



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Spring Term 1 – 6th January – 18th February 2022 (Weeks 1- 7)

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision
Week 1 -2 <i>Thurs 6th – Fri 7th</i> <i>Mon 10th Jan – Fri 14th Jan</i>	Castles, Knights and Dragons	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p>PSED: <i>Show resilience and perseverance in the face of challenge.</i></p>	<p>Adult Focused Activity Introduce project – Egg to appear in the classroom, where is it from? What could be inside? (Dragon egg) Writing task: Children to draw and label what they think could be hiding inside the egg. Science: Dragon to hatch and leave a letter – he has returned to castle but his friends from the castle are trapped in frozen eggs, can we help free them? Experiment on melting ice Art Project -Making castles from different recyclable materials.</p> <p>Phonics: See separate plan.</p> <p>Maths: Maths - ordering from biggest to smallest and heaviest to lightest.</p> <p>Spanish: Revisiting greetings</p> <p>E-safety: Revisiting logging on to surfaces and the importance of keeping your password safe</p> <p>RE: What is your new year resolution?</p> <p>PE: Gymnastics (Equipment Safety) & Learning why we exercise</p> <p>Nursery Rhyme: 5 little monkeys</p> <p>Story of the Week: Zog</p>	<p>Role Play: Castle</p> <p>Small World Area: Castles and dragons</p> <p>Creative Area: Paper plate dragons Dragon models using pipe cleaners, cut out shapes and googly eyes.</p> <p>Construction Area: Can you build a castle from different resources?</p> <p>Reading/Writing: Label their construction using their name and/or an imaginative name for their castle (link to construction area).</p> <p>Challenge/Investigation Area: Dragons eggs (pom poms) and tweezers – sort by colour / size/ number.</p> <p>Outdoor Area: See plan</p> <p>Maths area: Can you work out which egg is the heaviest/ lightest? (weighing scales)</p> <p>Surfaces: Go on a virtual castle tour: Virtual Tour of Goodrich Castle English Heritage (english-heritage.org.uk)</p> <p>Morning jobs focus:</p>



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		<p>Mathematics: <i>Count objects, actions and sounds.</i></p> <p><i>Compare weight, length and capacity.</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p>Understanding the World: <i>Feature fictional and non-fictional characters from a range of cultures and times in storytelling.</i></p> <p><i>Listen to what children say about them.</i></p> <p><i>Understand some important processes in the world around them.</i></p> <p>Expressive art and design:</p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>	<p>Mentor meeting: Sharing New Year Resolutions and discussing self-improvement.</p>	Phonics
Week 3	Castles, Knights and Dragons	<p>Communication and Language: <i>Learn new vocabulary.</i></p>	<p>Adult Focused Activity Music: Explore instruments and work as a group to create music for a knights parade.</p>	<p>Role Play: Castle</p>



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<p>Mon 17th – Fri 21st Jan</p>		<p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems and songs.</i></p>	<p>Science: Investigation/ UW (Knights) – Sorting magnetic materials</p> <p>Art Project -Making castles from different recyclable materials.</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM – WK 11</p> <p>Spanish: Re-visiting numbers 0-5</p> <p>RE: Christianity: The Good Samaritan story</p> <p>PE: Gymnastics (Balance) & Keep Fit!</p> <p>Nursery Rhyme: Pat-a-cake</p> <p>Story of the Week: Cinderella</p> <p>Mentor Meeting: Spreading kindness to one another and discussing how we can look out for each other. Watch the ‘kindness boomerang- one day’ video and discuss.</p>	<p>Reading/Writing: Draw your own castle and label the people who live there.</p> <p>Small World Area: Castles and dragons</p> <p>Creative Area: Weaving shields</p> <p>Construction Area: Castle building</p> <p>Reading/Writing: Label their construction using their name and/or an imaginative name for their castle (link to construction area).</p> <p>Challenge/Investigation Area: Wrapping toys in tin foil to create armour (FMS)</p> <p>Investigation/ UW (Knights) – Sorting magnetic materials</p> <p>Outdoor Area: See plan</p> <p>Maths area: Simple addition: Count the shapes on the knights shield. How many shapes are there all together?</p> <p>Morning jobs focus: Number</p>
		<p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p>		
		<p>PSED: <i>Think about the perspectives of others.</i></p>		
		<p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p>		



