

**Reception Spring Term Curriculum Plan 2024**

**'Frozen Lands' and 'Off We Go!' (Transport)**

Communication and Language	Physical Development	Personal, Social and Emotional
<p>The children will:</p> <ul style="list-style-type: none"> <li>• Join in with group discussions and to give more focused attention to others</li> <li>• Talk about personal experiences and share own knowledge</li> <li>• Speak clearly using more details and use 'and/because' in sentences</li> <li>• Continue to develop understanding of who, what, when and where questions.</li> <li>• Begin to develop and use how and why questions</li> <li>• Create own story orally using toys or a sequence of pictures (story boxes)</li> <li>• Continue to develop the skills of being a good listener</li> <li>• Use talk to explain what is happening in a story and anticipate what might happen next.</li> <li>• Have opportunities to participate, memorise and use story language and drama to engage with Talk for Writing and Story Mapping</li> <li>• Use topic related vocabulary</li> </ul>	<p align="center"><b><u>Get Set 4 PE</u></b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• Be able to negotiate space, travelling with confidence in different ways and directions</li> <li>• Create shapes with their body- on the floor and on apparatus</li> <li>• Develop balancing and taking weight on different body parts</li> <li>• Develop jumping and landing safely.</li> <li>• Develop rocking and rolling.</li> <li>• Copy and create short sequences linking actions together</li> </ul> <p><b><u>Superstar Sports;</u></b> <b><u>Tag rugby and basketball</u></b></p> <ul style="list-style-type: none"> <li>• Develop throwing skills</li> <li>• Follow instructions and move safely when playing tagging games.</li> <li>• Work co-operatively and learn to take turns</li> <li>• Work with others to play team games.</li> </ul> <p><b><u>Physical development</u></b></p> <ul style="list-style-type: none"> <li>• Use fixings for joining materials safely and with increased independence like paper clips, treasury tags, split pins, tape, staples, string</li> <li>• Use a pencil and hold it effectively with increased independence</li> <li>• Use scissors to cut a desired shape.</li> <li>• Practise spreading and mixing ingredients using knives and whisks</li> <li>• Practise drawing and painting skills with increasing control and details</li> </ul>	<p align="center"><b><u>Jigsaw -Dreams and Goals</u></b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• Understand that if they persevere they can tackle challenges</li> <li>• Talk about a time they didn't give up until they achieved my goal</li> <li>• Set a goal and work towards it</li> <li>• Use kind words to encourage people</li> <li>• Understand the link between what I learn now and the job I might like to do when I'm older</li> <li>• Say how it feels to achieve a goal and know what it means to feel proud</li> </ul> <p align="center"><b><u>Jigsaw- Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• Understand that they need to exercise to keep their body healthy</li> <li>• Understand how moving and resting are good for their bodies</li> <li>• Know some foods are healthy and not so healthy</li> <li>• Be able to wash their hands thoroughly and understand why sleep is good for them</li> <li>• Know what a stranger is and how to stay safe if a stranger approaches me</li> </ul>

- |  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"><li>• Develop hand eye co-ordination and using of fine motor skills to scoop, sift, funnel and pour through sand, water and mud kitchen play</li></ul> |  |
|--|--|--|

## Literacy



The children will:

- Use phonic knowledge to make a list.
- Listen to stories, anticipate key events in stories and predict what will happen next
- Word build using phonic knowledge to read CVC words and captions. Use picture clues to read unfamiliar words.
- Explore information text and digital information.
- Create own story orally using toys or sequence pictures from well-known stories.
- Comment on favourite part of a story and begin to identify characters and settings within stories.
- With support begin to form and write labels and words using phonic knowledge.
- Begin to remember finger spaces between words.
- Describing main story settings, events and main characters.
- Sequence pictures of the Train ride
- With support begin to form and write a simple caption using phonic knowledge.
- Read simple sentences with increased independence and accuracy
- Children to draw own story maps from familiar stories and use these to help retell the story.
- Enjoy communicating meaning for a range of purposes cards, tickets, picture books, lists and invitations

