



## Reception Spring 2024 Curriculum Overview



*Respect ~Reflect ~Achieve ~Grow*

<p><b>English</b> Focus books: Stick man, Owl babies, Whatever next, Dinosaurs. <b>Comprehension</b> • Retelling key events from a story and predict what might happen next. <b>Word recognition</b> • Level 2 and Level 3 Phonics – recognise and match all Phase 2 sounds and begin to learn digraphs. To segment, blend and begin to read short captions. <b>X y z zz qu ch sh th th ng ai ee igh oa oo or ur ow oi ear air ure er</b> • Tricky words- I, the, to, no, go, into <b>Writing</b> • holding a pencil with a tripod grip • forming most letters correctly • to begin to write words and short sentences using their phonics knowledge</p>	<p><b>Maths</b> Focus books: None the number, A Squash and a Squeeze, Room on the Broom, Six Dinner Sid. <b>Alive in 5!</b> • Introducing zero • Comparing numbers to 5 • Composition of 4 and 5 • Compare Mass and Capacity <b>Growing 6,7,8</b> • 6, 7 and 8 • Making pairs • Combining groups • Length, Height and Time <b>Building 9 and 10</b> • 9 and 10 • Comparing numbers to 10 • Bonds to 10 • 3D Shape and Pattern</p>	<p><b>Religious Education</b> <b>From Galilee to Jerusalem</b> • Epiphany • Jesus welcomes everyone • Jesus wants us to share with others • Jesus teaches us that we should share what we have with others  <b>From Desert to Garden</b> • Lent • Jesus entered Jerusalem on a donkey • Easter</p>	<p><b>Expressive Arts and Design</b> Focus artist: Henri Matisse <b>Creating with Materials</b> • Using different techniques e.g., clay, collage and paint • Create props for stories • Talk about designs and techniques used <b>Being Imaginative and Expressive</b> • Joining in, singing with familiar and unfamiliar songs • Experimenting with different sounds using different instruments- children will make contrasting sounds e.g., louder, quieter, play quickly, play slowly, high, low, short sounds and long sounds. • Moving to music in different ways (to the beat/pulse) • Using imagination in play to make up stories</p>
<p><b>Communication and Language</b> <b>Listening and attention and understanding</b> • Respond to questions/ topics and forming own opinions • Listening carefully to others and responding appropriately • Following instructions <b>Speaking</b> • Sharing ideas in a group adding detail • Using full sentences in the correct tense (past, present, future)</p>	<p><b>Consolidation</b> • Recap learning  <b>Personal, Social and Emotional development</b> <b>Self-Regulation</b> • Understand and recognise the feelings of others e.g. He is feeling sad because he hurt himself <b>Managing self</b> • Understanding what is healthy and what is unhealthy for us • To persist when faced with challenges <b>Building relationships</b> • To resolve conflicts with peers without direct adult support • To build a range of friendships and listen to one another's opinions/ ideas.</p>	<p><b>Physical Development</b> <b>Gross Motor Skills</b> • throw and catch a large ball • travel and negotiate space safely (PE lessons Dance, Gym and Games) <b>Fine Motor Skills</b> • grow in confidence in using small handed tools e.g., pencils, scissors • sit at a table to write • drawing pictures with a purpose using shapes</p>	<p><b>Understanding of the world</b> Focus books: <b>Past and Present</b> • Comparing Then and Now e.g., technology, ourselves. <b>The Natural world</b> • Spring Walk – to look at changes to trees etc. • Comparing places (cold and hot) • Forest school <b>People, Culture and Communities</b> • Looking at simple maps and drawing our own • Talking about different countries, cultures and traditions</p>