

Reception Curriculum – Spring

| W/C | 6/01/2020 | 13/01/2020 | 20/01/2020 | 27/01/2020 | 03/02/2020 | 10/02/2020 |
|--------------------|--|------------|---|---|---|------------|
| Theme | Getting around (Transport & Travel) | | People Who Help Us | | Chinese New Year | |
| Texts | Naughty Bus by Jan Oke, Jerry Oke | | Chief Rhino to the Rescue! by Sam Lloyd | | <i>Dragons in the City</i> e-book | |
| Phonics | <p style="text-align: center;">Phase Two; Revisit taught sounds and begin teaching Phoneme Families</p> <p style="text-align: center;">-recognition, pronunciation and formation -Spelling words/Grapheme choices (<i>inc HF words: your, are, be, of, no, was, so, to, he, she, me</i>) - Compare graphemes using Phoneme Spotters. -Hold and write a sentence/ Build a sentence from sentence stem - Paired reading: children apply their phonics skills using levelled text.</p> | | | | | |
| Maths | <p style="text-align: center;">Number: Place Value (within 10/20)</p> <ul style="list-style-type: none"> -Read and represent numbers 0-20 -Counting forward and backwards -Tens and ones | | <p style="text-align: center;">Addition</p> <ul style="list-style-type: none"> -Combing groups to find the total *-Adding by counting on (number line) -Number bonds to 5/10 (10 frame) -*Number bonds to 10 (part-whole model) | | <p style="text-align: center;">Shape and Space</p> <ul style="list-style-type: none"> -Describe 2-D Shapes -Recognise and name 3-D Shapes -Patterns with shapes | |
| Topic | <p>I can name the different types of local transport.</p> <p>I can name some ways people travel around the country & world</p> <p>I can sort vehicles in to land, air and water.</p> <p>I can experiment, exploring floats and what sinks.</p> <p>I can talk about my journey to school.</p> <p>I can talk about how to keep safe on roads.</p> | | <p>I can identify important people who can help me.</p> <p>I know who keeps our community safe and talk about how.</p> <p>I can name some heroes from the past (historical figures)</p> <p>I take an interest in different occupations through roleplay.</p> <p>I can ask about people’s job and experiences.</p> <p>I understand how to keep safe at home and while outside.</p> | | <p>I understand other communities have different celebrations and traditions.</p> <p>I can describe some of the Chinese New Year traditions</p> <p>I can name the characters from the Zodiac Story.</p> <p>I can try new foods and talk about my likes and dislikes</p> <p>I can talk about the features of Chine and how it is similar and different to England.</p> | |
| P.E | <p>Premier Sports</p> <p>Invasion games activities</p> <p>Skills: Skills of travel, send, chase, receive, avoid, control; awareness of space and individual actions</p> <p>Experience: Experience a variety of game(s) equipment, practising alone, competition, simple rules, indoor/outdoor areas</p> <p>Develop: Develop simple games, playing games alone and in pairs</p> | | | | | |
| Music | <p>Charanga Music</p> <p>Everyone! - <i>explore: family, friends, people and music from around the world:</i> Listening and responding to different styles of music, listening to, learning to sing nursery rhymes and action songs, explore playing classroom instruments and, share and perform the learning that has taken place</p> | | | | | |
| R.E | <p>Theme: Celebrations</p> <p>Key Question: How do people celebrate? Celebrations: Chinese New Year, Persian New Year (A Nowruz Story): Holi (A Hindu Festival)</p> | | | | | |
| Focus Value | <p>Ambition: ‘When I grow up I want to be...’</p> <p>Books: How to Catch a Star by Oliver Jeffers</p> | | | <p>Nurture: ‘Helping each other grow’</p> <p>Book: The Rabbit Listened by Cory Deerfield</p> | | |
| Experience & Other | <p>Trip: Transport Museum (?)</p> <p><u>Parent Event</u></p> | | <p>Class Visit from: Police, Fire Service, St Johns Ambulance</p> <p>Trip; Shopping City/Library</p> | | <p>Valentine’s Day</p> <p><u>Parent Event:</u></p> <p>Easter Event</p> | |

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| W/C | 24/02/2020 | 02/03/2020 | 09/03/2020 | 16/03/2020 | 23/03/2020 | 30/03/2020 |
|---------------------|--|------------|---|---|---|------------|
| Theme | Arctic and Antarctica | | Under the Sea | | Rainforest (Jungle) | |
| Texts | The Emperor's Egg by Martin Jenkins | | The Rainbow Fish by Marcus Pfizer | | The Rainforest Non-Fiction | |
| Phonics | Phase Two; Revisit taught sounds and begin teaching Phoneme Families -recognition, pronunciation and formation -Spelling words/Grapheme choices (<i>inc HF words: he, she, we, me, be, was, they, all, are, because</i>) - Compare graphemes using Phoneme Spotters. -Hold and write a sentence/ Build a sentence from sentence stem - Paired reading: children apply their phonics skills using levelled text. | | | | | |
| Maths | Number: Place Value (within 50) -Read numbers past 20 (100 square) -Order numbers/identify missing numbers -Ordinal Numbers -Tens and Ones (making numbers past 20) | | Subtraction -Taking away, how many left (concrete) -Introducing the subtraction symbol (pictorial/crossing out) -Breaking apart (part-whole) | | Money -Recognise coins 1p, 2p, 5p, and 10p -Represent a coin's amount using concrete -Count coins to find total | |
| Topic | I can name some animals that live in the polar regions I can talk about some of the way animals keep warm in the polar regions I can talk about the weather in the polar regions I understand ice is solid water I understand how ice can change back to water I can identify the polar regions on a globe/atlas | | I understand that some animals live in water. I can name some animals that live in and around water. I can use my senses to explore objects from the seaside. I can find out about and identify features of a place (seaside). I can explore and sort materials that float and sink. I can name a local beach and river. | | I can name some for the animals that live in the rainforest I understand the terms prey and predator. I can talk about why some animals are endangered I know some differences between the woodland and the jungle I can name simple habitats for animals. I can sort animals by their features. | |
| PE | Premier Sports Multi-skills activities Skills: Skills of travel, send, chase, receive, avoid, control; awareness of space and individual actions Experience: Experience a variety of game(s) equipment, practising alone, competition, simple rules, indoor/outdoor areas Develop: Develop simple games, playing games alone and in pairs | | | | | |
| Music | Charanga Music Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space: Listening and responding to different styles of music, listening to, learning to sing nursery rhymes and action songs, explore playing classroom instruments and, share and perform the learning that has taken place | | | | | |
| R.E | Key Question: What is Easter? | | Theme: Easter Religion: Easter (A Christian Celebration) | | Christian concept: Salvation | |
| Focus Value | Tolerance: 'Welcome to our class, we are all Special' All Kinds of Beliefs by Sheri Safran | | | Creativity: 'Express Yourself!' Books: Not a Box by Antoinette Portis | | |
| Experiences & Other | World Books day Sports Relief <u>Parent Events</u> Friendship Assembly | | | Easter Trip to the Zoo (Safari) <u>Parent Events</u> Rumble in the Jungle Singalong, | | |

*Write: to mark make, draw or write depending on developmental stage