

Reception Spring Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13	Week14
PSED SR, MS, BR	<ul style="list-style-type: none"> To express their feelings and consider the feelings of others To be able to manage their own needs To build constructive and respectful relationships. 						HALF TERM	<ul style="list-style-type: none"> To express their feelings and consider the feelings of others To be able to manage their own needs To build constructive and respectful relationships To identify their own feelings socially and emotionally To think about the perspective of others. 							
COM & LANG LAU, S	<ul style="list-style-type: none"> To use new vocabulary throughout the day To ask questions to find out more and to check they understand what has been said to them To articulate their ideas in well-formed sentences To use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen To be able to re-tell the story and once they have developed a deep familiarity with the text they should be able to repeat the story using repetition and some in their own words To use new vocabulary in different contexts To engage in non-fiction books To listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. 							<ul style="list-style-type: none"> To use new vocabulary throughout the day To ask questions to find out more and to check they understand what has been said to them To articulate their ideas in well-formed sentences To use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen To be able to re-tell the story and once they have developed a deep familiarity with the text they should be able to repeat the story using repetition and some in their own words To use new vocabulary in different contexts To engage in non-fiction books To listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. 							
PHYSICAL DEV GM, FM	<ul style="list-style-type: none"> To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group To further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. To be able to use core muscles to achieve a good posture when sitting at a table or sitting on the floor. To be able to know and talk about the different factors that contribute to their overall health and wellbeing. 							<ul style="list-style-type: none"> To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group To further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. To be able to use core muscles to achieve a good posture when sitting at a table or sitting on the floor. To be able to know and talk about the different factors that contribute to their overall health and wellbeing. 							
LITERACY C, WR, W	<ul style="list-style-type: none"> To be able to read simple phrases and sentences made up with known letter sound correspondences and where necessary a few exception words To write short sentences with words with known letters sound correspondences using a capital letter and full stop To be able to read a few common exception words To be able to re-read what they have written to check it makes sense. 							<ul style="list-style-type: none"> To be able to read simple phrases and sentences made up with known letter sound correspondences and where necessary a few exception words To write short sentences with words with known letters sound correspondences using a capital letter and full stop To be able to read a few common exception words To be able to re-read what they have written to check it makes sense. 							
MATHEMATIC N, NP	<ul style="list-style-type: none"> To be able to compare numbers To understand the one more, one less relationship To automatically recall number bonds for number zero to ten To select rotate and manipulate shapes in order to develop special reasoning skills 							<ul style="list-style-type: none"> To be able to compare numbers To understand the one more, one less relationship To automatically recall number bonds for number zero to ten To select rotate and manipulate shapes in order to develop special reasoning skills 							

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	<ul style="list-style-type: none"> To compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can To be able to compare length weight and capacity. 		<ul style="list-style-type: none"> To compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can To be able to compare length weight and capacity.
UNDERSTANDING WORLD PP, PCC, TNW	<ul style="list-style-type: none"> To compare and contrast characters from stories including characters from the past To draw information from a simple map To recognise some similarities and differences between life in this country and life in other countries To recognise some environments that are different to the ones they live in To understand the effect of changing seasons on the natural world around them. 		<ul style="list-style-type: none"> To compare and contrast characters from stories including characters from the past To draw information from a simple map To recognise some similarities and differences between life in this country and life in other countries To recognise some environments that are different to the ones they live in To understand the effect of changing seasons on the natural world around them.
EXP ARTS CM, BI	<ul style="list-style-type: none"> To be able to explore use and refine a variety of artistic effects to express their ideas and feelings To listen attentively move to and talk about music, express their feelings and responses To watch and talk about dance and performance expressing their feelings and responses To sing in a group or on their own increasingly matching the pitch and following the melody To explore and engage in music making and dance, performing solo or in groups. 		<ul style="list-style-type: none"> To be able to explore use and refine a variety of artistic effects to express their ideas and feelings To listen attentively move to and talk about music, express their feelings and responses To watch and talk about dance and performance expressing their feelings and responses To sing in a group or on their own increasingly matching the pitch and following the melody To explore and engage in music making and dance, performing solo or in groups.
FRENCH	Les Couleurs et Les Nombres (Colours and Numbers) <ul style="list-style-type: none"> To name and recognise up to ten colours in French To count from 1-10 in French. 		Les Couleurs et Les Nombres (Colours and Numbers) <ul style="list-style-type: none"> To name and recognise up to ten colours in French To count from 1-10 in French.
JS	Parasha <ul style="list-style-type: none"> Bo – following instructions Beshalach – Hashem looks after us Yitro – Listening to your parents Mishpatim Milk and meat in a kosher kitchen Teruma - saying tefillot and doing mitzvot help us come closer to Hashem Tetzaveh - people who help us. Chagim: Tu B’shvat <ul style="list-style-type: none"> To go on a trip to a greengrocer To know Tu BiShvat is the new year for trees To know which fruits, grow on trees To know we eat many types of fruit on Tu BiShvat. Hebrew Reading <ul style="list-style-type: none"> To be able to read yud, kaf, chaf, lamed, mem, nun, samech and ayin To know the sounds of chirrick and cholam To blend known letters with patach, kamatz, segol, tzereh, and chirrick and cholam To begin to read short word blends. Tefillah <ul style="list-style-type: none"> To increase the recitation of Adon Olam up to the word Ekra. 		Parasha <ul style="list-style-type: none"> Vayakel - keeping Shabbat. Chagim: Purim <ul style="list-style-type: none"> To know the story of Purim focussing on the characters Achasheverosh, Esther, Mordechai and Haman To understand why we block out Haman’s name by making a noise (make ra’ashanim) To know why we eat hamantaschen (and to make them) To know we dress up on Purim and a basic understanding of why To make masks. Chagim: Pesach <ul style="list-style-type: none"> To know that on Pesach we have two sedarim (in England) To know some foods are chametz To know we have three matzot at seder and the middle one gets broken To know at seder we drink four cups of wine and have an extra cup for Eliyahu To know a basic version of yetziat mitzrayim To know Hashem sent 10 plagues and be able to recall some To recognise the foods on the seder plate To learn the first verse of ma nishtana. Tefillah <ul style="list-style-type: none"> To increase the recitation of Ma Tovuv up to the word Yisrael.