



Reception Spring Term Curriculum Plan 2026
'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"> Join in with group discussions and to give more focused attention to others Talk about personal experiences and share own knowledge Speak clearly using more details and use 'and/because' in sentences Continue to develop understanding of who, what, when and where questions. Begin to develop and use how and why questions Create own story orally using toys or a sequence of pictures (story boxes) Continue to develop the skills of being a good listener Use talk to explain what is happening in a story and anticipate what might happen next Have opportunities to participate, memorise and use story language and drama to engage with Talk for Writing and Story Mapping Use topic related vocabulary | <p>Get Set 4 PE - Gymnastics</p> <p>The children will:</p> <ul style="list-style-type: none"> Create sequences using shapes, balances and travelling actions Develop balancing and safely using apparatus Develop jumping and landing safely from a height Develop rocking and rolling Explore travelling around, over and through apparatus Create sequences using apparatus. <p>Games - Superstar Sports: Tag rugby and Basketball</p> <p>The children will:</p> <ul style="list-style-type: none"> Learn to aim when throwing and practise keeping score Follow instructions and learn to move safely when play tagging games Learn to play against a partner Develop co-ordination Follow the rules of games Explore striking a ball Learn to work co-operatively as a team <p>Fine and Gross Motor Development</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Further develop their small motor skills so that they can use a range of tools competently, safely and confidently Continue to develop the foundations of a handwriting style which is fast, accurate and efficient Continue to use a comfortable grip (holding near the nib of the pencil) with good control when holding pens and pencils | <ul style="list-style-type: none"> Shows an understanding of their own feelings and those of others and is beginning to regulate their behaviour accordingly with some adult support Shows a growing confidence and self-esteem by trying new activities, taking risks and engaging in social situations Persists with activities and shows increased focus when working towards a goal, even when challenges arise Remembers and follows school expectations by behaving appropriately without needing constant adult reminders Is beginning to recognise that their choices and actions can affect others and begins to understand that some words and behaviours can hurt others feelings Is proactive in seeking in seeking adult support and able to articulate their wants and needs <p>Jigsaw - Dreams and Goals</p> <p>The children will:</p> <ul style="list-style-type: none"> Understand that if they persevere they can tackle challenges Talk about a time they didn't give up until they achieved my goal Set a goal and work towards it Use kind words to encourage people Understand the link between what I learn now and the job I might like to do when I'm older Say how it feels to achieve a goal and know what it means to feel proud <p>Jigsaw - Healthy Me</p> <ul style="list-style-type: none"> Understand that they need to exercise to keep their body healthy Understand how moving and resting are good for their bodies Know some foods are healthy and not so healthy Be able to wash their hands thoroughly and understand why sleep is good for them Know what a stranger is and how to stay safe if a stranger approaches me |



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| Literacy | Maths |
|---|---|
| <div data-bbox="367 341 562 483"></div> <div data-bbox="669 341 853 504"></div> <p>Book Focus:</p> <ul style="list-style-type: none">• The Gingerbread Man• The Cat's Breakfast <p>The children will:</p> <ul style="list-style-type: none">• 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. <p>Use picture clues to read unfamiliar words.</p> <ul style="list-style-type: none">• 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 | <p>Hertfordshire Essential Maths</p> <p>Classification</p> <ul style="list-style-type: none">• Compare and classify objects• Compare the amount within classified group <p>Counting Cardinality</p> <ul style="list-style-type: none">• Accurately count a set, give the value of the set and compare amounts <p>Using Counting to Compare</p> <ul style="list-style-type: none">• Finding the total number of items in two groups• Begin to learn that numbers are made up of smaller numbers, then find the total of the two groups.• Provide opportunities to conceptually subitise larger numbers by subitising the small groups. <p>Spatial Thinking</p> <ul style="list-style-type: none">• Develop spatial language linked to position and direction <p>Magnitude, Ordering and Estimating</p> <ul style="list-style-type: none">• 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 <p>Regrouping the Whole</p> <ul style="list-style-type: none">• Have a deep understanding of the numbers to 10• Have automatic recall of numbers to five and know some bonds to ten |



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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



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Understanding of the World

| Science | Geography | History | RE |
|--|--|--|--|
| <p>The Children will:</p> <p>Seasonal changes/Differing Climates:</p> <ul style="list-style-type: none"> • Explore and observe the world around them • Begin to understand the concept hot and cold. Discuss how we adapt our behaviour and clothing to suit different seasons • Investigate frost, ice, water. Discover how water changes when frozen or ice melts. • Find out about the environment and climate conditions in the Arctic and Antarctic- make comparisons to the UK • Learn some basic facts about penguins and other polar region animals <p>Everyday Materials:</p> <ul style="list-style-type: none"> • Learn about and explore floating and sinking • Explore which materials make good boats • Begin to make observations and make predictions | <p>The children will:</p> <p>Place Knowledge/Physical Features:</p> <ul style="list-style-type: none"> • Learn about the Antarctic/Arctic. Discuss what the place is like and compare to where we live • Find out where the Arctic/Antarctic are • Begin to look at the world map and know that they are other countries within the world • Use small world and construction resources to recreate cold landscapes/ winter scenes and retell stories thinking about the place/ environment/ weather <p>Human Features/Physical Features/Map skills:</p> <ul style="list-style-type: none"> • Talk about different types of transport • Begin to understand the term 'journey' and 'travel' • Use small world and construction resources and the train track to retell and recreate Stories about journeys and transport • Begin to use basic geographical vocabulary like beach, coast, sea, hill, valley, town, etc • Draw and use simple maps | <p>The children will:</p> <ul style="list-style-type: none"> • Learn about a significant figure from history-polar explorer Captain Robert Scott • Use the language of time when talking about past/present events in their own lives, lives of others and stories • Find out about the history and tradition of Chinese New Year • Compare old and new transport • Talk about how they travel to school • Learn about significant figures from transport developments | <p>The children will:</p> <ul style="list-style-type: none"> • Discuss objects that are special to themselves and their family • Discuss objects that are special to us in school • Think about why people have special objects • Learn about the Sikh celebration of Vaisakhi • Discuss places that are special to themselves and their family • Discuss churches and why they are special to Christians • Learn about Shrove Tuesday and Easter |