

Physical Development

This term we will continue to develop and refine our ball skills and object control skills. This includes kicking, throwing, passing and catching. The focus will be on developing accuracy and precision when performing these skills and experiment performing them with a partner.

Understanding the World

Expressing Which times are special and why? Talk about and understand changes in their own lifetime, by creating a personal timeline. Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change. Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through non-fiction texts, stories, visitors, celebrations. Describe special events (Easter). Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps. Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen. Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts. Know humans have five senses.

Expressive Arts and Design

We will explore art work by and *Andy Goldsworthy* *Eric Carle*. Poetry Basket: Pancakes; Spring Wind; Furry furry squirrel; Hungry Birdies; A Little Seed and Mrs Bluebird. Observational drawing - Daffodils. Colours in nature and how they can be applied to art in the style of Andy Goldsworthy. Mix paints to make new colours following instructions. Printing simple repeating patterns. Recognise patterns in the environment. Collage using Eric Carle as inspiration Skill: follow instructions to make own play dough. Natural art in the style of Andy Goldsworthy. Cutting Skill: use scissors to cut shapes.



Maths

We will continue to explore the composition of numbers to 10 Subitise (conceptual) Automatic recall number bonds 0-10.

Numbers 7, 8, 9 Revisit pairs wise, five wise Combining groups; Number bonds; Graphical representations; 3D shapes; AB Pattern - continue, copy and create repeating patterns.



Reception Curriculum Map Spring 2

Healthy Me; Oral health; Growing and Changing and People in our Community

Personal, Social and Emotional Development



We will explore and discuss these special events: World Book Day, Mother's Day and Easter. We can name people in school we can turn to if we need help or are worried. We Understand why listening is important and attend to other people both familiar and unfamiliar. We are happy to stand up in front of the class and share achievements with others. We know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing. sensible amounts of 'screen time' and having a good sleep routine.

We will begin to show persistence when faced with challenges. We Know how to be a safe pedestrian. We can talk about healthy and unhealthy foods.

Communication and Language

Understand why listening is important. Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar. Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition. Use talk to clarify thinking, connect ideas and share thinking with others. Articulate their ideas and thoughts in well-formed sentences.

Retell/create own stories for teacher scribing. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.

Literacy

Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Build words using known letter-sound correspondences in own writing. Orally compose a simple sentence/caption and hold it in memory before attempting to write it. Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Spell to write VC, CVC and CVCC words independently using taught graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.