

### **The projects**

In the Ready, Steady, Grow project your child will learn about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.

In the Stories and Rhymes project your child will learn about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.

### **Literacy:** **Comprehension**

The children will show their understanding by retelling stories, anticipating key events in stories and using/ understanding recently introduced vocabulary during discussions.

### **Word reading**

The children will continue to practise and recite letters they know and understand based upon their phonetic knowledge alongside reading words that are consistent with this.

### **Writing**

The children will have a range of opportunities to write forming recognisable letters, to spell words by identifying the sounds within them. Writing simple phrases and sentences that can be read by others.

The children will use these skills in order to produce celebration cards at the end of term.

### **Mathematics**

- Length, height and time.
- Number to 10,
- 3D shapes.

### **Communication and Language**

#### **Listening, Attention and understanding**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### **Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **Reception**

#### **Curriculum map**

#### **Spring 2**



**'Ready, Steady, Grow'**

**'Signs of Spring'**



### **P.S.H.E - Jigsaw piece:** Healthy Me.

The children will learn how to stay healthy and make healthy choices with regards to food and exercise.

### **R.E - Religion:** Christianity

**Key Question:** What is Easter?

### **Enrichment**

- Immersion in a curriculum themed environment
- Using outdoor classroom
- Easter related activities

### **Understanding the world**

#### **Past and present**

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **People, Culture and Communities**

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**Stories** - There is no big bad wolf in this story, The tiger who came to tea, Rosie's hat, coming to England, The growing story, Sleeping Beauty, Cinderella and other traditional tales

### **Expressive Arts and Design**

#### **Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### **Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

### **Physical Development**

#### **Gross motor skills**

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

PE focus - **Dance** - copy, repeat and explore actions; explore and remember actions considering level, shape and direction; explore using a prop with control and co-ordination.

### **Fine motor Skills**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

### **Personal, Social and Emotional Development**

#### **Self Regulation**

- Show an understanding of their own feelings and those around them
- Give focused attention to what the teacher says and respond appropriately.

#### **Managing Self**

- Explain the reasons for rules, know right from wrong and behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### **Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.