

Curriculum Reception - Spring 1

Overarching Theme: Is it cold outside? (Winter Seasons)

Summary Goals:

PSED - Children can plan and do a chosen activity. Children begin to review their chosen activity by narrating the process. Children can manage their basic needs effectively - changing clothes when needed. Children have a range of techniques to support them to control their impulses.

C&L - Children use new taught vocabulary throughout the day and within their play. Children ask questions related to stories and class learning and showing good understanding. Children begin to extend their sentences connecting ideas and actions together using connectives.

PD - Children can move in a range of directions and begin to develop target throwing. Children use an effective grip to form all 26 letters following the RWI order. Children use a range of small tools effectively. (See fine motor program)

Literacy - Children begin to extend their reading to include common exception words. Children share and enjoy familiar books and enjoy learning facts from non-fiction books. Children write simple sentences and share the meaning with an adult.

Maths - Children enjoy playing mathematical games and use mathematical language within their play. They are able to recognise, count and represent numbers 6, 7 and 8. Children can find one more and one less than a number up to 8. Children can make a pair and know how to find and make a double. Children can describe length and height using key vocabulary.

explore the composition of numbers to 5 and find one more and one less than a number. Children can recognise and describe 4 sided shapes and can sequence important times in their day.

UTW - Children share and discuss simple maps and compare areas of the natural world looking at similarities and differences. Children take part in a range of scientific inquiry linked to the natural world.

EAD - Children learn about sculpture art and make their interpretation of a winter scene. Children explore a range of textures and mark-making tools. Children enjoy and share seasonal songs. Children enjoy watching and discussing multicultural dances.

	Wk1	Wk2	WK3	Wk4	Wk5	Wk6
PSED	<u>Skill and knowledge</u> Reset of rules and routines. Chn learn about executive functioning. Chn are reminded about the process of plan, do, review and children are able to complete the plan and do aspect. Chn begin to develop the review aspect of plan, do, review and are introduced to narrating the process - 'First I..., Then I...' Chn competently manage their basic needs. Chn discuss	<u>Skill and knowledge</u> Chn learn about executive functioning. Chn are reminded about the process of plan, do, review and children are able to complete the plan and do aspect. Chn practise the review aspect of plan, do, review and are introduced to narrating the process - 'First I..., Then I...' Chn competently manage their basic needs. Chn who need additional support are highlighted. Chn learn about	<u>Skill and knowledge</u> Chn practise the review aspect of plan, do, review and are introduced to narrating the process - 'First I..., Then I..., Next I..., Finally I...' Chn competently manage their basic needs. Chn who need additional support are given strategies to help with getting changed for PE. Chn learn about and practise the stop, think, act method for impulse control. Vocab: First I, then I, Next I,	<u>Skill and knowledge</u> Chn practise the review aspect of plan, do, review and are introduced to narrating the process - 'First I..., Then I..., Next I..., Finally I...' Chn competently manage their basic needs. Chn who need additional support are given strategies to help with getting changed for PE. Chn learn about and practise 5 finger breathing linked to controlling impulses. Vocab: First I, then I, Next I,	<u>Skill and knowledge</u> Chn practise the review aspect of plan, do, review and are introduced to narrating the process - 'First I..., Then I..., Next I..., Finally I...'. Chn then discuss how to make their final piece even better. Chn competently manage their basic needs. Chn engage in discussions around how to keep them safe - pantosauras, NSPCC. Chn learn about and practise 5 finger breathing linked to controlling	<u>Skill and knowledge</u> Chn practise the review aspect of plan, do, review and are introduced to narrating the process - 'First I..., Then I..., Next I..., Finally I...'. Chn then discuss how to make their final piece even better. Chn competently manage their basic needs. Chn engage in discussions around how to keep them safe - pantosauras, NSPCC. Chn demonstrate their impulse control in a range of activities. Vocab: First I,

