

Curriculum overview- Reception class- Spring 1

Our priority this term will be listening to and responding to each other as we converse, in role-play and other group activities.

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 data-bbox="815 592 1048 624">What will we do?</p> <ul data-bbox="864 667 2042 1315" style="list-style-type: none"><li data-bbox="864 667 2042 746">• Focus on maintaining our relationships we have with the adults in our class and wider school.<li data-bbox="864 762 2042 842">• Continuing to interact and play with our peers, considering how we can negotiate with each other.<li data-bbox="864 858 2042 938">• We will focus on vocalising how we are feeling, being able to take time to think about and reflect on this.<li data-bbox="864 954 2042 1034">• We will work on our conflict resolution and try to do this independently where possible; we will think about when an adult is needed to help us to sort a problem.<li data-bbox="864 1050 2042 1177">• We will think about taking responsibility for our own actions and realising that if we hurt someone this has an impact on them and ourselves. We will work to realise that there are alternative solutions to solving issues together.<li data-bbox="864 1193 2042 1315">• Move to more focused show and tell sessions, thinking about listening carefully and asking a question to find out new information. We will work in larger groups this term to build on the skills we have already learnt previously.

<p>Communication and language</p>	<p>What will we do?</p> <ul style="list-style-type: none"> • We will focus on our listening skills, thinking about looking at the person who is talking, letting them finish what they want to say and then responding to each other to maintain a conversation. • We will use our role play to enhance our communication skills by ensuring that we talk to each other and negotiate with our resources effectively. • We will use our small world toys to allow us to enhance our language skills by becoming the voice of the characters. • We will focus on traditional tales this half term, these are often stories the children are familiar with and have a good prior knowledge of. These stories offer many opportunities to join in with repeated phrases and to build on our language by being introduced to new and old language. • We will add narratives to our play, linked with our story focus this half term. • We will continue to complete our small group circle time sessions where we discuss different topics, this will allow us to focus on being able to communicate together linked to a specific topic.
<p>Physical development</p>	<p>What will we do?</p> <ul style="list-style-type: none"> • We are all getting good at dressing and undressing and we only need to work on speed now. This will be our big focus this half term; we will use the timer as an incentive to see how quickly we can get changed. • We will continue to develop our gross and fine motor skills. • We will use large apparatus for climbing, traversing, going up, down, over and under. We will use our construction area outdoors more effectively this half term to allow us to be able to challenge our physical skills. • We will continue to practice with zips and buttons this half term with a big focus

	<p>being on 'having a go' and seeing what we can do independently first before asking for help.</p> <ul style="list-style-type: none"> • We will ensure we are secure with our pencil grip and continue to remember 'nippy fingers' to remind ourselves how to hold a pencil. • We will complete a number of activities to allow us to develop our fine motor skills. 	
Literacy	<p>What will we do?</p> <ul style="list-style-type: none"> • Read familiar stories- our topic this half term is traditional tales which will allow us to look at stories that may be familiar to us. • Join in with the story phrases, being able to notice a pattern in the story. • Continuing with thinking about the characters from the story, linking this to speech and what they might say next. Thinking about who the main characters are in the story and what would happen if we change their roles around. • We will continue our work with capital letters which will link with building up our sentence structure. We will think about saying the 	<p>Phonics-</p> <ul style="list-style-type: none"> • Recap all of set 1 sounds we know so far to allow us to become familiar with these again. • We will focus on using our set 1 phonics sounds in reading and writing activities. • Begin to focus on saying what we want to write and then trying to write it, repeating ourselves to hear the sounds in the words. • Continue with our letter formation for our letters, using the cursive font to build up speed with our writing. • Using our phonics skills to be able to read simple words in a text. • Using words, we are familiar with to

	<p>sentence first and then aiming to write it down listening for the letters we can hear.</p> <p>The core books we will focus on this half term will be:</p> <ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Three Billy Goats Gruff • Little Red Hen • The Three Little Pigs • Jack and the Beanstalk • Little Red Riding Hood. <p>These stories will allow us to complete lots of drama activities, continuing our work with story maps, using our phonics to write words, phrases and sentences.</p>	<p>form sentences.</p>
<p>Mathematics</p>	<p>What will we do?</p> <ul style="list-style-type: none"> • We will look at 2D shapes, focusing on a square, triangle, circle and a rectangle. We will look at the number of sides and corners each shape has and begin to look at similarities and differences between them. • Thinking about the days of the week, being able to use the language of tomorrow and yesterday in the correct context. • Identifying different values of coins- focusing on 1p,2p,5p,10p,20p,50p, £1 and £2. We will order the coins for their value. • Work with numbers to 10, we will order them and write the correct numeral to match an amount. We will count on from a number and be able to say the number 	

	<p>that is 1 more than a number recognising this is the next number.</p> <ul style="list-style-type: none"> • We will match objects to a number, we will begin to realise if the objects are rearranged this does not change how many objects are in a set. • Thinking about teen numbers as being 10 and some more. • Practicing our number formation as much as possible, being able to remember the rhymes that we use to help us to remember how to write them.
Understanding the world	<p>What will we do?</p> <ul style="list-style-type: none"> • We will learn about our communities, ourselves and our place in the world. • Our topic of traditional tales naturally allows us to consider everyday safety, fears, failings, problems and solutions. We will spend a lot of time this half term considering these topics throughout everything we do. • We will learn about different settings from the story as they arise such as the countryside, castles and the woods. We will consider our understanding of these places and build on our learning by making links with growing things, plants and animals and our local environment. • Our ICT focus will allow us to build on our skills to use a computer programme independently. We will use the laptop to allow us to listen to stories and rhymes. <p>Forest school focus-</p> <ul style="list-style-type: none"> • This half term we will focus on using ropes in our forest school sessions, we will become familiar with how to attach rope to items using a specific knot. We will follow the wild passport sessions from the beginner section.
Expressive arts and design	What will we do?

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| | <ul style="list-style-type: none">• We will learn lots of new traditional songs and rhymes.• We will include skipping, dancing and clapping into our plans.• We will begin to respond to music in our movements and develop our recognition of pulse or beat in music.• We will spend a lot of time transforming our 'junk modelling' into masterpieces, this will allow us to think about which materials and tools are needed for a specific purpose.• Using our own ideas to create artwork and designs that are relevant to the children.• Being able to mix colours independently now, we have spent a lot of time on colour mixing and now need to try for ourselves.• Continuing to work on our cutting control we will practise cutting a range of materials such as paper, card, felt, sticky tape etc. |
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