

Reception Curriculum Map - Spring



The Curriculum in Nursery and Reception is based on the Early Years Foundation Stage (EYFS) curriculum. This describes the seven areas of learning and development which 'must be implemented through planned, purposeful play'. The EYFS curriculum gives children a broad range of skills and knowledge which provides the right foundation for transition into Key Stage One and beyond.

Communication and Language

- To listen to stories and respond with relevant comments and questions
- To share storylines in play or recall events accurately through their talk and discussions. *For example, linking to their play in the home corner to real cooking experiences*
- Articulate their ideas and thoughts in well-formed sentences. *For example, through talking about what they would like to make in the creative area or what they predict a story might be about*
- To follow instructions with several actions. *For example, through planting, cooking, woodwork (first, next, lastly)*



Literacy

- Daily Story Time - Enjoying high quality texts linked to topics from books



Core book Texts: To explore a core book over a 2-3-week period where we will think about making predictions, summarising and sequencing the story, learning new vocabulary and making links to our writing.

Core books this term will be 'The Very Busy Spider' (author study of Eric Carle/ artwork linked to Franz Marc), 'Rain' (geography link looking at other locations across the world), 'Supertato' (link to heroes/people who help us) and 'The Teeny Weeny Tadpole' (Link to lifecycles and observation of changes)



Phonics - Read Write Inc (Daily 30-40 min sessions)

- To learn set 1 and set 2 sounds and continue to use blending skills to read a range of words for accuracy and fluency
- To read story books which are closely matched to their phonic level
- Continue to introduce new tricky words to read and spell.
- A focus on 'letter formation' using the RWI handwriting rhymes



Story Scribing - Pupils use their own words and recently taught vocabulary to tell their own narratives while an adult scribes and supports language and writing skills.

Personal, Social and Emotional Development

- To take turns and take account of one another's ideas
- To be confident to speak to others about own needs, experiences and interests (Sharing Tapestry)
- To understand the need for physical exercise and a healthy diet



- To persevere when they find things challenging

Mathematics

- Recap numbers 0-5 from the Autumn term and explore numbers 6-10 in depth
- Look at different representations of numbers to 10 for example:



- Look at ways to make numbers to 10 (composition). For example, number 7 can be made with:
 $7+0=7$ $6+1=7$ $5+2=7$ $3+4=7$
- Say one number for each item in order (pointing to each item carefully as we count)
- 3D shape and patterns
- Compare mass, capacity, length and height



Understanding the World

- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them. In our own outside areas, through taking a local walk and through Forest School. (Linked to books and looking at maps, atlases, google earth and globes in class).

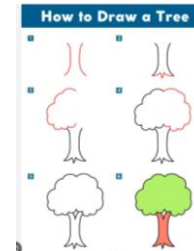


- Describe what they see, hear and feel whilst outside.
- Personal history - share baby pictures on Tapestry to support discussion about the past - link to world book day (old books - which books did you family read when they were young?)



Expressive Arts and Design

- To plan, design and construct with a purpose in mind e.g. creating models out of junk modelling, lego and woodwork.
- To develop drawing skills by using step-by-step guides - links to individual interests and curriculum themes



- Look at the artist 'David Hockney' for inspiration on Springtime pictures (paints/pastels/collage)
- Sing in a group or on their own, increasingly matching the pitch and following a melody. (Junior Jam).



Physical Development

- To show good control and co-ordination in large and small movements through the use of tools such as hammers, scissors, tweezers, pencils, knives and forks.



- To practise balancing, climbing and jumping by safely using a range of large and small apparatus (PE hall/Adventure playground)



- Continue to develop holding their pens and pencils in a tripod grip

Home Learning

Parents can support their child at home with their learning:

- Daily reading sessions with books sent home.
- Reading and spelling of tricky words.
- Practising letter sounds we have taught and sent home.
- Completing optional home learning tasks uploaded via Tapestry



Key Events

- Parent Valentine Bake Sale
- Local Area Walk
- Parent Story Cafe