

## Curriculum overview- Reception class- Spring 2

Our priority this term will be making links with our current environment and the wider world around us.

The **Prime** areas of learning we focus on in school are defined as: '**Communication and Language Development**', '**Personal, Social and Emotional Development**', and, '**Physical Development**'. Specific areas of learning are Literacy, Mathematics, Understanding the world, and, Expressive Arts and Design.

Areas of learning	In reception we will...
Personal, social and emotional development	<p>What will we do?</p> <ul style="list-style-type: none"><li>• Continue to maintain our friendships with each other</li><li>• Use the 'Zones of development' to show others how we are feeling .</li><li>• Think about ourselves in a positive way being comfortable to express ourselves.</li><li>• We will think about life experiences that would be very different to our life now for example if we took a trip to the moon what would it be like having very little communication with our friends and family.</li><li>• Following a theme for our show and tell to allow us to be more specific when sharing our special items with others.</li><li>• Being aware of our own and others feelings at this time of the year as we start to consider what it will be like in Year 1.</li></ul>
Communication and language	<p>What will we do?</p> <ul style="list-style-type: none"><li>• We will communicate successfully and use the skills we have learned so far to maintain a conversation and enjoy communicating with each other.</li><li>• Our topic of 'our amazing world and inventions' will allow us to use a wide range of</li></ul>

	<p>new vocabulary.</p> <ul style="list-style-type: none"> <li>• We will work on our describing skills to enhance the language we will use every day.</li> <li>• Use imaginative language to recreate roles and experiences.</li> <li>• We will continue to work on 'listening to all the words' before deciding our next steps.</li> <li>• Talking about things that are important to us and learning when it is best to share our thoughts</li> <li>• Sharing our opinion on different topics, deciding whether we like or dislike it and being able to explain why we feel like this.</li> <li>• Thinking about our favourite time so far this year, remembering what happened and sharing how it made us feel.</li> <li>• Thinking about the near future and what changes and targets we would like to set ourselves.</li> </ul>
Physical development	<p>What will we do?</p> <ul style="list-style-type: none"> <li>• Continue to challenge ourselves outdoors by managing our own risks and being aware of any potential dangers.</li> <li>• We will continue our large apparatus work and build up hand and leg strength,</li> <li>• We will respond to music by using gesture and movement.</li> <li>• Continuing to use large equipment outdoors, thinking about moving these safely and effectively.</li> <li>• We will think about the type of clothing we will need for our outdoor sessions and the adjustments we need to make.</li> <li>• Consider the importance of keeping healthy in a variety of ways, thinking about what we do well already in relation to hygiene, food and drink, warmth and staying safe. Discussing what we could do to improve further.</li> </ul>

<p>Literacy</p>	<p>What will we do?</p> <ul style="list-style-type: none"> <li>• Continue to share a range of books together our topic this half term will allow us to make links with many fiction and non-fiction books.</li> <li>• Looking closely at the whole book, considering the front cover, the blurb, the author and illustrator. Using these to find out information and other books of interest to us.</li> <li>• Continuing to look closely at the characters in the books.</li> <li>• Discuss making changes to the story, how can we change it so that it ends differently, can we swap the characters role around, what implications does this have for the story.</li> <li>• Discuss the differences between the print our books and the cursive font we use for writing.</li> <li>• Being able to identify what we have written and drawn to someone else.</li> <li>• Being confident to try and use our</li> </ul>	<p>Phonics-</p> <ul style="list-style-type: none"> <li>• We will focus on continuing to practice and use our set 1 sounds at speed.</li> <li>• Being able to write simple words and phrases independently.</li> <li>• Being able to write lists of our friend's names, knowing what is available to use in the classroom if we are unsure on the correct letters to use.</li> <li>• Continuing to use the say, write, repeat method to help us with hearing the sounds in words we want to write.</li> <li>• Using our letter and sounds to be able to read, gradually building up speed and pace within our reading.</li> <li>• Continuing to understand the importance of using capital letters and full stops and being able to identify them.</li> </ul>
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	<p>letters and sounds to write.</p> <p>The core books we will use are:</p> <ul style="list-style-type: none"> <li>• Aliens love underpants</li> <li>• Whatever next!</li> <li>• Alien tea on planet zum zea</li> </ul>	
<p>Mathematics</p>	<p>What will we do?</p> <ul style="list-style-type: none"> <li>• Being able to recognise months of the year, knowing when our birthday month is, thinking about time considering how long 1 minute is compared to 1 day.</li> <li>• Looking at 3D shape, being able to recognise and name the shapes, grouping flat and curved shapes.</li> <li>• Comparing two and three lengths and heights, comparing objects by weight. Looking at large light items and heavy small items</li> <li>• Recognising numbers to 20 more easily, recapping teen numbers as 10 and some more.</li> <li>• Estimating how many in a set of 20, comparing amounts and thinking about more and less than.</li> <li>• Ordering coins for value, recognising a total when having two coins (amounts to 20p and under) making teen numbers with money using a 10p and some more.</li> <li>• Counting on and back from 20, ordering and comparing numbers and being able to identify the smallest and largest in a set.</li> <li>• Focusing on o'clock, linking to key times of the day that are of importance to us.</li> <li>• Knowing left and right and using this knowledge to give and follow directions</li> </ul>	
<p>Understanding the world</p>	<p>What will we do?</p>	

	<ul style="list-style-type: none"> <li>• Our topic this half term will allow us to have so much we can explore within our world and beyond.</li> <li>• We will consider different inventions that we use on a regular basis, we will look at who invented them, how they have changed over time and how relevant they are in our everyday life.</li> <li>• We will use our families to discuss what life was like a long time ago.</li> <li>• Thinking about inventions such as space rockets, lighthouses and other areas of interest.</li> <li>• Imagine machines and what they could be used for, our invention shed time will fit perfectly with this topic allowing us to be as creative as we like thinking about inventions of the future.</li> <li>• Looking for changes that happen all around us in our everyday environment, thinking back to what the weather was like at the beginning of Reception and how that has changed since.</li> <li>• Thinking about growth in relation to plants and animals and the impact the changes have.</li> </ul> <p>Forest school focus-</p> <ul style="list-style-type: none"> <li>• This half term we will look at nature, specifically in relation to identifying and classifying the different types of nature all around us. We will follow the wild passport sessions from the beginner section.</li> </ul>
Expressive arts and design	<p>What will we do?</p> <ul style="list-style-type: none"> <li>• We will investigate different textures and materials and what we can do with</li> </ul>

them.

- We will aim to refine our painting skills to be able to make it clear what we have painted.
- Thinking about the process that is needed to make a range of items, waiting for our creations to be fully dry before attempting to move it to a safe place.
- This half term we will transform our role play area in to a 'Space café' allowing us to have regular visits to the moon, become aliens and experience all that space has to offer. We will take on the role of customers and waiters.
- Using percussion instruments to accompany class music sessions.
- Listening to a range of music.
- We will continue to extend our range of songs and action rhymes as well as remembering the songs we are familiar with.