## Maths

### Hertfordshire Essential Maths

The children will:

- Compare and classify objects
- Compare the amount within classified group
- Accurately count a set, give the value of the set and compare amounts
- Count to compare
- Develop spatial language linked to position and direction
- Count reliably with numbers from 1 to 20, place them in order
- Say which number is one more or one less than a given number
- Have a deep understanding of the numbers to 10
- Have automatic recall of numbers to five and know some bonds to ten

Expressive Arts and Design

Art and Design

Design and Technology

Music

The children will:

- Look at photos, drawings and paintings of different types of winter scenes and use the book The Snowman Raymond Briggs (Illustrator-)
- Create winter landscapes and Wax resist Jack Frost picture
- Create a Frozen land collage- making different textures
- Begin to explore colour mixing
- Explore using a variety of different size brushes and tools e.g. sponge brushes, fingers, twigs.
- Create observational drawings
- Using the book Mouse Paint by Ellen Walsh and Wassily Kandinsky Circles and Squares painting as inspiration recreate our own
- Experience & experiment with using a range of tools / media /, including pencils, crayons, pastels, felt tips, charcoal, chalk & other dry media

The children will:

- experiment and build with a range of construction materials, talking about what they like and dislike about their models/constructions.
- Use scissors, tape dispenser, stapler, glue stick, with increased independence.
- Explore malleable materials like corn flour, fake snow and using soapflakes - roll balls and shape snowman adding details using a range of materials.
- Know some techniques and steps involved in food preparation through pancake and gingerbread making- mixing, rolling, shaping, pouring, assembling
- Think about properties of materials
- Develop joining, fixing, balancing techniques when building structures
- Evaluate their own and their friends' work

The children will:

- Learn Frozen Land songs-
- Sing nursery rhymes and action songs
- Listen and respond to different styles of music
- Learn to play instruments within a song
- Share and perform singing and instrument playing
- Listen to music from different cultures
- Listen and respond to different styles of music

## Understanding of the World

Science	Geography	History	RE
<p><u>The Children will:</u></p> <ul style="list-style-type: none"> <li>Explore and compare the world around them, noticing seasonal changes during winter</li> <li>Begin to understand the concept of hot and cold</li> <li>Notice and comment on a freezing and melting experiment.</li> <li>Find out about the climate and conditions in Antarctica and the Arctic</li> <li>Learn some basic facts about penguins</li> <li>Explore floating and sinking</li> </ul>	<p><u>The children will:</u></p> <ul style="list-style-type: none"> <li>Look at where Antarctica and the Arctic are on the world map</li> <li>Find out about the climate and conditions in Antarctica and the Arctic</li> <li>Learn about polar explorer Captain Scott and his expeditions</li> <li>Name and talk about types of transport</li> <li>Recreate the journey from the story The Train Ride, identifying geographical features</li> </ul>	<p><u>The children will:</u></p> <ul style="list-style-type: none"> <li>Learn about a significant figure from history- polar explorer Captain Robert Scott</li> <li>Use the language of time when talking about past/present events in their own lives, lives of others and stories</li> <li>Find out about the history and tradition of Chinese New Year</li> <li>Compare old and new transport</li> <li>Talk about how they travel to school</li> <li>Learn about significant figures from transport developments</li> </ul>	<p style="text-align: center;"><b><u>Special Objects and Special People</u></b></p> <p><u>The children will:</u></p> <ul style="list-style-type: none"> <li>Discuss objects that are special to themselves and their family</li> <li>Discuss objects that are special to us in school</li> <li>Think about why people have special objects</li> <li>Learn about the Sikh celebration of Vaisakhi</li> <li>Discuss places that are special to themselves and their family</li> <li>Discuss churches and why they are special to Christians</li> <li>Learn about Shrove Tuesday and Easter</li> </ul>