

Reception – Spring Term 2 2022 - Curriculum Map – Food Glorious Food!

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
<p>Reception</p> <ul style="list-style-type: none"> ▪ Understand how to listen carefully and why listening is important. ▪ Learn new vocabulary. ▪ Use new vocabulary through the day. ▪ Ask questions to find out more and to check they understand what has been said to them. ▪ Articulate their ideas and thoughts in well-formed sentences. ▪ Connect one idea or action to another using a range of connectives. ▪ Describe events in some detail. ▪ Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. ▪ Develop social phrases. ▪ Engage in story times. ▪ Use a wider range of vocabulary. ▪ Sing a large repertoire of songs. ▪ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ▪ Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. May have problems saying: <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ ▪ Use longer sentences of four to six words. ▪ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ▪ Listen to and talk about stories to build familiarity and understanding. ▪ Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ▪ Use new vocabulary in different contexts. ▪ Listen carefully to rhymes and songs, paying attention to how they sound. ▪ Learn rhymes, poems and songs. ▪ Engage in non-fiction books. 	<p>Reception</p> <ul style="list-style-type: none"> ▪ See themselves as a valuable individual. ▪ Build constructive and respectful relationships. ▪ Express their feelings and consider the feelings of others. ▪ Show resilience and perseverance in the face of challenge. ▪ Identify and moderate their own feelings socially and emotionally. ▪ Think about the perspectives of others. ▪ Manage their own needs. 	<p>Reception</p> <ul style="list-style-type: none"> ▪ Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing ▪ Progress towards a more fluent style of moving, with developing control and grace. ▪ 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. ▪ 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. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ▪ Combine different movements with ease and fluency. ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ▪ Develop overall body-strength, balance, co-ordination and agility. ▪ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ▪ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. ▪ Develop the foundations of a handwriting style which is fast, accurate and efficient.

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<ul style="list-style-type: none"> ▪ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ▪ Can start a conversation with an adult or a friend and continue it for many turns. ▪ Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” ▪ Can the child use sentences joined up with words like ‘because’ ‘or’ ‘and’ e.g. “I like ice cream because it makes my tongue shiver”? ▪ Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? 		<ul style="list-style-type: none"> ▪ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian ▪ Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes - personal hygiene
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<p style="text-align: center;"><u>Literacy</u></p> <p><u>Reception</u></p> <ul style="list-style-type: none"> ▪ Read individual letters by saying the sounds for them. ▪ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. ▪ Read some letter groups that each represent one sound and say sounds for them. ▪ Read a few common exception words matched to the school’s phonic programme. ▪ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. ▪ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ▪ Form lower-case and capital letters correctly. 	<p style="text-align: center;"><u>Mathematics</u></p> <p><u>Reception</u></p> <ul style="list-style-type: none"> ▪ Count objects, actions and sounds. ▪ Subitise. ▪ Link the number symbol (numeral) with its cardinal number value. ▪ Count beyond ten. ▪ Compare numbers. ▪ Understand the ‘one more than/one less than’ relationship between consecutive numbers. ▪ Explore the composition of numbers to 10. ▪ Automatically recall number bonds for numbers 0–10. ▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ▪ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ▪ Continue, copy and create repeating patterns. ▪ Compare length, weight and capacity. 	<p style="text-align: center;"><u>Understanding the World</u></p> <p><u>Reception</u></p> <ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community. ▪ Name and describe people who are familiar to them. ▪ Comment on images of familiar situations in the past. ▪ Compare and contrast characters from stories, including figures from the past. ▪ Draw information from a simple map. ▪ Understand that some places are special to members of their community. ▪ Recognise that people have different beliefs and celebrate special times in different ways. ▪ Recognise some similarities and differences between life in this country and life in other countries. ▪ Explore the natural world around them. ▪ Describe what they see, hear and feel whilst outside. 	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p><u>Reception</u></p> <ul style="list-style-type: none"> ▪ Explore, use and refine a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively sharing ideas, resources and skills. ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ Develop storylines in their pretend play. ▪ Explore and engage in music making and dance, performing solo or in groups.
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<ul style="list-style-type: none">▪ Spell words by identifying the sounds and then writing the sound with letter/s.▪ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.▪ Re-read what they have written to check that it makes sense.		<ul style="list-style-type: none">▪ Recognise some environments that are different to the one in which they live.▪ Understand the effect of changing seasons on the natural world around them.	
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<p><u>Personal, Social and Emotional Development</u> Class routines, expected behaviour in school and on the playground. Feelings and emotions. Friendships/games. Take part in weekly challenges to promote resilience. Showing empathy towards others. Continue to manage our own needs e.g. going to the toilet, putting on coats, managing fastenings on clothes...</p>		<p><u>Communication and Language</u> Role play – Cafe. Following instructions, joining in with songs, taking turns in conversation (Circle time). Listening to and retelling stories. Use new vocabulary in different situations. Learn and explore new rhymes, poems and songs. Begin to ask questions to develop understanding. Express opinions and ideas. Communicate in longer sentences.</p>		<p><u>Physical Development</u> Undressing and dressing for P.E. Specific P.E lesson planning using Get Set 4 PE – Dance. Using a pencil with tripod grip. Dough gym, mark making and sensory activities. Explore block area both indoor and outdoor. Large construction – crates, tyres etc. Outdoor activities. Bikes and scooters.</p>			
<p><u>Literacy</u> Listening to stories. Recognising own name and letters in name. Reading and writing simple cvc and ccvc words. Begin to read and write simple sentences. Phonics – Little Wandle. Shared reading. School Library session. Daily access to mark making/reading areas both indoors and outdoors. Explore a variety of fiction and non-fiction books about food.</p>		<p><u>Mathematics</u> Introducing zero. Comparing numbers to 10. Composition of numbers. Compare mass and capacity. Growing 6, 7 and 8. Making pairs. Combining two groups. Comparing length and height. Time. 3D shapes. Patterns Number bonds to 10.</p>		<p><u>Understanding the World</u> Computing – Using simple programs and equipment. Recognise similarities and differences. Recognise different beliefs and celebrations that are special to members of our community. Look at the natural world around us. Circle time discussion topics. Oral Health. Food preparation and hygiene. Liturgy and Prayer. Come and See.</p>		<p><u>Expressive Arts and Design</u> How to use the equipment within the creative area safely. Develop experience of model making. Specific Music lesson taught by specialist music teacher. Exploring musical instruments. Daily access to construction/small world areas both indoors and outdoors. Use designing skills. Develop storylines in their independent play. Colour mixing.</p>	
<p><u>Religious Education</u> Gathering. Growing.</p>				<p><u>Enhancements</u> Cafe World Book Day Lent – Ash Wednesday Mothering Sunday Science Week Easter</p>		<p><u>Spanish</u> Greetings. How are you? Numbers to 10. Animals. Colours. Parts of the body. Spanish songs.</p>	
<p>Brilliant Beginnings – A collage of favourite foods <u>Week 1</u> – Charlie and Lola – I will not ever never eat a tomato. <u>Week 2</u> – Charlie and Lola – I will not ever never eat a tomato. <u>Week 3</u> – Handa’s Surprise. <u>Week 4</u> – Handa’s Surprise. <u>Week 5</u> – The Gingerbread Man. <u>Week 6</u> – Oral Health Week.</p>							