

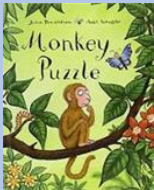
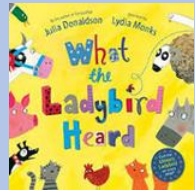
Reception Spring

Our Reception curriculum offer

- ✓ Little Wandle Phonics
- ✓ BLAST 2!
- ✓ Neli
- ✓ Squiggle while you wiggle
- ✓ Daily circle time
- ✓ Reflection corner, books linked to feelings and emotions
- ✓ NSPCC Pants
- ✓ Jigsaw
- ✓ British Values
- ✓ School Virtues: Kindness, Respect, fairness, teamwork and ambition
- ✓ Protected Characteristics

Previous Learning Links ✓ Know some key facts about Chinese New Year, Easter, Valentine's Day, Shrove Tuesday, Mother's Day and World Book Day. ✓ Know how to keep themselves safe in a variety of ways, NSPCC PANTS, internet safety, stranger danger. ✓ Know and name some people in their lives that are important to them. ✓ Know, repeat and use actions, words or phrases from key texts. ✓ Know vocabulary from key texts and use in their own play. ✓ Know that you can create a new colour by mixing two colours together. ✓ Know the names of adult and baby animals. ✓ Know where some animals live eg, farm animals on a farm ,sea creatures in the sea. ✓ Know that it is cold in Winter and what this looks and feels like. ✓ Know that Winter turns into Spring and begin to notice some changes. ✓ Know that fruits and vegetables are good for you and be willing to try new foods. ✓ Know some of the routines in Reception and follow our Reception rules. ✓ Know that we live in Lingdale and recognise some local landmarks. ✓ Know some obvious feelings and begin to know how people might be feeling. ✓ To develop how to “notice and see”.	Key Knowledge ✓ Know the primary colours and that new colours can be made by colour mixing. ✓ Know how to follow a design brief given by the teacher. ✓ Know that mixing colours make new colours. ✓ Know how to join materials for different purposes ✓ Know how to sing taught songs. ✓ Know that families have a range of structures and begin to name differences in families. ✓ Know ways in which our environment changes in Spring e.g Autumn bulbs growing and lambs being born. ✓ Know that pancakes are made using batter and that it changes from a liquid to a pancake. ✓ Know that humans start their lives as babies and grow into adults. ✓ Know some of the changes that occur during the life cycle of a butterfly. ✓ Know that we live in Lingdale and name some local landmarks. ✓ Know how to use the iPad to take a photo. ✓ Know that Mother's day and Valentine's day celebrate the people that we love. ✓ Know that everyone has different feelings and begin to understand the reasons for these. ✓ Know some key events in the Easter story and understand how Shrove Tuesday is linked to this. ✓ Know that Chinese New year is celebrated in China every year and discuss how it is celebrated. ✓ Recall some key facts about Chinese New Year, Easter, Valentine's Day, Shrove Tuesday, Mother's Day and World Book Day. ✓ To use the skills of 'noticing' and 'observing' ✓ Explore the concept of some new and old household objects. ✓ Learn about the differences between sea and land. Know they live in a village. ✓ Will know how to describe a simple sequence of events using first, next, then, in everyday contexts. ✓ Know how to record the weather using symbols as a class.	Future Learning Links ✓ Learn that colour is all around us in nature and the man-made world. (Y1/2) ✓ Learn the materials which objects are made from. (Y1/2) ✓ Learn and name plants and animals living in a habitat (Y1/2) ✓ Learn that people are unique and that it is ok to be different (Y1/2) ✓ Learn to play a range of classroom instruments (Y1/2) ✓ To understand why hands, surfaces and tools need to be clean when making their sandwich (food hygiene). (Y1/2) ✓ Know that past means things that have already happened and present means what is happening now. (Y1/2) ✓ Know that Spring is a season where the weather is beginning to warm up. (Y1/2) ✓ Know that Lingdale is a part of England (Y1/2) ✓ To collect data and present findings (Y1/2) ✓ To know what a solid, liquid and gas are. (Y1/2) ✓ To know there are four seasons and their names. (Y1/2) ✓ To know the structure of a plant. (Y1/2) ✓ To know that plants need water, light and a suitable temperature to grow and stay healthy. (Y1/2) ✓ Know that everyone's family is different (Y1/2) ✓ To learn how to use and construct maps in the context of the local area. (Y1/2) ✓ To know how to sequence past Queen, present King and future King. (Y1/2) ✓ To know what the weather is like across the UK (Y1/2)
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Key texts, songs and rhymes



Open ended questioning to prompt deeper discussion

- I wonder who lives there?
- I wonder how you get there?
- I wonder what it looks/tastes/sounds/feels like..?
- I wonder what happens if...?
- I wonder who it is...?
- I wonder how it's made...?
- I wonder how many?
- I wonder why/how/who?

