

Reception Curriculum Overview Spring 1

Communication and Language		Personal, Social and Emotional	Physical Development
<ul style="list-style-type: none"> take turns in conversations when involved with the whole class or small group teaching as they volunteer ideas. listen and respond to each other without adult guidance. develop questioning skills to think about then use when public service people come to school. (who, what, where, when, why and how). respond to new vocabulary on the above during small world/ role play opportunities outdoors, and as staff work alongside to develop this play. show an understanding of the sounds which mean stop and those that mean good listening more readily, so the teaching staff gain their attention. speak to each other when introduced to a new provocation or virtual display to stimulate key concepts or vocabulary. For example, with the topics of 'people who help us', PSHE subjects and small world play. make different voices for different characters in their play, taking it in turns to play out a story with each other. 		<ul style="list-style-type: none"> persevere with a challenge talk about how they didn't give up work towards goals use kind words to encourage people think about jobs I would like to do when they are older describe what it feels like to be proud understand how to wash hands after going to the toilet unprompted. take part in tidy up times with care and consideration for where things belong aided by photographic prompts. show consideration towards others by volunteering help, offering to play with them or help someone when they have been hurt. understand that making a mistake is okay and can challenge their skills/ knowledge. use supportive phrases during the day to help friends. talk about everyday jobs in my community and understand why they are important. 	<ul style="list-style-type: none"> have much more control over their bodies and will be able to stretch and balance, balance a bean bag, quoit begin to control a ball with their body. negotiating space during their play outdoors or manoeuvring in smaller spaces like the hall and classroom. change direction either independently or on command. know how to carry larger apparatus/ play equipment such as longer pipes or poles safely with less adult support or guidance. use gross motor movements to make patterns in the air with ribbons and scarves.
Literacy	Mathematics	Understanding the World	Expressive Art and Design
<ul style="list-style-type: none"> read 1.7 phonic green words and tricky words. write a simple sentence using phonic fingers with 'hold a sentence technique. remember a story using a story map and recite it using the visual images on the map. tell stories in their small world play with an increasing awareness of beginnings, middles and endings. join in stories by taking parts to perform to each other. form most letters accurately during focused handwriting work. recognise different punctuation. 	<p>Alive in 5</p> <ul style="list-style-type: none"> one less. zero. composition of 5. equal and unequal groups. composition of numbers. how many altogether? How many are hiding? balance scales. full and empty. measuring capacity/ ingredients. <p>Growing 6,7,8</p> <ul style="list-style-type: none"> representing 6. making 7 and making 8. matching 6,7,8. one more and one less. making pairs. combining 2 groups. adding more. comparing height and length. days of the week. measuring time. 	<ul style="list-style-type: none"> recite the months of the year and tell people what season their birthday falls in. use French greetings and start to recognise colours through songs and stories. develop data handling skills with adult support to record observations of bird life or weather. learn about the different jobs people do to help us, such as police or fire. Start to understand why these jobs in the community are important. Talk about looking after the planet and why it is important. use beebots/ ozbots effectively to manoeuvre in different directions. Use philosophy to question and pose ideas about the difference between reality and imagination. talk about gravity and understand that some objects bounce in different ways. Talk about where the sun and moon go in the day. 	<ul style="list-style-type: none"> use a combination of media to create different effects such as the watery paint and wax to make messages or patterns. use techniques to successfully trace a picture or pattern. Continue to use these skills to make a pattern of their own or code Ozbots to follow a pattern. use musical instruments to make pulses in music with a range of everyday objects that have been built using junk modelling. use scrap materials for artwork/ junk rescue and collage. copy a series of musical patterns by clapping phrases and then apply in their independent play. demonstrate key vocabulary and knowledge about the people who come in to explain about their job roles. This will be facilitated by adults and they may then go on to apply this in the classroom.