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	<p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p>Understanding the World:</p> <p><i>Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.</i></p> <p><i>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</i></p> <p><i>Understand some important processes in the world around them.</i></p> <p>Expressive art and design: <i>Encourage children to create their own music.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p>		
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		<i>Create collaboratively, sharing ideas, resources and skills.</i>		
Week 4 <i>Mon 24th – Fri 28th Jan</i>	Castles, Knights and Dragons	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <hr/> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p>Use their core muscle strength.</p> <p>Combine different movements with ease and fluency.</p> <hr/> <p>PSED: <i>Know and talk about the different factors that support their overall health and wellbeing: having a good sleep routine</i></p> <hr/> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p>	<p>Adult Focused Activity</p> <p>Writing task: Creating an invitation for the banquet next week.</p> <p>Art Project -Making castles from different recyclable materials.</p> <p>Surfaces: adult-led activity, learn all about knights and take the quiz: Medieval Knights Knights For Kids DK Find Out</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM – WK 12</p> <p>Spanish: Revisiting numbers 5-10</p> <p>Esafety: Website safety – what to look out for</p> <p>RE: The Islamic Story of The Prophet and the Ants and The Crying Camel</p> <p>PE: Gymnastics (Movement) & Keep Fit!</p> <p>Nursery Rhyme: 5 little ducks</p> <p>Story of the Week: Princess and the pea</p> <p>Mentor meeting: Discuss our bedtime routine and how we can calm ourselves down ready for bedtime. Bring in a favourite bedtime teddy or story to share.</p>	<p>Role Play: Castle</p> <p>Reading/Writing: Writing a menu for food at the banquet.</p> <p>Small World Area: Dragon cave- treasure and knights</p> <p>Surfaces: Open a word document with a blank table- children to copy and paste images of food to create their banquet table</p> <p>Creative Area: Weaving shields</p> <p>Construction Area: Design and build a catapult (to knock a wall down)</p> <p>Challenge/Investigation Area: Explore the different parts of a castle – can you read the labels and match them to the part of the castle eg tower, draw bridge, moat etc.</p> <p>Outdoor Area: See plan</p> <p>Maths area: Subtraction: how much food is left if we eat this much at our banquet?</p> <p>Morning jobs focus: Mark making</p>



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	<p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p>Understanding the World: <i>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</i></p> <p>Expressive art and design: <i>Encourage children to create their own music.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
Week 5	<p>Communication and Language: <i>Learn new vocabulary.</i></p>	Adult Focused Activity	Role Play: Castle

<p>Mon 31st Jan – Fri 4th Feb</p> <p>1st Feb – Chinese New Year</p>	<p>Castles, Knights and Dragons.</p> <p>End outcome – Banquet</p>	<p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <hr/> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <hr/> <p>PSED: <i>Build constructive and respectful relationships</i></p> <hr/> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p>	<p>Introduce pizza making</p> <p>Writing: Children to write an ingredient list to plan what they would like on their pizzas</p> <p>History: Different jobs in the castle and looking at parts of the castle</p> <p>Art Project -Making castles from different recyclable materials.</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM – WK 13</p> <p>Spanish: Food names in Spanish, finding out where our Pizza toppings come from</p> <p>RE: Chinese New Year</p> <p>PE: Gymnastics (Movement) & Invasion Games</p> <p>Nursery Rhyme: 5 little men in a flying saucer</p> <p>Story of the Week: The kiss that missed</p> <p>Mentor Meeting: Discuss foods across cultures linking to Chinese New Year. Talk about our favourite foods and the importance of respecting everyone’s choices.</p>	<p>Reading/Writing: Writing a menu for food at the banquet.</p> <p>Small World Area: Dragon’s Lair</p> <p>Surfaces: Make your own pizza: Purple Mash by 2Simple</p> <p>Creative Area: Making armour for toys</p> <p>Construction Area: Create a Chinese dragon (Link to Chinese New year)</p> <p>Challenge/Investigation Area: Create the guest list for the banquet- can you write all the names of the children in the class?</p> <p>Outdoor Area: See plan</p> <p>Maths area: Exploring language half and quarter. Can you show a half/quarter of a pizza? How many halves/quarters make a whole?</p> <p>Morning jobs focus: Pattern and shape</p>
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		<p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p>Understanding the World: <i>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</i></p> <p><i>Understand some important processes in the natural world.</i></p> <p>Expressive art and design: <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
<p>Week 6 <i>Mon 7th – Fri 11th Feb</i></p>	<p>Characters from the past – Neil Armstrong</p>	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p>	<p>Adult Focused Activity Banquet and Intro to Space Writing: What 3 things would they take to Space Science: Making pizzas Art Project -Making castles from different recyclable materials.</p>	<p>Role Play: Who do you want to be – dressing up Space station/Space rocket</p> <p>Reading/Writing: Writing a space itinerary.</p>



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	<p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i> <i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p>PSED: <i>See themselves as a valuable individual.</i></p> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p>	<p>History: Medieval Banquet, Music, dancing, feast</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM – WK 13</p> <p>E-safety: Sharing sensitive information e.g photos</p> <p>RE: What is Buddhism?</p> <p>PE: Gymnastics (Balance and Movement) & Invasion Games</p> <p>Music: Listen to a range of different types of music – what do we like? How does it make us feel?</p> <p>Nursery Rhyme: 5 currant buns</p> <p>Story of the Week: The smartest giant in town</p> <p>Mentor Meeting: Reaching our potential: Opportunity to share our talents- send in a video to watch with the group.</p>	<p>What planets are you going to visit? What can you see in space?</p> <p>Small World Area: Space theme</p> <p>Creative Area: Create a space scene (stars, planets, rockets) – using wax resist art technique.</p> <p>Construction Area: Make a rocket- junk modelling</p> <p>Challenge/Investigation Area: Can you make your own rocket using 2D shapes?</p> <p>Outdoor Area: See plan</p> <p>Maths area: Sort the planets from biggest to smallest.</p> <p>Morning jobs focus: Fine motor</p>
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		<p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p>		
		<p>Understanding the World: <i>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</i></p> <p><i>Explore the natural world around them.</i></p>		
		<p>Expressive art and design: <i>Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
<p>Week 7 <i>Mon 14th – Fri 18th Feb</i></p>	<p>Characters from the past – Elton John</p>	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p>	<p>Adult Focused Activity Space History: How would you travel into space? What questions would you ask Neil Armstrong? (Writing extension – children writing their questions) Art Project -Making castles from different recyclable materials.</p>	<p>Role Play: Who do you want to be – dressing up Karaoke stage (outside?)</p> <p>Reading/Writing: Vote for a song they would like to sing during the school day.</p>



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	<p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <hr/> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>Further develop and refine a range of ball skills.</i></p> <hr/> <p>PSED: <i>Express their feelings and consider the feelings of others.</i></p> <hr/> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p>	<p>Writing: What 3 things would they take to Space and introduced 500 word stories.</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM- Wk14</p> <p>Spanish: Learn nursery rhyme of the week in Spanish Ten green bottles English vs Spanish - YouTube</p> <p>RE: Special Places – Where is special to you? Home? Classroom? Church?</p> <p>PE: Gymnastics (Jumps) & Team Games</p> <p>Nursery Rhyme: 10 green bottles</p> <p>Story of the Week: How to catch a star</p> <p>Mentor Meeting: Our special places. Draw a picture of a place that is special to you to share with the group.</p>	<p>Writing the song name/choosing the song picture and posting it in the 'secret song box'. (Provide paper, pencils, pictures, list of song ideas)</p> <p>Small World Area: Music concert- stage</p> <p>Surfaces: Make a popstar profile- what kind of music would you perform? Purple Mash by 2Simple</p> <p>Creative Area: make your own microphone</p> <p>Construction Area: build a stage for your performance</p> <p>Challenge/Investigation Area: Piano print out – press down on different coloured keys following a pattern.</p> <p>Outdoor Area: See plan</p> <p>Maths area: Can you put the piano keys in the right order? (numbers 1-20)</p> <p>Morning jobs focus: Phonics</p>
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	<p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p><i>Read a few common exception words matched to the school's phonic programme.</i></p> <p>Understanding the World: <i>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</i></p> <p><i>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</i></p> <p><i>Comment on familiar situations from the past.</i></p> <p>Expressive art and design: <i>Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p>		
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RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Create collaboratively, sharing ideas, resources and skills.

