

Literacy Development

- Phonics in groups according to progress. Read Write Inc Speed Sounds.
- Recognise, hear, say and write new letter sounds including special friends (2 letters = 1 sound e.g. sh, ch).
- Fred Talk (say b-e-d = bed)
- Blend words and sounds we have learnt t-o-p = top / reading ditties / reading books.
- Segment words to write - pinch Fred Fingers.
- Writing words and simple sentences
- Writing our names
- Looking at information books (fact books).
- Rhymes of the week

TFW Text - The Baby Mouse
Sleepybumble Bee

Books:

Gruffalo
The Gruffalos child
Hungry Caterpillar
Norman the Slug with the silly shell
Aghh Spider

Expressive Arts and Design

- To explore different media using their senses: mud kitchen, gloop/slime, playdough.
- To learn traditional rhymes, songs and move to music. Use percussion instruments to perform.
- To use their imagination and knowledge to plan and develop role play.
- To explore media and materials in the creative area - hand print, colour mixing, finger painting and experimenting with texture.
- To plan own ideas and adapt own creative work where necessary.
- To use and explore a variety of resources, techniques and equipment.

Communication and Language

- To continue to develop speaking and listening skills through circle-time, show and tell. They will be encouraged to speak in a familiar group about favourite things, family and home life.
- They will continue to learn to focus their attention and responding to simple instruction.
- We will use topic books to retell stories to the class
- Children will learn to orally retell and to make up their own stories. They will use props to role play new stories and will be encouraged to listen to others' ideas during play.
- T4W- Using learnt story language and action to retell stories, following a story map.

Physical Development

Gross Motor Skills - Balance and moving in different ways. Large movements e.g. building, climbing, balancing, catch and roll a ball. Cosmic Kids Yoga.

Fine Motor Skills - Dough Disco, squeeze, flatten, pinch, twist dough.

Using scissors, brushes, one-handed tools with more control.

Independent skills - putting on a coat or apron.

Mathematical Development

During child-initiated and adult directed activities, children will be encouraged to count to 10 and beyond. Recognise and write these numerals as well as counting out objects to a given number. They will order number cards as well as match sets of objects to numerals. Through practical activities the children will learn about the process of addition and subtraction and will use the words more / fewer. Children will learn about size and 2D and 3D shapes, learning the names of shapes and talking about their properties. Begin to learn about Money and using non-standard measures children will be exploring weight and height.

Reception Curriculum Overview

Spring Term

Where do you live?

Who is your superhero?

Here is an outline of the learning that your child will be covering this term.

Personal, Social, Emotional Development

- We will be talking about how we celebrate the New Year and we will think about a New Year's Resolution.
- We will be talking about similarities and differences between religious celebrations, looking at how people celebrate Chinese New Year, Shrove Tuesday and St David's Day.
- The children will continue to develop skills of independence through dressing and undressing, attempting unfamiliar task and by being given small responsibilities.
- Children will also develop their turn taking and sharing skills.
- They will also continue to do their zips independently.

Understanding the world

- Learn about their senses - undertaking a variety of activities including food tasting, smelling pots and listening walks.
- Over the coming weeks we will be talking about seasonal changes in Winter and moving on to Spring.
- We will talk about the lives of the people around them and their roles in society.
- We will also learn about the different celebrations of Chinese New Year, Shrove Tuesday and St David's Day.
- Nocturnal animals making sense of different environments and habitats.
- Listen to children describing and