

## Communication and Language

- Make predictions about what might happen next or story endings in response to texts read.
- Engage in non-fiction books.
- Link events in a story to their own experiences. Introduce a storyline into their play.
- To follow instructions with several actions.
- Recall events that happen in their day.
- Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused.
- Offer explanations for why things happen.

## Maths

Recognise zero/0.

Compare numbers and consider different compositions of numbers to 5.

Find one more, one less

- Make direct comparisons holding items to estimate heaviest, use balance scales to check. Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. Common misconception that the bigger item is the heaviest.
- Build on understanding of full and empty to show half full, nearly full, and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand and rice. Provide different sized and shaped containers to investigate. Use the language of tall, thin, narrow, wide, and shallow.
- Make direct comparisons by pouring from one container into another. Use small pots or ladles to make indirect comparisons by counting how many pots it takes to fill each container.

## Personal Social and emotional Development

- Take turns and take account of one another's ideas.
- Speak to others confidently about own needs and interests.
- Identify kindness and considerate behaviour in others.



## Reception Curriculum Map Spring Term 1



## Literacy

We will:- • Enjoy reading stories and discussing the pictures and key elements.

### Phase 2

- Consolidate skills as in Autumn 2.
- Recognise consonant endings - ff, ll, ss • Know tricky words - the, to, into, no, go, I
- Blend and segment known sounds for reading and spelling VC, CVC, CVCC

### Phase 3

- Learn the remaining single alphabet sounds - j, v, w, x, y, z

## Books and Stories we may explore



## Physical Development

- Provide opportunities to develop gross and fine motor skills in readiness for writing.
- Develop the importance of safety using and moving resources.
- Provide opportunities to develop pattern and sequence music, dance, rhythm.
- Discuss good hygiene skills and encourage independence. Talk about taking care of their teeth, making healthy choices at lunch time and why exercise is so important.
- Encourage and praise using a knife and fork independently.

## Understanding the World

Recognise, know, and describe features of different places. Look closely at similarities and differences. Recognise some environments that are different to the one in which we live e.g., Antarctica.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Talk about events in the past – moon landing. Understand the past through settings, characters and events encountered in books read in class and storytelling – Shackleton's Journey.

## Expressive Arts and Design

Safely use and explore a variety of materials, tools and techniques.

investigate different lines – thick, thin, wavy, straight. Mix colours to create new ones, choosing colours appropriately based on their observations. Create more complex narratives including others' ideas.