

Reception Spring 1: Once Upon a Time

Curriculum connections



English

Hear and say the initial sound in words.

Continue a rhyming string.



Segment the sounds in simple words and blend them together, and know which letters represent some of them. Link sounds to letters, naming and sounding the letters of the alphabet.



Begin to read words and simple sentences and take part in shared reading.

Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.



Attempt to write short sentences in meaningful contexts. Recognise rhyme in familiar nursery rhymes and enjoy learning the 'rhyme of the week'.

Begin to write letters using the Read Write Inc. handwriting rhymes and record daily in their English book.

Orally recall the main events from a story, for example 'The Gingerbread Man' using Talk for Writing strategies.



Maths

Select the correct numeral to represent 1 to 5, then 1 to 10 objects.

Count an irregular arrangement of up to ten objects. Estimate how many objects they can see and check by counting them.

Use the language of 'more' and 'fewer' to compare two sets of objects.

Find the total number of items in two groups by counting all of them.

In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.

Record, using marks that they can interpret and explain.

Begin to identify own mathematical problems based on own interests and fascinations.

Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and use mathematical terms to describe shapes.

Use everyday language to talk about money in context such as in the role play area.



Understanding the World

Know that other children don't always enjoy the same things, and be sensitive to this.



Empathise with others and ask questions about the world around them during circle time and PSHE lessons.

Know about similarities and differences between themselves and others, and among families, communities and traditions such as those who celebrate Chinese New Year.

Talk about the features of their own immediate environment and how environments might vary from one another whilst also looking at Enfield town and local geography.



Expressive Art and Design

Begin to build a repertoire of songs during music lessons and beyond.

Explore what happens when they mix colours for purpose such as creating a Kandinsky style painting.



Understand that different media can be combined to create new effects.

Manipulate materials to achieve a planned effect such as baking gingerbread.

Construct with a purpose in mind, using a variety of resources.

Introduce a storyline or narrative into their play.



Play alongside other children who are engaged in the same theme.

Play cooperatively as part of a group to develop and act out a narrative especially outside when using the stage area to retell fairy tales.


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Personal, Social and Emotional Development

-  Initiate conversations, attend to and take account of what others say when sharing parts of their family and home life.
- Ask questions in a respectful way about other's beliefs and cultures.
- Take steps to resolve conflicts with other children e.g. finding a compromise.
-  Play cooperatively, taking turns with others.
- Develop confidence to speak to others about own needs, wants, interests and opinions.
- Become confident to try new activities, whilst understanding that everyone has a choice.
- Choose resources they need for their chosen activities.
- Say when they do or don't need help.
- Understand the importance of perseverance during PSHE lessons and make links between perseverance and our school value of resilience.
- Understand what it means to have a dream and to reach a goal through PSHE lessons.


Physical Development

- Handle tools, objects, construction and malleable materials safely and with increasing control.
-  Show a preference for a dominant hand and hold a pencil correctly.
- Travel with confidence and skill around, under, over and through balancing and climbing equipment.
- Use simple tools to effect changes to materials.
- Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Play games cooperatively during PE multi-skills lessons.

Communication and Language

- Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments.
-  Follow and retell a story using pictures, props and words, whilst also beginning to create their own text map.
- Listen and respond to ideas expressed by others in conversations or discussions.
-  Use language to imagine and recreate roles and experiences, especially in the role play area and outside in the stage area.

Spanish

-  Consolidate colours vocabulary.
- Feelings: Ask *¿Cómo estás?* (how are you?) And reply with simple answers such as: *Estoy bien* (I am ok), *estoy mal* (I am not feeling good).
- Body parts: Use body parts vocabulary to learn a familiar song (head, shoulders, knees and toes) in Spanish.
- Understand a short story that includes vocabulary learnt this term (colours and face parts).

Spiritual, Moral, Social and Cultural Development

-  Chinese New Year: Friday 12 February