



# **Curriculum Overview**

## **Reception**

**Spring Term 2024**



## **Our Themes for Spring.**

**Topics covered within these themes will include:**

**Winter, Different, types of weather, animals in winter (penguins)**

**Where in the world? (Comparing our weather to other countries Artic and the North Pole)**

**Dragons/Chinese New Year**

**Amazing Animals**

**Above the Clouds and beyond**

**Space**

**our local world and recycling**

**Easter**

**Traditional stories**

**(These may be adapted or changed due to children's interests or local/national events).**

## Literacy

### Reading

Read individual letters by saying the sounds for them

Blend sounds into words, so that they can read short words made up of a known letter-sound correspondence

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words.

### Writing

Form lower-case and capital letters correctly

Spell words by identifying the sounds and then writing the sounds with letters

Phase 3 Phonics continued.

## Communication and Language

Beginning to understand how to listen carefully and why listening is important.

- Increasing learning a wide range of vocabulary through books, stories and songs
- Begin to use new vocabulary throughout the day
- Beginning to articulate their ideas and thoughts in well-formed sentences
- Begin to connect one idea or action to another using a range of connectives.
- Begin to describe the main events within a story
- Beginning to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Engage in story times
- Begin to use new vocabulary in different contexts
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Beginning to learn rhymes, poems and songs.
- Engage in non-fiction books
- Listen to and talk about selected non-fiction to beginning to develop a deep familiarity with new knowledge and vocabulary

## Mathematics

Explore the composition of numbers to 10

Subitise

Automatic recall number bonds 0-10

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Link the numeral with its cardinal number value

Comparing Numbers

Understand the one more/one less than relationship between consecutive numbers

Number and Place Value

Early doubling and halving

Time

Spatial thinking and Shape: 2D / 3D Shape

Continue, copy and create repeating patterns

Compose and decompose shapes so that children recognise a shape can have

other shapes within it.

## **Understanding The World**

Talk about members of their immediate family.

Name and describe people who are familiar to them.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Understand the effect of changing seasons on the natural world around them.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Comment on images of familiar situations in the past.

Draw information from a simple map.

Compare and contrast characters from stories including figures from the past.

Understand that some places are special to members of their community.

## **Physical Education**

Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Develop Fine Motor Skills; holding pencil correctly, using scissors and various tools.

Children are beginning to form letters accurately.

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping. Running, hopping, skipping, climbing

Progress to a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

## **Expressive Arts and Design**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Create collaboratively sharing ideas, resources and skills.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

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.

## **PSHCEE**

PSHCEE SCHEME - Relationships

- Emergency 999
- My special people
- Families
- Friendships
- Manners/respect

- Mental health week/internet safety
- “Our Day”
- Secrets/Surprises
- Keeping Safe – PANTS
- Growing up

|  | Music  |
|--|--|
| <b>Spanish</b><br>Animals<br>Easter<br>Numbers 1-10                      | Simple rhythmic notation<br>Simple ideas of pitch<br>Increasing song repertoire<br>Interactive Rhythm Skills |
| Computing  |  |
| Digital Safety<br>Story Explorers (Space and adventure-themed computing) |  |

Please note that occasional changes may occur



## **General Information**

**Regular overviews will be sent out to parents to include information about what the children are learning in greater depth as well as home-learning opportunities to further support this at home - please remember to keep up-to-date with Eylog also**

**All uniform and kit must be labelled clearly**

**Reading books should be read at home and returned to be changed on Monday, Wednesday and Friday each week**

**‘Learning Rings’ should be practised as often as possible, additional flashcards will be added when children are entirely confident with the previous cards**

**Children will be encouraged to take a book from our class library on a regular basis**

**PE is on a Monday. Children should come to school dressed in PE kit and shoes. They stay in their PE kit throughout the day.**

**If your child is awarded a certificate for an activity outside of school please bring it to school to be presented in Friday’s Achievement Assembly in class**

**We encourage the children to bring a labelled bottle of water into school**

**Home-learning will be issued on a Friday to be completed and returned by the following Thursday.**

**Please remember to access our online learning tools including; Oxford Reading Buddy and Mathletics regularly too.**





## **Clubs**

**Ballet – Mondays 3.05pm 3.35pm with Louise Rutter**

**Mini Martial Arts – Tuesdays 3.05pm 3.35pm with Activity4all**

**Construction – Wednesdays 3.05pm 3.40pm with Mrs Sally Parkins and  
Mrs Roberts**

**JoJingles – Wednesdays 3.05pm 3.40pm with JoJingles**

**Football – Thursdays 3.05pm 3.35pm with Activity4all**

**Drama – Fridays 3.05pm 3.35pm with Joe Mann**

