



RECEPTION CURRICULUM NEWS - SPRING TERM 1

KEY TEXTS

Sharing a Shell by Julia Donaldson
Somebody Swallowed Stanley by
Tuesday by David Wiesner
Growing Frogs by Vivian French
Giraffes Can't Dance by Giles Andreae
Wiffy Wilson the wolf who wouldn't wash by
Caryl Hart

OUR TOPIC BIG QUESTIONS

AMAZING ANIMALS!
If you were an animal, which
one would you be?

ENRICHMENT

- Chinese New Year
- Bedtime story evening
- Valentine's Day
- Internet Safety Day
- Micro First Aider Training

SMSC DEVELOPMENT

- Picture News used to embed British Values and Protected Characteristics
- Nature Explorers
- RE/Art Theme Week and World Religion Day
- Bedtime Stories Evening
- Micro First Aid Training

GENERAL THEMES

These themes may be adapted at various points to allow for children's interests to flow through the provision

- Life cycles of butterflies, frogs and hens
- Safari animals
- Animals around the world
- Climates / Hibernation
- Animal Arts and crafts
- Animal patterns
- Happy Habitats

JIGSAW PSHE

DREAMS AND GOALS

- I understand that if I persevere I can tackle challenges
- I can tell you a time that I didn't give up
- I can set a goal and work towards it
- I can use kind words to encourage people
- I know what it means to feel proud of myself.

PRIME AREAS OF LEARNING

COMMUNICATION AND LANGUAGE

C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, and many more. We will support children by helping them to:

- Use language well and encourage and model describing events in detail
- Encourage and model the use of how and why questions during new time.
- Retell a story with story language – provide puppets and props in CP.
- Listen to and talk about stories to build familiarity and understanding.
- Learn rhymes, poems and songs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We support children to regulate and manage their own behaviour and feelings each day. This includes helping children to develop their concentration, behave in positive 'pro-social' ways, thinking before acting, curbing their impulse behaviours and applying their own strategies to control their emotions. This term, we will focus on:

- I can set a goal and work towards it
- I can use kind words to encourage people
- I understand that if I persevere I can tackle challenges
- I can tell you about a time I didn't give up until I achieved my goal
- I can say how I feel when I achieve a goal and know what it means to feel proud

PHYSICAL DEVELOPMENT

GROSS MOTOR

- Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking
- Ensure that spaces are accessible to children with varying confidence levels, skills and needs.
- Provide a wide range of activities to support a broad range of abilities.

FINE MOTOR

- Threading, cutting, weaving, playdough
- Begin to form letters correctly
- Handle tools, objects, construction and malleable materials with increasing control (scissors)
- Encourage children to draw freely.
- Holding Small Items
- Button Clothing

SPECIFIC AREAS OF LEARNING

ENGLISH

WORD READING

- Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

Phonic Sounds: ai ee igh oa oo oo ar or ur ow oi ear air er
Tricky words: was you they my by all are sure pure

READING COMPREHENSION

- Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

WRITING

- Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.
- Guided writing based around developing short sentences about animal facts/looking after animals and habitats.

MATHEMATICS

REINFORCING NUMBERS FROM 0 TO 5

- Introducing zero
- Find, subitise and represent 0 to 5
- Finding 1 more and 1 less
- Composition of numbers up to 5
- Conceptual understanding of 5
- Conceptual subitising to 5

MASS AND CAPACITY

- Comparing mass using balance scales
- Exploring and comparing capacity

BUILDING UP TO 6, 7 AND 8

- Finding, subitising and representing 6, 7 and 8.
- Finding 1 more or 1 less
- Composition of 6, 7 and 8
- Making pairs and finding odd and even
- Doubling up to 8

UNDERSTANDING THE WORLD

- Listening to stories and placing events in chronological order.
- What can we do to take care of animals and our environment?
- Compare animals from a jungle to those that live in the ocean
- Explore a range of jungle animals and sea creatures. Learn their names and label their habitats.
- Explore the life cycle of a frog
- Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see
- Listen to children describing and commenting on things they have

seen whilst outside, including plants and animals.

- After close observation, draw pictures of the natural world, including animals and plants
- Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.
- Caring for animals in the environment, making bird feeders and encouraging children to care for the environment
- Understand the impact of screen time and how to manage their screen time.

EXPRESSIVE ART AND DESIGN

- Simple threading to make seashells
- Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks, crabs, monkeys
- Making paper lanterns, Chinese writing, puppet making, Chinese music and dancing
- Shadow Puppets
- Teach children different techniques for joining

materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue.

- Children independently mixing shades of blue to create a sea painting
- Observational drawings of sea creatures, tadpoles and frogs
- Joining techniques to make kindness medals