Handa Akeyo Banana Guava Orange Mango Pineapple Avocado Passion-fruit Tangerine Monkey Ostrich Zebra Elephant Giraffe Antelope Parrott Goat Sweet	Burglar Farm Silent Ladybird Prize cow Noise Map Keys Hefty Hugh Lanky Len Creep Night Panda car Police Plan Whisper	Hen Farmyard Animals Bread Wheat Mill Flour Bake Help Ingredients Mill Ask Mix Cool Share	Lost Baby monkey Bigger Elephant Butterfly Coils Treetops Brown Furry Caterpillars Parrot Bat Snake Spider Found Family Frog Upset Same Different		Nursery Rhymes (From Master the curriculum and Little Wandle) 1 Potato, 2 Potato, 3 Potato 4 5 Little Speckled Frogs 5 Little Ducks 5 Currant Buns 5 Sausages 1 Finger, 1 Thumb 1,2, Buckle my Shoe 2 Little Dickie Birds Head, Shoulders, Knees and Toes Zoom, Zoom,Zoom 1,2,3,4,5 Once I caught a Fish Alive Baa, Baa Black Sheep Humpty Dumpty Incy Wincy Jack and Jill Ring-a-ring-a-roses Round and round the garden Twinkle, Twinkle Little Star Wind the Bobbin Up
					Spring songs and rhymes 10 Little Daffodlis 5 Warm Eggs Wiggly Giggles Currant Buns 5 Little Peas in a Peapod Pressed Over in the Meadow I went to the cabbages Peter Rabbit In and out the dusty bluebells

Key Learning Opportunities linked to National Curriculum subject areas		Self-regulation and executive function
Art	Begin to follow a 'design brief' given by the teacher to create models and pictures using a range of resources. Choose the most appropriate way to make their idea following a 'design' that they have produced to meet a given purpose. Go back to their designs and improve these building on their previous learning. Explore ways of joining materials for different purposes. Draw with increasing complexity including beginning to add additional shapes for detail	
Design Technology		
Music	Able to pitch match in simple call and response tasks Able to sing taught songs with melody matching Musical Knowledge and Skills: Able to use instruments to match a simple taught rhythm and able to make up own musical patterns Perform a known rhyme solo to an audience	
Science	To discuss families. To go on a spring walk at different points across the season. To make pancakes and discuss the change of state. To discuss life cycles eg through caterpillars turning into butterflies. Draw information from simple maps e.g. land and sea. □ Describe what they can see, hear and feel when outside Understand the effect of changing seasons on the natural world around themselves e.g. that leaves change colour in autumn that the trees are bare in winter, etc. Children investigate light travelling through transparent materials, shadows. Children can name different materials e.g. wood, plastic, metal, fabric, glass etc. Show care and concern for living things. To talk about why some things happen e.g. melting, freezing, floating, sinking etc.	
		Executive function includes the child's ability to: • Hold information in mind- <i>Memory games, Memory story bag</i> • Focus their attention- <i>Box of tricks-oracy rules, Dogum activities to promote listening & attention. Focused adult led jobs</i> • Think flexibly- <i>Problem solving opportunities, links to STEM, encourage creative thinking</i> • Inhibit impulsive behaviour- <i>Robust morning routine eg, 'name writing', Dogum, Jigsaw, Picture news.</i> These abilities contribute to the child's growing ability to self -regulate: • Concentrate their thinking- <i>Focused adult activities, oracy rules.</i> • Plan what to do next- <i>'Plan, do review', Tales Toolkit, Open ended questions</i> • Monitor what they are doing and adapt- <i>Independent 'butterfly' jobs</i> • Regulate strong feelings- <i>Reflection area, picture news, children's mental health week</i> • Be patient for what they want- <i>waiting their turn- oracy rules, taking time to speak</i> • Bounce back when things get difficult- <i>"If you try, try, try, you can, can, can"</i>

History	To think about key roles in the family or society that their families have and how this helps to keep households or communities safe. To share stories Children know that some things stay the same and some things change as we grow up. To know about some key events that happen in the spring term, e.g. Shrove Tuesday, Easter, Mother's Day or other topical events and where they come from. To read versions of a story with the same story line and compare the characters and settings within the book. Children can use past and present vocabulary in their everyday language	The characteristics of effective teaching and learning • playing and exploring – children investigate and experience things, and 'have a go' • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things
Geography	To compare between Lingdale and the village in Handa's Surprise. To compare and contrast Lingdale with the different story settings explored so far. Look at different countries and discuss similarities and differences, use photographs to visualise this Use images from the internet to understand the processes of visiting a different country. Develop their knowledge of the celebration of special times from around the world and where these take place locally, including the building Children enjoy making maps of their local area including key features such as their own house local shop etc	
RE	To understand what Shrove Tuesday is To understand how people celebrate To understand what Easter is	
Computing	To be able to take a photo I can recognise some ways in which the internet can be used to communicate and I can give examples of how I (might) use technology to communicate with people I know. I can identify some simple examples of my personal information (e.g name, address, birthday, age, location), I can describe who would be trustworthy to share this information with, I can explain why they are trusted.	
PSHE/Jigsaw	Dreams and goals: Challenge, Never giving up, Setting a goal, Obstacles and support, Flight to the future, Footprint awards. Healthy me: Everybody's body, We like to move it move it, Food glorious food, Sweet dreams, Keeping clean, Safe adults.	