Reception Curriculum Overview

Spring Term – A walk in the woods

Personal, Social and Emotional Development



Self Regulation: Children will begin to work towards simple goals and begin to wait for things they want. Children will learn to focus their attention on what their teacher says, following instructions that involve actions or ideas carefully. **Managing self: Children** will become more independent when managing their own needs, such as going to the toilet, getting dressed and putting their coat on. Children will learn to begin to explain rules and why we have them. Children will learn to talk about healthy foods and exercise.

Building Relationships Children will continue to build and maintain positive relationships with school staff and their peers. Children will have opportunities to learn to take turns with others and share resources.

Communication and Language



Listening and Understanding Children will develop listening attentively and responding to what they have heard with comments, questions and actions. Children will be supported to hold conversations, with back-and-forth interactions with teachers and peers. **Speaking** Children will articulate their ideas and thoughts in sentences, beginning to use connectives. Children will have the opportunity to offer explanations for why things have happened. Children will listen to familiar stories, build understanding, and develop their range of vocabulary. Children will have the opportunity to expand vocabulary through stories.

Physical Development:



Gross motor skills Children will play team games that require them to negotiate space, change direction and change pace.

In **dance** children will:
Step 1: To move in different ways Step 2: To copy actions from a teacher
Step 3: To move to the music Step 4: To copy actions from a partner
Step 5: To create your own actions and movements Step 6: To show emotions and expressions

Fine Motor skills: Children will continue to develop their control and coordination of small-scale movements. We will be ensuring that children consistently hold their pencils using a tripod grip, forming recognisable letters with increasing accuracy. Children will improve small scale movements through the safe and effective use of simple one-handed tools, with increasing control.

Literacy

Children will be learning:
To orally retell the story using story maps

This term we are focusing on **writing**: simple words, labels, lists simple captions, simple sentences

Fiction: Traditional tale Goldilocks and the 3 Bears

We're going a bear hunt, The Gruffalo, Owl Babies

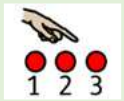
Non- fiction: Bears, Nocturnal animals

Phonics: Children will be developing their awareness of and practising: Saying, reading, writing single letter sounds of the alphabet. Say, read and write letter groups that make 1 sound. Orally blending words with 3 sounds. Reading and spelling words with 3 or 4 sounds.



Maths:

Children will be following the White Rose Maths scheme and Mastering Numbers as a supplement.



Number: Automatically recall number bonds for numbers 0–5 and some to 10; Link the number symbol (numeral) with its cardinal number value.

Numerical Patterns: 10; Link the 'one more than/one less than' relationship; between consecutive numbers.

Measure, Shape and Spatial Thinking: Select, rotate and manipulate shapes to develop spatial reasoning skills; Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can; Continue, copy and create repeating patterns; Compare length, weight and capacity.

Expressive Arts and Design:



Creating with Materials:. • Return to and build on their previous learning, refining ideas and developing their ability to represent them; • Create collaboratively, sharing ideas, resources and skills

Being Imaginative and Expressive: Listen attentively, move to and talk about music, expressing their feelings and responses; Watch and talk about dance and performance art, expressing their feelings and responses; Sing in a group or on their own, increasingly matching the pitch and following the melody; • Develop storylines in their pretend play; • Explore and engage in music making and dance, performing solo or in groups.

Understanding the World:

The Natural World Children will explore the world around them by observing the change of season to winter and then spring. Through visits to Ashdown Forest and the school in the woods, children will notice seasonal changes and explore how animals create a safe environment during the winter. Children will also explore what the environment is like in colder places, like the Arctic and begin to compare life in cold places to life at home in Brighton. We will also observe how plants/flowers/animals begin to grow again as the seasons change to spring.

People, Culture and Communities, Past and Present Lunar New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences.