

Reception Curriculum Overview for the Spring Term

| Stepping Stones | Children will develop an understanding of: | Children will develop the skills of: |
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| <p>Personal, social and Emotional Development:</p> <p>Making Relationships:</p> <ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. (40-60) To take account of one another's ideas about how to organize their activity. (ELG) <p>Self Confidence and Self Awareness:</p> <ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities. (40-60) Confident to speak to others about own needs, wants, interests and opinions. (40-60) To be confident to try new activities and say why they like some activities more than others. (ELG) To be confident to speak in familiar groups and will talk about their ideas and will choose the resources for their chosen activities. (ELG) To say when they do or don't need help. (ELG) <p>Managing Feelings and Behaviour:</p> <ul style="list-style-type: none"> To have an awareness of boundaries set and behavioural expectations within the setting. (40-60) Can usually adapt behaviour to different events, social situations and changes in routine. (30-50) To talk about how they and others show feelings, talk about their own and other's behavior, and its consequences, and knows that some behavior is unacceptable. (ELG) To work as part of a group, or class and understand and follow the rules. (ELG) To adjust their behavior to different situations and take changes of routine in their stride. (ELG) | <ul style="list-style-type: none"> → That children may not have the same ideas. → People have different views and ideas to themselves. → That talking to others can develop their learning. → That listening to other people can help them with ideas. → ownership, that certain things belong to other people and care needs to be taken of those things → expectations within the classroom, outside and within the general school environment → taking turns and sharing whilst working and playing → persevering and seeking help when it is required → Rules are important to follow to ensure fairness. → Rules are important for safety. → What makes them special, good. → Resources in the classroom are there to help them learn. | <ul style="list-style-type: none"> - Sharing ideas with one another. - Respect other people's ideas and take count of them. - Ask and answer questions. - Talking through disagreements. - Listen to and follow rules. - Play team games fairly. - Recognising when they have been successful and why in all areas of learning. - Can talk about how their positive actions have affected others. - Recognise if they have upset someone and can make the situation better e.g say sorry. - Recognising how they feel and to express that appropriately. - Helping themselves and others to deal with their emotions. - Telling others that they have made them feel sad and/ or angry. - respecting the differences in others and their property (children's models they have made on display on the side) - continuing independence with respect to: <ul style="list-style-type: none"> - work - selecting resources - dressing/undressing - personal hygiene - working as part of a group - recognising common feelings within others and themselves and responding appropriately |

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| <p>Physical Development:</p> <p>Moving and handling:</p> <ul style="list-style-type: none"> • To experiment with different ways of moving (40-60) • Travels with confidence and skill around, under, over and through balancing equipment (40-60) • To handle tools, objects, construction and malleable materials safely and with increasing control (40-60). • To show increasing control over an object in pushing, patting, throwing, catching or kicking it (40-60). • To use simple tools to effect changes to the materials (40-60). • Handles tools, objects, construction and malleable materials safely and with increasing control (40-60) • Shows a preference for a dominant hand (40-60) • Begins to use anticlockwise movement and retrace vertical lines (40-60) • Begins to form recognisable letters (40-60) • Children show good control and co-ordination in large and small movements. (ELG) • They move confidently in a range of ways, safely negotiating space. (ELG) <p>Health and self-care:</p> <ul style="list-style-type: none"> • To show some understanding that good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health (40-60). • To show understanding of the need for safety when tackling new challenges (40-60). • To show some understanding of how to transport and store equipment safely (40-60). • Usually dry and clean during the day (40-60) • They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (ELG) | <ul style="list-style-type: none"> → the space around themselves and others both inside and outside → stillness in a variety of situations such as the carpet, circle times , physical time → how they can control their bodies to produce a variety of shapes and movement → how to transport and store equipment safely → how to use small equipment such as balls and beanbags correctly → moving with increasing control on both small and large equipment → negotiating space when moving → equipment needs to be handled in a safe way → the need to handle tools, objects and materials with increasing control → there is a certain way to put on clothes → materials can be manipulated to achieve a planned effect → the importance of keeping warm → The importance of eating good food and how it help us to stay healthy. | <ul style="list-style-type: none"> - improving pencil control, posture and colouring. - forming all 26 letters of the alphabet accurately. - improving manual dexterity through manipulation of threads and fabrics, beads, pegs, malleable materials, and construction finding their own space within a given environment - moving confidently within the outdoor environment - travelling and moving using a variety of different parts of their bodies - linking movements on outdoor apparatus - thinking of different ways to move - on/under/across/through apparatus - moving and responding to a beat - fast/slow - performing their movements and appreciating the performance of others - pushing, patting, catching and rolling balls and bean bags -manipulating clay to produce an end product (Chinese dragon) - rolling , catching and throwing balls - moving balls with their hands and feet - using split pins to join materials together. |
| <p>Communication and Language:</p> <p>Speaking:</p> <ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60) • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50) • Links statements and stick to a main theme or intention (40-60) • They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG) <p>Listening and attention:</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. (30-50) • To listen to stories, accurately anticipating key events and respond to what they they hear with relevant comments, questions, or actions (ELG) <p>Understanding:</p> <ul style="list-style-type: none"> • To listen and respond to ideas expressed by others in conversation or discussion. (40-60) | <ul style="list-style-type: none"> → Listening and sitting quietly during carpet times will help them to learn. → Concentrating supports their listening. → The difference between how and why questions compared to what and where questions. → The appropriate words to use if something happened in the past/is happening/ will happen. | <ul style="list-style-type: none"> - Showing good carpet sitting. - Listening to others. - Answering questions about stories. - Make predictions on stories. - Make relevant comments about stories. - To respond to others that talk to them whilst - listening attentively and talking about their experiences - beginning to use some cues when reading - using knowledge of familiar text to retell sequence - identifying focus words - recognising and using rhyming words |

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| <ul style="list-style-type: none"> • They answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG) | | |
| <p>Literacy:</p> <p>Reading:</p> <ul style="list-style-type: none"> • To link sounds to in simple words and blend them together and knows which letters represent some of them. (40-60) • To begin to read words and simple sentences. (40-60) • To enjoy an increasing range of books. (40-60) • Knows that information can be retrieved from books and computers. (40-60) • To read and understand simple sentences (ELG) • To read some common irregular words. (ELG) <p>Writing:</p> <ul style="list-style-type: none"> • Hears and says the initial sounds in words. (40-60) • Link sounds to letters, naming and sounding the letters of the alphabet. (40-60) • Uses some clearly identifiable letters to communicate meaning, represent some sounds correctly in sequence. (40-60) • Writes own name and other things such as labels, captions. (40-60) • To attempt to write short sentences in meaningful contexts. (40-60) • Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG) • They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG) | <ul style="list-style-type: none"> → the fact that literature comes in a variety of forms → how letters go together to make words → that words have an initial sound → that letters having a corresponding initial sound → how speech bubbles are used in text → how writing can be used for different purposes → each letter has a letter name. → some letters go together to make one sound, i.e. digraphs, trigraphs and → the correct way to form letters → letters going together to make words → fiction / non-fiction; begin to understand the difference → we write for a purpose, for themselves and other people to read. → how writing can be used for different purposes | <ul style="list-style-type: none"> - confidently linking objects with initial sounds - hearing initial and other dominant sounds - identifying two letter (digraphs) and three letter sounds (trigraphs) in words they are reading or wanting to write. - segment simple cvc words into their three sounds. - blend letters together to read simple cvc words - naming all 26 letters of the alphabet. - recognising by sight tricky words and high frequency words. - reading simple sentences. - basic writing conventions left-right, top-bottom - experimenting with writing with increasing confidence - writing own name using correct formation - using knowledge of familiar text to retell sequence - talking about what they have read to others, sharing their views and comments on the story. - identifying focus words and learning correct spelling |

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| <p>Mathematics</p> <p>Numbers:</p> <ul style="list-style-type: none"> To count objects to 10, and beginning to count beyond 10 (40-60) To select the correct numeral to represent 1 to 5, then 1 to 10 objects (40-60) To recognise numerals 1 to 5 (40-60) To find the total number of items in two groups by counting all of them (40-60) In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting (40-60) To count an irregular arrangement of up to ten objects (40-60) To say the number that is one more than a given number (40-60) To record, using marks that they can interpret and explain (40-60) To begin to identify own mathematical problems based on own interests and fascinations (40-60) To count reliably with numbers from one to 20, place them in order and say which number is one more or less than a given number. To use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. <p>Shape, space and measure:</p> <ul style="list-style-type: none"> To order two or three items by length or height (40-60) To use familiar objects and common shapes to create and recreate patterns and build models (40-60) To begin to use everyday language related to money (40-60) Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. (ELG) They recognise, create and describe patterns. (ELG) | <ul style="list-style-type: none"> → numbers can be represented as numerals → number lines and how the numbers are sequenced → that a number may be divided into 2 different numbers → mathematical vocabulary of more/most/less/least/few/fewer. → ordering objects by size and the appropriate language → using mathematical language of length and height i.e. short, shorter, shortest, long, longer, longest, tall, taller, tallest. → measuring objects from the bottom → simple repeating patterns in a variety of contexts → money being exchanged for objects → counting on as a way of adding → adding is similar to finding more of something. → using the vocabulary of addition and subtraction i.e. add, takeaway, equals, makes, altogether, subtract, minus, plus. → + 1 is the next counting number → 1 less is the number that comes before a given number → using the + symbol for addition | <ul style="list-style-type: none"> - reciting the number names in order from 0 to 20 and above - knowing that it is not always necessary to count-subitising - counting reliably a set of objects 10 - reciting the number names in order, counting back from a given number - recognising and reading numbers to 10 and beyond - finding one more or less than a given numeral. - solving number problems - finding a total by counting on. - linking number with amount - use of correct language in relation to size - ordering by size, length and width. - measuring how tall something is using bricks or blocks. - making and recognising a simple repeating pattern - counting on or counting back to add or subtract - making and recognising a simple repeating pattern - comparing different heights and lengths. |
| <p>Understanding the World:</p> <p>People and Communities:</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines (40-60) To talk about past and present events in their own lives and in the lives of family members (ELG) To know about similarities differences between themselves and others, and among families, communities and traditions (ELG) <p>The world:</p> <ul style="list-style-type: none"> To look closely at similarities, differences, patterns and change (40-60). Children know about similarities and differences in relation to places, objects, materials and living things (ELG) They talk about the features of their own immediate environment and how environments might vary from one another. (ELG) They make observations of animals and plants and explain why some things occur, and talk about changes.(ELG) <p>Technology:</p> | <ul style="list-style-type: none"> → That everyone is different and different people adhere to many different cultures. → past' means things that have happened and 'present' means happening now. → their past and the passage of time relating to events past and present. Objects from the past can help us to learn from the past → people's lives were different in the past. → the variety and diversity of living things and objects → the Chinese celebration New Year and foods from other cultures → the geography of their new environment → caring for the classroom environment → the use of their senses to explore materials and texture | <ul style="list-style-type: none"> - communicating their own ideas and responding appropriately - expressing a like /dislike giving reasons - talking about the differences and similarities between artefacts - using appropriate language to describe materials - begin to describe the texture of things - spotting similarities and differences when comparing two objects. - safety issues when using equipment - respecting Christian cultures and traditions - using a variety of programs on the computer (and iPad apps) that will support them in other areas of their learning. - moving and clicking the mouse to affect a change on screen. - using a variety of remote control and technological toys correctly i.e. pressing the right button in order to reverse. - typing on a keyboard. - affecting changes on a iPad using different gestures. - taking clear photos with cameras, iPads, digital viewers. |

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| <ul style="list-style-type: none"> • To complete a simple program on a computer (40-60). • Uses ICT hardware to interact with age-appropriate computer software (40-60) • Children recognise that a range of technology is used in places such as homes and schools. (ELG) • They select and use technology for particular purposes. (ELG) | <ul style="list-style-type: none"> → how some things are old and some things are new → the significance of religious events and beliefs → Christian cultures and beliefs (Epiphany) → events/artefacts that can create a sense of awe and wonder (Chinese New Year) the role of technology in everyday life. → how to use/complete a variety of programs on the computer. → certain programs on the computer can be used for different purposes. → how to be safe when using computers and technological toys i.e. when and where to click on screen. → what basic gestures (hand movements) do on the iPad. | |
| <p>Expressive arts and design:</p> <p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> • To explore what happens when they mix colours (40-60) • To explore the different sounds of instruments (40-60) • To experiment to create different textures (40-60) • To understand that different media can be combined to create new effects (40-60) • To manipulate materials to achieve a planned effect (40-60) • To construct with a purpose in mind, using a variety of resources (40-60) • To use simple tools and techniques competently and appropriately (40-60) • To select appropriate resources and adapts work where necessary (40-60) • To select tools and techniques needed to shape, assemble and join materials they are using (40-60) • To sing songs, make music and dance, and experiment with ways of changing them (ELG) • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG) • <p>Being imaginative:</p> <ul style="list-style-type: none"> • To create simple representations of events, people and objects (40-60) • To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60) • To choose particular colours to use for a purpose (40-60) • To introduce a storyline or narrative into their play (40-60) • To play alongside other children who are engaged in the same theme (40-60) • To play cooperatively as part of a group to develop and act out a narrative (40-60) | <ul style="list-style-type: none"> → events/artefacts that can create a sense of awe and wonder (Chinese New Year) → what happens when white is added to a colour → weaving using a variety of textured materials inc. paper → looking closely and drawing a fair representation of what they see → including detail when sketching or painting → using pastels as a drawing medium → singing in tune, feeling the pulse and following simple rhythmic patterns → making appropriate sound effects with voices and instruments that are related particularly to a story they are listening to → introducing a storyline into their imaginative play | <ul style="list-style-type: none"> - mixing paint, water colour and squeezy (glue spreader and palettes) - creating different effects using a wide variety of different materials and textures - creating different textures. - having control when playing percussion instruments. - following simple instructions - how to play percussion instruments appropriately -acting in role - acting out a familiar story |