

Reception Curriculum Overview Spring Term 2025

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
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| PSED | <ul style="list-style-type: none"> To take steps to resolve conflicts with others and can compromise To describe myself in positive terms and talk about my abilities To be able to show responsibility for my learning and can tell you what I need to do to improve To be able to collaborate on joint projects and can participate positively in team games To be open to new ideas and other people’s suggestions. | | | | | | HALF TERM | <ul style="list-style-type: none"> To take steps to resolve conflicts with others and can compromise To describe myself in positive terms and talk about my abilities To be able to show responsibility for my learning and can tell you what I need to do to improve To be able to collaborate on joint projects and can participate positively in team games To be open to new ideas and other people’s suggestions. | | | | | | |
| COM & LANG | <ul style="list-style-type: none"> To anticipate key events in stories and respond to what I hear with relevant comments To answer how and why questions To be able to follow a story without pictures or props To give attention to what others say and responds appropriately To predict what will happen next in a story To talk about significant events in my life and respond appropriately to other people’s news To ask relevant questions to find out information To express myself effectively showing awareness of my listeners’ needs To develop my own narratives and explanations by connecting ideas or events To apply and using descriptive vocabulary based on my experiences To begin to use past, present and future forms accurately To develop key social phrases To retell story using repetition of phrases and some parts in my own words. | | | | | | | <ul style="list-style-type: none"> To anticipate key events in stories and respond to what I hear with relevant comments To answer how and why questions To be able to follow a story without pictures or props To give attention to what others say and responds appropriately To predict what will happen next in a story To talk about significant events in my life and respond appropriately to other people’s news To ask relevant questions to find out information To express myself effectively showing awareness of my listeners’ needs To develop my own narratives and explanations by connecting ideas or events To apply and using descriptive vocabulary based on my experiences To begin to use past, present and future forms accurately To develop key social phrases To retell story using repetition of phrases and some parts in my own words. | | | | | | |
| PHYSICAL DEV | <ul style="list-style-type: none"> To demonstrate my overall body strength, balance, co-ordination, and agility out indoor and outdoor apparatus To handle specialised tools and equipment effectively To show some understanding of good practices with regard to exercise, eating, sleeping and hygiene and how they can contribute to good health To develop foundations of a handwriting style which is fast accurate and efficient To show understanding of the need for safety when tackling new challenges, and consider and manage some risks To start letters at the correct place so that they are formed correctly To write letters on the line To begin to throw and catch a ball accurately To use my body expressively in imaginative movements. | | | | | | | <ul style="list-style-type: none"> To demonstrate my overall body strength, balance, co-ordination, and agility out indoor and outdoor apparatus To handle specialised tools and equipment effectively To show some understanding of good practices with regard to exercise, eating, sleeping and hygiene and how they can contribute to good health To develop foundations of a handwriting style which is fast accurate and efficient To show understanding of the need for safety when tackling new challenges, and consider and manage some risks To start letters at the correct place so that they are formed correctly To write letters on the line To begin to throw and catch a ball accurately To use my body expressively in imaginative movements. | | | | | | |
| LITERACY | <ul style="list-style-type: none"> To form some lower case and capital letters correctly To spell words by identifying sounds and writing the sounds with letters To attempt to write short sentences in meaningful contexts To include some diagraphs in words that I write To begin to include simple grammar in my sentences such as capital letters at the beginning of the sentence and full stops at the end of the sentence To begin to write for a range of genres such as captions, speech bubbles, leaflets, stories etc To begin to write Phase 2 and 3 tricky words correctly To read some Phase 3 tricky words and high frequency words confidently To identify some Phase 3 diagraphs and begins to read words with diagraphs in them | | | | | | | <ul style="list-style-type: none"> To read simple captions and short sentences from a variety of Phonic material To use vocabulary and forms of speech that are increasingly influenced by my experience of books To demonstrate an understanding when talking with others about what I have read To notice some grammar in texts like capital letters, full stops, question marks, and exclamation marks To be able to read some multisyllabic words like sunset, rabbit To beginning to segment and blend when reading a variety of different texts (fiction and non-fiction.) To listen to and discuss selected non-fiction texts to develop a deeper familiarity with new knowledge and vocabulary To be able to retell stories. | | | | | | |