Spring term 2 –28th February – 8th April 2022 (Weeks 1-6)

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
Week 1 <i>Mon 28th Feb – Fri 4th March</i>	Julia Donaldson – The Scarecrows wedding	<p>Communication and Language: <i>Learn new vocabulary. (Evidence Me focus)</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding. (Evidence Me focus)</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: Revise and refine the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Adult Focused Activity The Scarecrows Wedding- Design: Children to design a scarecrow Writing: labelling and writing sentences to describe the scarecrows. Becoming authors and illustrators Art: Children to create their favourite Julia Donaldson animal and watercolour</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM – WK 16</p> <p>RE: Weddings in different religions.</p> <p>E-safety: How to navigate our way around our surfaces Knowing when to ask for help</p> <p>PE: Gymnastics (Jumps) & Team Games</p> <p>Nursery Rhyme: Little miss Muffet</p> <p>Story of the Week: The Scarecrow’s wedding</p> <p>Mentor meeting: Toothbrushing session- demonstrating good toothbrushing using video content</p>	<p>Role Play: Gruffalo Tree house</p> <p>Small World Area: Farm</p> <p>Surfaces: Design a scarecrow Purple Mash</p> <p>Construction Area: Build pens and enclosures for the farm animals</p> <p>Puppet show: Put on a theatre show of The Gruffalo</p> <p>Creative: Potato print and/or paper bag scarecrows</p> <p>Challenge/Investigation Area: Order numbers on the washing line/Authors - Julia Donaldson, how are books made?</p> <p>Outdoor Area: See plan Scarecrows</p>

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p>Develop the overall body strength, co-ordination, balance and agility.</p> <p><i>Use their core muscle strength.</i> <i>Combine different movements with ease and fluency.</i> <i>(Evidence Me focus)</i></p> <p>Further develop and refine a range of ball skills.</p> <p>PSED: <i>Know and talk about the different factors that support their overall health and wellbeing: toothbrushing</i></p> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>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.</i></p>		<p>Music: Read the story of the Gruffalo and chose an instrument to represent each animal he meets</p> <p>Maths area: Can you fill in the missing numbers on the numberline.</p> <p>Morning jobs focus: Number</p>



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p>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.</p> <p>Understanding the World: Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</p> <p>Expressive art and design: Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills. Encourage children to create their own music.</p>		
<p>Week 2 Mon 7th – Fri 11th March</p>	<p>Julia Donaldson – The Scarecrows wedding</p>	<p>Communication and Language: Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Develop social phrases</p> <p><i>Engage in storytimes. . (Evidence Me focus)</i></p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><i>Use new vocabulary in different contexts . (Evidence Me focus)</i></p>	<p>Adult Focused Activity Art: Children to draw and create their favourite Julia Donaldson animal. Science: Waterproof materials testing Cooking Science: – Gruffalo crumble and recipe writing</p> <p>Phonics: See separate plan.</p> <p>Maths: Measuring height / length</p> <p>RE: What makes me, me?</p> <p>PE: Gymnastics (Rolls) & Team Games</p> <p>Nursery Rhyme: Jack and Jill</p> <p>Story of the Week: The Gruffalo</p>	<p>Role Play: Gruffalo Tree house</p> <p>Small World Area: Woodland creatures scene</p> <p>Creative Area: Making your own woodland monster</p> <p>Construction Area: imaginative vehicles to explore the world in- junk modelling</p> <p>Challenge/Investigation Area: Matching animal footprints to the correct animal</p> <p>Outdoor Area: See plan</p>



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>Further develop and refine a range of ball skills.</i></p> <p>PSED: <i>Express their feelings and consider the feelings of others.</i></p> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p>Compare numbers . (Evidence Me focus)</p> <p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p>	<p>Mentor Meeting: Where in the world would you like to visit and why? Looking at the globe and discussing with reference to the snail and the whale illustrations.</p>	<p>Go on a Scarecrow hunt</p> <p>Maths area: Can you order the scarecrows? Can you measure how tall they are?</p> <p>Morning jobs focus: Mark making</p>



