

Physical Development

We will be focusing on forming each letter correctly, holding a pencil with control and sitting each letter on the line. In PE we will further develop and refine a range of ball skills including throwing, catching, kicking and passing.

Understanding the World

We will explore the festivals of Valentine's Day and Lunar New Year. Finding out about people within their own community and in other countries - special places and events or objects - through nonfiction texts, stories and celebrations. We will use technology to make observations or find information about different places and recognise, know and describe features of Antarctica. We will understand some important processes and changes in the natural world around us - including the seasons and changing states of matter.

We will recognise some environments that are different to the one in which we live e.g., Antarctica. We will know the correct basic scientific vocabulary to describe parts of animals and know what animals need to survive in Arctic conditions. We will know and explain where a range of animals live and describe arctic habitats. We will program a BeeBot to move along a simple track in a specific direction using terms up, down and side.

Expressive Arts and Design

Children will learn songs and rhymes from 'The Poetry Basket' throughout the year. Explore the artists Yves Klein and Joan Miro. We will show different emotions in our drawing and draw with increasing complexity and detail. We will create a wash background and combining colour in the style of Joan Miró and only use one colour to create in the style of Yves Klein. We will print with natural objects. We will understand the purpose of different textiles and create work to celebrate special days. We will develop our cutting skills using scissors to cut curved lines.



Maths

In maths this half-term we will: be introduced to zero; compare numbers to 5; understand the composition of 5; compare; understand mass; continue to compare and explore capacity. We will be representing 6,7,8; comparing 6,7,8 and understand the composition of 6,7,8 as well as the formation of 6,7,8. We will explore length, height and time.



Reception Curriculum Map Spring 1

Personal, Social and Emotional Development



This half-term, we will show we understand behavioral expectations of Dorrington. Can we explain right from wrong and try to behave accordingly. We will show pride in our achievements by showing work to others and can make choices and communicate what we need. We will independently manage our own needs in relation to being thirsty, hungry, tired and using the toilet. We will consider the listener and takes turns to listen and speak in different contexts. We will identify kindness and be considerate to others.

Communication and Language

We will listen attentively in a range of situations and know how to listen carefully and begin to maintain attention, concentration and sit quietly for a short time in the classroom. We will make predictions about what might happen in response to texts read. We will also engage in non-fiction books. Throughout the half-term, we will link events in a story to our own experiences. We will consider the listener and take turns to listen and speak in different contexts. In our play, we will use talk to pretend objects stand for something else and demonstrate use of past tense verbs but may still get confused. We will try to offer explanations for why things happen.

Literacy

We will use picture clues to help read a simple text and make a simple prediction from a story that is read aloud. We will show understanding of some words and phrases and express a preference for a book, song or rhyme. We will read individual letters by saying the sounds for them and blend sounds into words so that we can read short words made up of known letter-sound correspondences.

We will read a few common exception words and consolidate those from Autumn 2. We will recap set 1 special friends: th, ch, qu, ng and nk and secure blending of words with special friends. We will use appropriate letters for initial sounds and orally compose a simple sentence and hold it in memory before attempting to write it. We will spell to write VC and CVC words independently showing a dominant hand. We will write from left to right and top to bottom and begin to form some recognisable letters.