



RECEPTION CURRICULUM NEWS - SPRING TERM 1



KEY TEXTS

The Rainbow Fish by Marcus Pfister
Somebody Swallowed Stanley by Sarah Roberts
Sharing a Shell by Julia Donaldson
The Bad Tempered Ladybird by Eric Carle
Ah Spider! by Eric Carle
Giraffes Can't Dance by Giles Andreae
Walking Through The Jungle by Julie Lacome
Dear Zoo by Rod Campbell
Tuesday by David Wiesner
Tad by Benji Davies

OUR TOPIC BIG QUESTIONS

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

ENRICHMENT

- Chinese New Year
- Story Telling Week
- Random Acts of Kindness Week
- Valentine's Day
- Internet Safety Day
- Safari explorers theme week.

OUR BRITISH VALUES

RULE OF LAW

- We all know that we have rules at school that we must follow.
- We know who to talk to if we do not feel safe.
- We know right from wrong.
- We recognise that we are accountable for our actions.
- We must work together as a team when it is necessary.

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
- Animals around the world - Safari Animals, Sea Creatures, Minibeasts
- 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

NUMBERS WITHIN 10

- Count up to ten objects
- Represent, order and explore numbers to ten
- One more or fewer, one greater or less

ADDITION AND SUBTRACTION WITHIN 10

- Explore addition as counting on and subtraction as taking away

NUMBERS WITHIN 15

- Count up to 15 objects and recognise different representations
- Order and explore numbers to 15
- One more or fewer

UNDERSTANDING THE WORLD

- Listening to stories and placing events in chronological order.
- What can we do here to take care of animals in the jungle?
- Compare animals from a jungle to those on a farm.
- Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.
- Nocturnal Animals Making sense of different environments and habitats
- 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

EXPRESSIVE ART AND DESIGN

- Rousseau's Tiger / animal prints / Designing homes for hibernating animals.
- Collage owls / symmetrical butterflies
- Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.
- Making paper lanterns, Chinese writing, puppet making, Chinese music and composition
- 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.