	behaviour and consequences for negative behaviour. Vocab: First I, then I, impulse Exposed/ Recapped Vocab: consequences	and practise the stop, think, act method for impulse control. Vocab: First I, then I, impulse Exposed/ recapped Vocab: consequences	Finally I, impulse Exposed/ recapped Vocab: consequences	Finally I, impulse Exposed/ recapped Vocab: consequences	impulses. Vocab: First I, then I, Next I, Finally I, impulse Exposed/ recapped Vocab: consequences, squabble	then I, Next I, Finally I, impulse Exposed/ recapped Vocab: consequences, squabble
Communication and Language Songs and rhymes: Winter Poem Here we go round the mulberry bush	See policy regarding stem sentences. Chn engage and use taught vocabulary within the specific lesson. Chn listen to a story and begin to answer a range of questions linked to the text. Both to their talking partner and class teacher, using full	See policy regarding stem sentences. Chn engage and use taught vocabulary within the specific lesson. Chn listen to a story and begin to answer a range of questions linked to the text. Both to their talking partner and class teacher, using full	See policy regarding stem sentences. Children use maths related vocabulary within their play. Chn begin to ask questions linked to stories and class learning. Both to their talking partner and the class teacher. Chn enjoy a range of both	See policy regarding stem sentences. Children use maths related vocabulary within their play. Chn begin to ask questions linked to stories and class learning. Both to their talking partner and the class teacher. Chn enjoy a range of both	See policy regarding stem sentences. Children use topic and maths related vocabulary within their play. Chn ask questions linked to stories and class learning. Both to their talking partner and the class teacher, demonstrating an	See policy regarding stem sentences. Children use topic and maths related vocabulary within their play. hn ask questions linked to stories and class learning. Both to their talking partner and the class teacher, demonstrating an understanding of the story.

	tools and writing materials. Chn take part in weekly PE lessons and are showing more control moving forwards and backwards. Chn are able to demonstrate these skills within the continuous provision. Children hold the pencil using a tripod/ effective grip to form all letters in 1.4 of RWI.	tools and writing materials. Chn take part in weekly PE lessons and are showing more control moving forwards, backwards, left and right. Chn are able to demonstrate these skills within the continuous provision. Children hold the pencil using a tripod/ effective grip to form all letters in 1.4 of RWI.	tools and writing materials. Chn take part in weekly PE lessons and are learning to throw a range of objects at a target. Chn are able to demonstrate these skills within the continuous provision. Children hold the pencil using a tripod/ effective grip to form all letters in 1.5 of RWI.	tools and writing materials. Chn take part in weekly PE lessons and are learning to throw a range of objects at a target. Chn are able to demonstrate these skills within the continuous provision. Children hold the pencil using a tripod/ effective grip to form all letters in 1.5 of RWI.	tools and writing materials. Chn take part in weekly PE lessons and are able to throw a range of objects to/ at a specific target. Chn are able to demonstrate these skills within the continuous provision. Children hold the pencil using a tripod/ effective grip to form all letters in 1.6 of RWI.	writing materials. Chn take part in weekly PE lessons and are able to throw a range of objects to/ at a specific target. Chn are able to demonstrate these skills within the continuous provision. Children hold the pencil using a tripod/ effective grip to form all letters in 1.6 of RWI.
Literacy	Daily RWI - see RWI program Stem sentence linked to key text/ vocab Children take part in weekly guided reading	Daily RWI - see RWI program Stem sentence linked to key text/ vocab Children write captions and are encouraged to	Daily RWI - see RWI program Stem sentence linked to key text/vocab Children enjoy learning about and sharing	Daily RWI - see RWI program Stem sentence linked to key text/ vocab Children enjoy learning about and sharing	Daily RWI - see RWI program Stem sentence linked to key text/ vocab Children are able to sequence a	Daily RWI - see RWI program Stem sentence linked to key text/ vocab Children are able to sequence a story of a familiar

Songs and rhymes: 10 green bottles 10 fat sausages	numerical nursery rhymes. Children retrieve prior learning daily. Children can recognise representations of numbers 6, 7 and 8. Children know how to represent and count numbers up to 8. Children begin to mark make and attempt writing numbers up to 8. Children count up to 8 objects from a larger group. Vocab: count.	numerical nursery rhymes. Children retrieve prior learning daily. Children can find one more than a number up to 8. Children can find one less than a number up to 8. Vocab: count, match, pair, same.	numerical nursery rhymes. Children retrieve prior learning daily. Children can recognise numbers and representations of numbers 6,7, and 8. Children know a number is made up of smaller numbers. Children can use practical resources to find numbers bonds to 8. Vocab: number, add, bonds.	numerical nursery rhymes. Children retrieve prior learning daily. Children know how to pair objects. Children can count pairs. Children know when an object is left over (odd). Children are exposed to and become familiar with the vocabulary odd and even. Children can find a double. Children can make a double. Vocab: pair, odd, even	numerical nursery rhymes. Children retrieve prior learning daily. Children recognise the addition symbol. Children know that adding numbers creates a larger number. Children can use a range of manipulatives to add numbers (fingers, ten frame etc). Vocab: altogether, add, equals.	numerical nursery rhymes. Children retrieve prior learning daily. Children can use mathematical language to discuss height/length. Children can order objects according to their height/ length. Children can use resources e.g. cubes to measure height/length. Vocab: height, tallest, shortest, length, longest.
---	---	---	---	---	---	---

