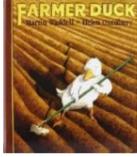
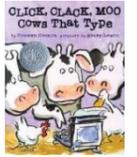


Reception- Spring 2 Curriculum

Theme	Author/Book	English – talk through the story	Celebrations	Outdoor Learning	Outdoor visit	Adventurous Pursuits
Did I hatch from an egg?	Author – Julia Donaldson	  	Eid Easter	Allotment Forest School	No visit Hatching chicks/ducklings	

PSED	Communication & Language	Physical Development	English	Math's	Knowledge & Understanding of the world	Expressive Art and Design
<p>Do they take turns and think about other's needs? Do they show some understanding for others? Do they try to do things for themselves and not rely on others? Do they describe and show friendly behaviour? Are they beginning to take turns with their friends? Are they beginning to understand and follow the rules of the classroom? Are they beginning to join in with whole group activities? Are they able to choose an activity independently? Do they understand how to be a good friend? Do they make independent choices?</p> <p>PSHE – Jigsaw Healthy Me Know what the word 'healthy' means. Know some things that they need to do to keep healthy. Know the names for some parts of their body. Know when and how to wash their hands properly. Know how to say no to strangers. Know that they need to exercise to keep healthy. Know how to help themselves go to sleep is good for them. Know what to do if they get lost.</p>	<p>Speaking Do they take part in story time? Do they listen and talk about stories that they enjoy? Are they able to retell a story that they are familiar with? Do they use new words to explain what they want? Do they learn new songs and rhymes?</p> <p>Listening Do they listen carefully during songs and rhymes? Do they listen and talk about non-fiction books?</p> <p>Understanding Do they develop an understanding of non-fiction texts?</p>	<p>Do they use a knife, fork and spoon at lunch time? Do they use a comfortable tripod pencil grip when drawing and writing? Do they show correctness and care when drawing and writing? Do they work with friends to build large structures? Do they ride a balance bike?</p> <p>Are they developing body strength including balance, co-ordination and agility?</p>	<p>Writing Follow the RWI Programme. Do they form most of the lower case letters correctly? Do they form capital letters correctly? Do they use their phonic knowledge to write words? Are they beginning to write short sentences using words with letter sounds that I know? Do they know that they leave a finger space between words? Are they beginning to read their written sentence back to others?</p> <p>Reading Do they say the letter sounds speedily? Do they blend sounds into words? Do they read some common exception words? Do they read simple sentences and phrases using sounds that they know? Are they beginning to read their reading books to build up their fluency</p>	<p>White Rose Growing 6, 7, 8 Length & Height Time Building 9 & 10 9 & 10 Comparing numbers to 10 Bonds to 10 3D-shape Pattern (2) Do they talk about the value of numbers? Do they order numbers to 10? Are they able to find 1 more/less? Are they beginning to have a good understanding of numbers to 10? Do they compare and talk about various objects? Do they add/subtract numbers? Do they talk about and create patterns? Do they talk about 3D shapes?</p>	<p>Working Scientifically <i>Do they use all their senses in hands on explorations?</i> <i>Do they talk about what they see, touch, smell, hear or taste?</i> <i>Do they begin to record their experiences using pictures, words and captions?</i> <i>Do they plant seeds and care for growing plants?</i> <i>Do they name some parts of a plants?</i> <i>Do they understand the key features of the life cycle of a plant and an animal?</i> <i>Do they name and talk about animals/insects?</i> <i>Do they explore, show curiosity, appreciation and respect for living things?</i> <i>Do they talk about what they see, hear and feel outside at different times of the year?</i> <i>Do they engage in Forest School and the Allotment?</i> History <i>Do they talk with confidence about what they see in books?</i> <i>Do they discuss significant people throughout history as appropriate? (author – Julia Donaldson)</i> Geography <i>Do they talk about what they see?</i> RE Which times are special and why? Do they give examples of special occasions and suggest features of a good celebration? Do they recall simple stories connected with Christmas/Easter and a festival from another faith? Do they say why Christmas/Easter/Eid are special times for Christians and Muslims?</p>	<p>Music Kapow Musical Stories Do they explore different ways of making sound with everyday objects and instruments? Do they explore different ways of holding a range of instruments? Do they start to show a preference for a dominant hand when playing instruments? Do they use instruments expressively to music? Do they find a comfortable static position when playing instruments or singing? Do they know how to explore and imitate sounds from their environment and in response to events in stories? Do they explore and imitate sounds? Do they experiment with creating sound in different ways using instruments, body percussion and voices? Do they select sounds that make them feel a certain way or remind them of something? Do they play sounds at the relevant point in a storytelling? Do they face the audience when performing? Do they spontaneously express feelings around performing? Do they perform actively as part of a group? Do they demonstrate being a good audience member, by</p>



