



RECEPTION CURRICULUM NEWS - SPRING TERM 2



KEY TEXTS

Tidy by Emily Gravett
Oliver's Vegetables by Alison Bartlett and Vivian French
Jack and the Beanstalk Traditional Tale
Jasper's Beanstalk by Nick Butterworth
The Tiny Seed by Eric Carle
The Messy Magpie by Twinkl Ebooks
Superworm by Julia Donaldson

OUR TOPIC BIG QUESTIONS

COME OUTSIDE!
How can we look after our
Earth and plants?

ENRICHMENT

- Reading Picnic with parents
- Planting seeds
- Easter time
- Nature Scavenger Hunt
- Vincent Van Gogh Study
- Mother's Day
- Queen's Birthday
- Science Week
- Easter Egg Hunt

OUR BRITISH VALUES

INDIVIDUAL LIBERTY

- We all have the right to have our own views.
- We are all respected as individuals.
- We feel safe to have a go at new activities.
- We understand and celebrate the fact that everyone is different.

GENERAL THEMES

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

- Plants & Flowers
- Weather / seasons
- The great outdoors
- Planting seeds
- Make a sculpture/transient nature art linked to Andy Goldsworthy

JIGSAW PSHE

HEALTHY ME

- I understand that I need to exercise to keep my body healthy
- I understand that moving and resting are good for my body
- I know which foods are healthy and not healthy
- I know how to help myself go to sleep and why it is good for me
- I can wash my hands thoroughly and I know why it is important to stay healthy
- I know what a stranger is and how to keep safe if a stranger approaches me

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:

- Encourage and model the use of time connectives when children are telling their news from home or retelling stories.
- Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during news time.
- Sustained focus when listening to a story

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:

- How to make healthy choices
- How to have a healthy balanced diet
- Being physically active
- Keeping themselves and others safe
- How to be a good friend and have healthy relationships

PHYSICAL DEVELOPMENT

GROSS MOTOR

- Balance- children moving with confidence
- Dance related activities in the stage area.
- Provide opportunities for children to spin, rock, tilt, fall, slide and bounce.
- Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.

FINE MOTOR

- Threading, cutting, weaving, playdough, Fine Motor activities.
- Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.

SPECIFIC AREAS OF LEARNING

ENGLISH

WORD READING

- Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.
 - Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.
- Phonic Sounds:** Review phase 3 sounds
Tricky words: Review tricky words taught so far

READING COMPREHENSION

- Information leaflets about animals in the garden/plants and growing.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- They develop their own narratives and explanations by connecting ideas or events

WRITING

- Drawing and labelling our own story maps, writing captions and labels, writing simple sentences.
- Writing short sentences to accompany story maps.
- Order the Easter story.
- Labels and captions – life cycles
- Character descriptions. Write 2 sentences

MATHEMATICS

GROUPING AND SHARING

- Counting and sharing in equal groups
- Grouping into fives and tens
- Relationship between grouping and sharing

NUMBERS WITHIN 20

- Count up to 10 objects
- Represent, order and explore numbers to 15
- One more or fewer

DOUBLING AND HALVING

- Doubling and halving & the relationship between them

UNDERSTANDING THE WORLD

- Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.
- 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.
- Can children make comments on the weather, culture, clothing, housing.
- Change in living things – Changes in the leaves, weather, seasons,
- Explore the world around us and see how it changes as we

enter Summer. Provide opportunities for children to note and record the weather.

- Building a 'Bug Hotel'
- Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.
- Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.
- Look for children incorporating their understanding of the seasons and weather in their play.

EXPRESSIVE ART AND DESIGN

- Make different textures; make patterns using different colours
- Children will explore ways to protect the growing of plants by designing scarecrows and light catchers using old CDs.
- Collage animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers
- Mother's Day crafts Easter crafts Home Corner role play
- Artwork themed around minibeasts / The Seasons
- Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc