene? Wash and dry their hands, blow their nose and cough into their elbow?</p> <p>Do they use a more comfortable pencil grip with more control?</p> <p>Do they use their core muscles to sit correctly?</p> <p>Do they confidently choose their own resources for a specific task/activity?</p> <p>Do they manoeuvre the bike or scooter around the bike track without bumping into anyone?</p> <p>Do they show confidence in moving in different ways? Are they beginning to have an awareness of others and can try and avoid bumping into anyone?</p> <p>Do they move with some grace and control?</p>	<p>Writing</p> <p>Follow the RWI Programme</p> <p>Do they form lower case letters correctly?</p> <p>Are they beginning to form capital letters?</p> <p>Do they use their phonic knowledge to write simple words?</p> <p>Are they beginning to know that they need to leave a finger space in between words?</p> <p>Are they beginning to write short sentences/phrases using words with letter sounds that they know?</p> <p>Reading</p> <p>Follow the RWI Programme</p> <p>Do they read the letter sounds?</p> <p>Do they blend sounds to help them read words (CVC)?</p> <p>Are they beginning to read some common exception words?</p> <p>Do they read simple sentences and phrases using sounds that they know?</p> <p>Are they beginning to read some books using more fluency?</p> <p>Do they read books for enjoyment and pleasure?</p>	<p>White Rose</p> <p>Alive in 5</p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 & 5 Compare Mass (2)</p> <p>Compare Capacity (2)</p> <p>Growing 6, 7, 8</p> <p>6, 7 & 8</p> <p>Making pairs</p> <p>Combining 2 groups</p> <p>Do they subitise to 5?</p> <p>Do they count beyond 10?</p> <p>Do they count objects to 10 accurately?</p> <p>Are they beginning to see number patterns?</p> <p>Do they match the numeral to its value?</p> <p>Do they explore the composition of numbers?</p> <p>Do they explore and compare size?</p> <p>Do they explore and compare mass?</p> <p>Do they explore and compare Capacity?</p> <p>Do they create their own patterns and talk about them?</p>	<p>Working Scientifically</p> <p>What can I see, touch, smell and hear in the woodland?</p> <p>Do they use all their senses in hands on explorations?</p> <p>Do they talk about what I see, touch, smell, hear or taste?</p> <p>Do they begin to record their experiences using pictures and shared scribe?</p> <p>Do they name body parts and know their functions e.g. ears hear.</p> <p>History</p> <p>Do they learn new words?</p> <p>Do they talk with confidence about what they see in books?</p> <p>Do they discuss significant people throughout history as appropriate? (Julia Donaldson – author)</p> <p>Geography</p> <p>Do they happily explore the natural spaces outside? (wild garden and Tandle Hills)</p> <p>Do they talk in more detail about what they can see?</p> <p>Do they learn new words linked to the forest?</p> <p>Do they talk about home and where they live?</p> <p>Do they follow directions to explore their immediate environment?</p> <p>Do they know that simple colours and symbols are used to identify features on a map?</p> <p>Do they know we are all unique?</p> <p>RE</p> <p>Which times are special and why?</p> <p>Do they give examples of special occasions and suggest features of a good celebration?</p> <p>Do they recall simple stories connected with Christmas/Easter and a festival from another faith? (Chinese New Year)</p>	<p>Music</p> <p>Kapow</p> <p>Music and Movement</p> <p>Key Skills</p> <p>Do they listen appropriately to someone leading a short musical phrase, song or rhyme?</p> <p>Do they explore spontaneous movement with different parts of their body in response to music?</p> <p>Do they spontaneously express feelings around performing?</p> <p>Do they perform actively as part of a group?</p> <p>Do they demonstrate being a good audience member, by looking, listening and maintaining attention?</p> <p>Do they express different spontaneous emotional reactions to music, (smiling, movement, body language)?</p> <p>Do they sing short, rhythmic rhymes and songs?</p> <p>Do they explore and imitate sounds?</p> <p>Do they face the audience when performing?</p> <p>Key Knowledge</p> <p>Do they know that the beat is the steady pulse of a song?</p> <p>Do they recognise music that is 'fast' or 'slow'?</p> <p>Do they understand that we can match our body movements to the speed (tempo) or pulse (beat) of music?</p> <p>Do they confidently dance and make up simple routines?</p> <p>Story telling/Role Play/Being imaginative</p> <p>Do they engage in small world play and begin to tell stories?</p> <p>Painting / Printing</p> <p>Do they paint a picture showing some emotion?</p> <p>Drawing</p>



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										<p>Do they join in with peers and show some understanding of Chinese New Year and other celebrations?</p> <p>Do they talk about some of the features of the Chinese New Year celebrations and am happy to join others to celebrate?</p> <p>Do they join in with discussions about their family's beliefs and heritage?</p>	<p>Do they use drawing tools to make marks, lines and curves?</p> <p>Modelling</p> <p>Do they create models with functions, colour and unique design?</p> <p>Do they know what they would like to create and can they think of ways to create it?</p>		
<p>Vocabulary</p> <p>Share Turn take Emotion Angry Upset Happy Sad Excited</p>	<p>Frightened Sorry Friends Kind Independent</p>	<p>Vocabulary</p> <p>Speaking</p> <p>Speak Join in Sentence Retell Recount Ask questions</p> <p>Listening</p> <p>Instruction Who What</p>	<p>Why Conversation Respond</p> <p>Understanding</p> <p>On In Under In front behind He / Him She / Her</p>	<p>Vocabulary</p> <p>Bike</p>	<p>Scooter</p>	<p>Vocabulary</p> <p>Writing</p> <p>Shared Scribe Letter shapes Formation Word building Capital letters lower case letters Initial Sound End Sound Middle Sound Finger space</p> <p>Reading</p> <p>Vocabulary Left to right Print Character Setting</p>	<p>Fiction Beginning Middle End Problem Sequence Character description Phonics Phoneme Grapheme Digraph Tri-graph Segment Blend Decode Word building</p>	<p>Vocabulary</p> <p>Add Subtract Altogether Total More Less Fewer</p>	<p>5 frame Size Big /er Small/er Tall/er Full Empty Repeat</p>	<p>Vocabulary</p> <p>Weather Seasons Winter Name some common trees Woods Leaves Sticks Logs Pebbles Stones Natural Autumn/Winter Eyes – looking Ears – hearing Nose – smelling Skin – touching Mouth – tasting</p> <p>Geography In front Behind Next to Under On Forwards Backwards Stop Go Up Down In between Above Left Right Map Symbol</p>	<p>Oak Trees Ash Trees Willow Trees Poisonous Berries Bark</p> <p>History Day Week Month Today Yesterday Tomorrow</p> <p>RE Dragon Money envelope Lantern Fortune cookie Chinese new year animals</p>	<p>Vocabulary</p> <p>Glue Glue spreaders Mixing Name colours</p>	<p>Name some Materials: ribbon Card Paper Feathers Sticks etc. Paper Pencil Crayon Felt tip</p>