UTW Religious Education Songs and rhymes: Our God is a Great Big God Bind us Together	Children respectfully join in with the school prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children take part in a caritas lesson on values. Children listen to and join in with the prayer 'Our Father'. Vocab: Exposed Vocab:	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children recognise and discuss celebrations they have been to. Children listen to and join in with the prayer 'Our Father'. Vocab: celebration, bible. Exposed Vocab:	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children identify and discuss celebrations that take place inside a church. Children identify and discuss celebrations that take place outside a church. Children listen to and join in with the prayer 'Our Father'. Vocab: celebration, bible.	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children respectfully listen to and answer questions about a bible story. Children are familiar with a bible story about celebration. Children join in with the prayer 'Our Father'. Vocab: celebration, bible. Exposed Vocab:	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children join in collective worship Children reflect on their learning. Children can confidently discuss how and why we celebrate. Children join in with the prayer 'Our Father'.	Children respectfully join in with the school prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children take part in a caritas lesson on values. Vocab: Exposed Vocab:
---	---	--	---	--	--	---

			Exposed Vocab: temple, parish family	temple, parish family		
UTW Here We Go Round The Mulberry Bush	Children are introduced to maps and look at a globe. Children begin to identify differences between their local environment and the Poles. Children take part in simple comparisons between the South Pole and their local environment. Children talk about changes in state that they observe in their environment. Vocab: map, South Pole, winter, Antarctica	Children observe changes within the environment and discuss what they can see. (Forest School) Children can identify solids and liquids. Children take part in scientific experiments linked to changing states. Children can apply key vocabulary to discuss the scientific experiment. Vocab: Solid, liquid, gas,	Children observe changes within the environment and discuss what they can see. (Forest School) Children are introduced to maps and look at a globe. Children begin to identify differences between their local environment and the North Pole. Children talk about changes in state that they observe in their environment. Children make simple comparisons between the	Children observe changes within the environment and discuss what they can see. (Forest School) Children identify the Poles using simple maps. Children make simple comparisons between the North and South Pole. Children can discuss which animals live at the North and South Pole. Vocab: North Pole, Arctic, Antarctica. Exposed vocab:	Children observe changes within the environment and discuss what they can see. (Forest School) Children take part in a scientific experiment and make a prediction. Children use stem sentences to explain a scientific process. Vocab: blubber, North Pole, Arctic Exposed vocab: experiment	Children observe changes within the environment and discuss what they can see. (Forest School) Children make comparisons between people who live in different countries. Children discuss non-catholic celebrations/ festivals. Exposed vocab: igloo, Chinese New Year

	skills through CP and taught lessons building towards the scheme of work for sculpture. Children develop their understanding of texture. Vocab: sculpture, 3D, design Exposed: ice sculpture	skills through CP and taught lessons building towards the scheme of work for sculpture. Children develop their understanding of texture. Vocab: sculpture, 3D, design Exposed: ice sculpture	skills through CP and taught lessons building towards the scheme of work for sculpture. Children develop their understanding of texture. Vocab: sculpture, 3D, design Exposed: ice sculpture, plan, do	skills through CP and taught lessons building towards the scheme of work for sculpture. Children develop their understanding of texture. Vocab: sculpture, 3D, design Exposed: ice sculpture, plan, do	skills through CP and taught lessons building towards the scheme of work for sculpture. Children develop their understanding of texture. Vocab: sculpture, 3D, design Exposed: ice sculpture, plan, do	skills through CP and taught lessons building towards the scheme of work for sculpture. Children develop their understanding of texture. Children review their final piece and discuss how this links to our chosen artist. Vocab: sculpture, 3D, design Exposed: ice sculpture, plan, do, review
--	--	--	--	--	--	--