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| MATHEMATIC | <ul style="list-style-type: none"> • To record my findings using marks that can be explained • To be able to perform addition in different ways and use the correct mathematical language • To begin to identify own mathematical problems based on my own interests and fascinations • To take away an amount from a larger group of objects to find out what is left • To able to count beyond 20. | <ul style="list-style-type: none"> • To begin to make number bonds to 10 • To talk about the properties of shape using mathematical language such as vertices, edges, faces and sides • To measure different objects using non-standard measurements eg multilink cubes • To begin to use number tracks to count on and back • To talk about the concepts of capacity, length, height and time when I am in continuous provision. |
| UND WORLD | <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. • To make observations about similarities and differences in living things • To investigate and can comment on the properties of different materials • To talk about the features of my own immediate environment and different environments/habitats • To talk about my own family customs and different customs and traditions in Britain and around the world • To talk about the features of different seasons, the changes in living things at different times of the year • To talk about different life cycles • To talk about the lives of people around me and their roles in society. | <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. • To make observations about similarities and differences in living things • To investigate and can comment on the properties of different materials • To talk about the features of my own immediate environment and different environments/habitats • To talk about my own family customs and different customs and traditions in Britain and around the world • To talk about the features of different seasons, the changes in living things at different times of the year • To talk about different life cycles • To talk about the lives of people around me and their roles in society. |
| EXP ARTS & D | <ul style="list-style-type: none"> • To explore, use and refine a variety of artistic effects to express my ideas and feelings • To return to and build upon previous ideas, refining them and developing them • To construct with a purpose in mind using a variety of resources and advancing techniques • To represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories • To create collaboratively, sharing ideas and working on joint projects • To develop artwork based on famous artists • To recognise high and low sounds and can create simple accompaniment to songs. | <ul style="list-style-type: none"> • To explore, use and refine a variety of artistic effects to express my ideas and feelings • To return to and build upon previous ideas, refining them and developing them • To construct with a purpose in mind using a variety of resources and advancing techniques • To represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories • To create collaboratively, sharing ideas and working on joint projects • To develop artwork based on famous artists • To recognise high and low sounds and can create simple accompaniment to songs. |

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| JS | <p>Parasha</p> <ul style="list-style-type: none"> • Vayechi-Showing love • Shemot- Kindness • Vaera- Emunah, Hashem is everywhere • Bo – following instructions • Beshalach – Hashem looks after us • Yitro – listening to your parents. <p>Chagim: Tu B'Shvat</p> <ul style="list-style-type: none"> • To have an innig by 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. <p>Hebrew Reading</p> <ul style="list-style-type: none"> • To be able to read yud, kaf, chaf, lamed, mem, nun, and samech • To know the sounds of chirrick • To blend known letters with patach, kamatz, segol, tzereh, and chirrick • To begin to read short word blends. <p>Tefillah</p> <ul style="list-style-type: none"> • To increase the recitation of Adon Olam up to the word Ekra. | <p>Chagim: Purim</p> <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. <p>Chagim: Pesach</p> <ul style="list-style-type: none"> • To know that on Pesach we have two sederim (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 <p>Hebrew reading</p> <ul style="list-style-type: none"> • To learn the letters ayin pey and fey • To know the sounds of cholam • To blend known letters with patach, kamatz, segol, tzereh, chirrick and cholam • To extend the reading of short word blends. <p>Tefillah</p> <ul style="list-style-type: none"> • To increase the recitation of Ma Tovv up to the word Yisrael. |
| FRENCH | <p>Les Couleurs et Les Nombres (Colours and Numbers)</p> <ul style="list-style-type: none"> • To name and recognise up to ten colours in French • To count from 1-10 in French. | <p>Les Couleurs et Les Nombres (Colours and Numbers)</p> <ul style="list-style-type: none"> • To name and recognise up to ten colours in French • To count from 1-10 in French. |