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					<p>Do they join in with peers and show some understanding of Eid, Easter and other celebrations? Do they talk about some of the features of the Eid and Easter celebrations and are happy to join others to celebrate? Do they join in with discussions about their family's beliefs and heritage? Do they talk about their experiences and listen to the experiences of others?</p>	<p>looking, listening and maintaining attention? Do they listen appropriately to someone leading a short musical phrase, song or rhyme? Do they explore spontaneous movement with different parts of their body in response to music? Do they express different spontaneous emotional reactions to music (smiling, movement, body language)? Do they identify and imitate sounds from a variety of music? Do they consider whether background music and sound effects can enhance storytelling? Do they sing short, rhythmic rhymes and songs?</p> <p>Key Knowledge To understand that a piece of music can tell a story with sounds. To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are.</p> <p>Story telling/Role Play/Being imaginative Do they use story language in small world/ block play? Do they create my own props for role play and use them for purpose?</p> <p>Painting / Printing Do they paint real life objects?</p> <p>Drawing Do they select coloured drawing implements for a purpose?</p> <p>Modelling Do they create different artefacts/models using a variety of resources?</p> <p>Do they say how they might improve my artwork?</p>
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<p>Vocabulary Share Turn take Emotion Angry, upset, happy, sad, excited, frightened Sorry Friends Kind Independent</p>		<p>Vocabulary Speaking Speak Join in Sentence Retell Recount Ask questions Predict Describe</p> <p>Listening Instruction Who What Why Conversation Respond</p>	<p>Understanding On In Under In front Behind Next to In between He /Him She / Her They</p>	<p>Vocabulary Knife, fork, spoon Kick, throw, catch Pencil grip Scissors, cut, snip Kick, throw, catch</p>		<p>Vocabulary Writing Letter shapes Formation Word building Initial Sound End Sound Middle Sound Capital letters/lower case letters Caption Finger space</p>	<p>Reading Caption Facts Non-fiction Title Label Explain Photographs Information Page Number Heading New Line Phonics Phoneme Grapheme Green Words Red words Digraph Tri-graph Segment Blend Decode Word building</p>	<p>Vocabulary Compare Bonds Properties Face Corner Spotty Stripy Swirls Zig zag</p>		<p>Vocabulary Weather Seasons Life-cycle Flower Stem Petal Leaf Seed Roots Grow Compare Daffodils Daisy Beans Potatoes Strawberries Sunflowers Weeds grass Life-cycle Egg Chick/chicken Crack Pipping Hatch Clutch Feathers Beak Egg tooth Incubator Male Female Farm animal names Insect names Egg Caterpillar Chrysalis Butterfly Red admiral</p>	<p>History Day Week Month Today Yesterday Tomorrow Sequence Order Old New/Recent</p> <p>Geography Do they know there are some similarities and differences in the places people live?</p> <p>RE Eid Muslim Islam Mosque Quran Ramadan Fasting Prayer mat Kufi hat Hijab Family Differences Celebrate Festival Tradition Decorate Prayer Religion/beliefs Easter Easter tree Easter Eggs Easter Hunt Cross Jesus</p>	<p>Vocabulary Name a variety of emotions emotions Masking tape Sellotape Name colours Name some materials: ribbon, card, paper, feathers, sticks etc.</p>	
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