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p><i>Read a few common exception words matched to the school’s phonic programme.</i></p> <p>Understanding the World: <i>Draw information from a simple map.</i> <i>Explore the natural world around them.</i></p> <p>Expressive art and design: <i>Encourage children to create their own music.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
<p>Week 3</p> <p><i>Mon 14th – Fri 18th March</i></p>	<p>Julia Donaldson – The Scarecrows wedding</p>	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them. (Evidence Me focus)</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p>	<p>Adult Focused Activity</p> <p>Writing: Scarecrow story maps/boards</p> <p>Art Project – Children to make their favourite Julia Donaldson animal drawing and watercolour</p> <p>Studio Filming: C&L/PSE: Reading scarecrow stories</p> <p>Phonics: See separate plan.</p>	<p>Role Play: Gruffalo Tree house</p> <p>Small World Area: Snail and the Whale tuff tray</p>



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>Further develop and refine a range of ball skills.</i></p> <p>PSED: <i>Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian . (Evidence Me focus)</i></p> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p>	<p>Maths: NCETM WK 17</p> <p>E-safety: How to navigate our way around our surfaces safely</p> <p>RE: The Jewish story of Moses</p> <p>PE: Gymnastics (Rolls) & Team Games</p> <p>Nursery Rhyme: The grand old Duke of York</p> <p>Story of the Week: Snail and the Whale</p> <p>Mentor Meeting: Discussing ways to be a safe pedestrian- hedgehog road safety.</p>	<p>Creative Area: paper plate snails and whales</p> <p>Surfaces: Record yourself telling the story of the Scarecrow's Wedding using your story map</p> <p>Challenge Area: Pair up the Giant's socks (The Smartest Giant in Town)</p> <p>Construction Area: Building animal dens</p> <p>Investigation Area: Exploring animal footprints- magnifying glasses and matching</p> <p>Maths area: Scarecrow number bonds- matching connecting bricks.</p> <p>Outdoor Area: See separate plan</p> <p>Morning jobs focus: Shape and pattern</p>

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10. (Evidence Me focus)</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p><i>Read a few common exception words matched to the school's phonic programme.</i></p> <p>Understanding the World: <i>Draw information from a simple map. (Evidence Me focus)</i></p> <p><i>Explore the natural world around them.</i></p> <p><i>Describe what they see, hear and feel while outside. (Evidence Me focus)</i></p>		

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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p>Expressive art and design: <i>Encourage children to create their own music.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
<p>Week 4 <i>Mon 21st – Fri 25th March</i></p>	<p>People who help us</p>	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p>	<p>Adult Focused Activity Introduce topic – who helps us? What do they do? RE: Input Mother’s Day EAD/Writing Task: Create and write Mother’s Day cards. Art Project – Children to make their favourite Julia Donaldson animal watercolour and drawings Surfaces: Undertaken some research on the police and how the help us: People who help us: Police Discovery Education</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM WK 18</p> <p>PE: Gymnastics (Apparatus) & Team Games</p> <p>Nursery Rhyme: 1,2 buckle my shoe</p> <p>Story of the Week: The hospital dog</p> <p>Mentor Meeting: Someone who is special to me-circle time</p>	<p>Role Play: Doctors surgery</p> <p>Reading/Writing: Children writing patient details forms.</p> <p>Small World Area: Hospital</p> <p>Creative Area: Mother’s Day card making</p> <p>Construction Area: Construct some famous buildings (link to construction workers as people who help us)</p> <p>Challenge/Investigation Area: busy street map- follow the road with your car to reach the 999 caller destination</p> <p>Outdoor Area: See plan</p> <p>Maths area: Time: can you set the clock for the right time for the people’s doctors appointments?</p>



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency. . (Evidence Me focus)</i></p> <p><i>Further develop and refine a range of ball skills.</i></p> <p><i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></p> <hr/> <p>PSED: <i>Build constructive and respectful relationships</i></p> <hr/> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p> <hr/> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p>		<p>Morning jobs focus: Fine motor</p>



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. . (Evidence Me focus)</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p><i>Read a few common exception words matched to the school’s phonic programme.</i></p> <p>Understanding the World: <i>Talk about members of their immediate family and community. (Evidence Me focus)</i></p> <p><i>Name and describe people who are familiar to them. (Evidence Me focus)</i></p> <p>Expressive art and design:</p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
<p>Week 5</p> <p><i>Mon 28th</i> <i>March –Fri 1st</i> <i>April</i></p>	<p>People who help us</p>	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p>	<p>Adult Focused Activity People who help us Share Clap for the NHS videos.</p> <p>Writing: Writing thank you letters for NHS workers</p> <p>Art Project – Children to make their favourite Julia Donaldson animal watercolour and drawing</p> <p>Phonics: See separate plan.</p>	<p>Role Play: Doctors surgery</p> <p>Reading/Writing: Children writing patient details forms.</p> <p>Small World Area: Emergency services</p>



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Develop social phrases (Evidence Me focus)</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>Further develop and refine a range of ball skills.</i></p> <p><i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></p> <p>PSED: <i>See themselves as a valuable individual. (Evidence Me focus)</i></p> <p>Mathematics: <i>Count objects, actions and sounds</i></p>	<p>Maths: NCETM WK 19</p> <p>E-safety: Quiz to test our knowledge</p> <p>RE: Judaism – What is passover?</p> <p>PE: Gymnastics (Apparatus) & Team Games</p> <p>Nursery Rhyme: Peter Piper</p> <p>Story of the Week: The jolly postman</p> <p>Mentor meeting: What I would like to be when I grow up</p>	<p>Surfaces: Undertake some research on Health Workers and how they help us: People who help us: Health workers Discovery Education</p> <p>Creative Area: Emergency vehicle junk modelling.</p> <p>Construction Area: Construct your own mini city/town with people who help us dotted around</p> <p>Challenge/Investigation Area: Sorting different uniforms/equipment into occupations</p> <p>Outdoor Area: See plan</p> <p>Maths area: Shapes- what shapes do we need to build a fire station?</p> <p>Morning jobs focus: Phonics</p>



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p><i>Read a few common exception words matched to the school's phonic programme.</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s. . (Evidence Me focus)</i></p> <p>Understanding the World: <i>Talk about members of their immediate family and community.</i></p>		

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p>Name and describe people who are familiar to them.</p> <p>Expressive art and design: <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
<p>Week 6</p> <p><i>Mon 4th – Fri 8th</i> <i>April</i></p>	Easter	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p>	<p>Adult Focused Activity Children learning about Easter traditions. Thinking about the new season and the changes that happen during this season – Spring.</p> <p>Science: New life, baby animals picture matching and write a sentence.</p> <p>Art Project – Children to make their favourite Julia Donaldson animal watercolour and drawing</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM WK 20</p> <p>RE: Easter story.</p> <p>Music: Spring sounds</p> <p>PE: Gymnastics (Routines) & Team Games</p> <p>Nursery Rhyme: Round and round the garden</p> <p>Story of the Week: Farmer duck</p> <p>Mentor Meeting: Ordering the Easter story together and discussing the importance of this Christian event.</p>	<p>Role Play: Doctors surgery</p> <p>Reading/Writing: Children writing patient details forms.</p> <p>Surfaces: Write about Easter: Purple Mash by 2Simple</p> <p>Small World Area: Easter scene</p> <p>Creative Area: Decorating and designing easter eggs Easter crafts: <ul style="list-style-type: none"> - Easter cards (making and writing) - Easter nests (cooking) </p> <p>Construction Area: Build the Easter Bunny's home</p> <p>Challenge/Investigation Area: Fine motor- put the bunny's tails (pom-poms) on using tweezers</p>



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>Further develop and refine a range of ball skills.</i></p> <hr/> <p>PSED: <i>Build constructive and respectful relationships</i></p> <hr/> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p> <hr/> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. . (Evidence Me focus)</i></p>		<p>Outdoor Area: See plan</p> <p>Maths area: Can you match the right number of eggs to the numeral?</p> <p>Morning jobs focus: Number</p>



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p><i>Read a few common exception words matched to the school's phonic programme.</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p>Understanding the World: <i>Recognise that people have different beliefs and celebrate special times in different ways. . (Evidence Me focus)</i></p> <p>Expressive art and design: <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them. . (Evidence Me focus)</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
Weeks 1-7	Phonics Read, Write, Inc. Programme			