

**Reception
Spring Term 2017
Curriculum Overview**

Subject	Spring Term	
	Spring 1	Spring 2
RE	<p style="text-align: center;">Unit I Easter</p> <p>In this unit the children learn about the story of Easter and the Resurrection of Jesus from the dead. They will be introduced to the “Alleluia” as a special Easter song and the symbol of the Easter candle.</p> <p style="text-align: center;">Unit J Pentecost</p> <p>The children will learn the story of Pentecost and will begin to recognise some of the changes that took place in the Apostles. They will also begin to recognise some of the symbols the Church uses to celebrate the Feast of Pentecost.</p>	<p style="text-align: center;">Unit J Pentecost – continued</p> <p>The children will learn the story of Pentecost and will begin to recognise some of the changes that took place in the Apostles. They will also begin to recognise some of the symbols the Church uses to celebrate the Feast of Pentecost.</p> <p style="text-align: center;">Unit K Prayer</p> <p>In this unit the children will learn about some of the reasons why Christians pray. They will learn about some styles of prayer and be able to reflect on some of their experiences of prayer during the school year.</p> <p style="text-align: center;">Unit L Continuous Unit</p> <p>This unit has been designed to be used at different times of the year to enhance the work that has been done in the other units and to support children’s knowledge and understanding of prayer.</p>
	The Very Hungry Caterpillar	Traditional Tales
Personal, Social and Emotional Development	<p>Children will play co-operatively, taking turns with others. They will begin to take account of one another’s ideas about how to organise their activity.</p> <p>They show sensitivity to others’ needs and feelings and form positive relationships with adults & other children.</p> <p>Children will be confident to try new activities and begin to say why they like some activities more than others.</p> <p>They will be confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They will say when they do or don’t need help.</p> <p>Children will begin to talk about how they and others show feelings. They will talk about their own and others’ behaviour and its consequences. They will know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, understanding and following the rules.</p> <p>Children will work co-operatively to retell the story and re-enact the lifecycle of a butterfly.</p> <p>They will be expected to share resources and reach</p>	<p>Children will play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity.</p> <p>They show sensitivity to others’ needs and feelings and form positive relationships with adults & other children.</p> <p>Children will be confident to try new activities and say why they like some activities more than others. They will be confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They will say when they do or don’t need help.</p> <p>Children will talk about how they and others show feelings. They will talk about their own and others’ behaviour and its consequences. They will know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, understanding and following the rules.</p> <p>Children will work cooperatively to retell a variety of traditional tales.</p> <p>They will adjust their behaviour to different situations and take changes of routine in their stride. They will be expected to share resources and reach a compromise if necessary.</p>

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	<p>a compromise if necessary. Children will be expected to listen to others during circle time activities.</p>	<p>Children will be expected to listen to others during circle time activities.</p>
<p>Communication and language</p>	<p>Children will listen attentively in a range of situations. They will listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. They will give their attention to what others say and respond appropriately. Children will follow instructions involving several ideas or actions. They will answer 'how' and 'why' questions about their experiences and in response to stories or events. Children will express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They will develop their own narratives and explanations by connecting ideas or events. Children will use the role play area and small world to retell the story of The Very Hungry Caterpillar. They will play a range of speaking and listening games, encouraging children to experiment with the way they use their voice and will test their listening skills. They will also play games to improve attention, such as: Place a number of items from the Very Hungry Caterpillar story on a tray and cover with a blanket. Ask the children to guess how many are there, then double check by counting. Remove one of the objects, can they say which one has been removed? Role play masks and headbands will be made available so the children can enhance their language skills by retelling the story in their own words.</p>	<p>Children will listen attentively in a range of situations. They will listen to a range of traditional tales, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. They will give their attention to what others say and respond appropriately, during formal sessions and free-flow activities. Children will follow instructions involving several ideas or actions. They will answer 'how' and 'why' questions about their experiences and in response to stories or events. Children will express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They will develop their own narratives and explanations by connecting ideas or events. Children will use the role play area and small world to retell a variety of traditional tales. They will play a range of speaking and listening games, encouraging children to experiment with the way they use their voice and will test their listening skills. They will also play games to improve attention. Role play masks and headbands will be made available so the children can enhance their language skills by retelling traditional tales in their own words and creating their own.</p>
<p>Physical Development</p>	<p>Children will show good control and co-ordination in large and small movements. They will move confidently in a range of ways, safely negotiating space. They will handle equipment and tools effectively, including pencils for writing. Children will know the importance of physical exercise and a healthy diet. They will talk about ways to keep healthy and safe. They will manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Children will make caterpillar fruit kebabs and be able to talk about healthy and unhealthy foods. Looking at the food covered in the story children will play a healthy and unhealthy food game. Children will thread red and green beads to make</p>	<p>Children will show good control and co-ordination in large and small movements. They will move confidently in a range of ways, safely negotiating space. They will handle equipment and tools effectively, including pencils for writing. Children will know the importance of physical exercise and a healthy diet. They will talk about ways to keep healthy and safe. They will manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Children will make their own porridge and talk about healthy options for breakfast foods. They will use their gross motor skills to create the three little pig's houses. Children will create their own pipe-cleaner</p>

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	<p>their own caterpillar necklace. Playdough themed mats will be available to develop fine motor skills. Children will use tweezers and pots to sort fruit. Children will hole punch some fresh leaves and thread through the holes.</p> <p>During P.D hall time children will be completing a range of fitness 'challenges' and will be timing their partners' performance using sand timers.</p>	<p>beanstalks, threading green beads onto the pipe cleaners. Playdough themed mats will be available to develop fine motor skills.</p> <p>During P.D hall time children will be playing a variety of team games.</p>
<p>English</p>	<p>Children will begin to read and understand simple sentences.</p> <p>They will use their phonic knowledge to decode regular words and read them aloud accurately. They will also read some common irregular words. They will demonstrate understanding when talking with others about what they have read.</p> <p>Children will use their phonic knowledge to write words in ways which match their spoken sounds. They will also write some irregular common words. They will write simple sentences which can be read by themselves and others. Some words will be spelt correctly and others will be phonetically plausible. They will use finger spaces accurately.</p> <p>Children will retell the story using the resources available. They will make a diary detailing what they have eaten for a week. They will design their own butterfly and describe it, saying why they have chosen the materials that they have. They will produce story maps and create their own story, but changing the character to a different animal.</p> <p>Children will be encouraged to use the book corner on a daily basis and take part in handwriting sessions.</p> <p>Children will be recapping phase 2 and 3 letters and sounds and completing Phase 4.</p>	<p>Children will read and understand simple sentences. They will use their phonic knowledge to decode regular words and read them aloud accurately. They will also read some common irregular words. They will demonstrate understanding when talking with others about what they have read.</p> <p>Children will use their phonic knowledge to write words in ways which match their spoken sounds. They will also write some irregular common words. They will write simple sentences which can be read by themselves and others. Some words will be spelt correctly and others will be phonetically plausible. They will use finger spaces accurately.</p> <p>Children will retell a variety of traditional tales using the resources available.</p> <p>They will write a letter from the point of view of one of the characters from a traditional tale.</p> <p>They will produce story maps and create their own story, but changing the characters from one of the traditional tales. Children will be encouraged to use the book corner on a daily basis and take part in handwriting sessions.</p> <p>Children will be recapping phase 2, 3 and 4 Phonics to ensure a secure understanding.</p>
<p>Mathematics</p>	<p>Children will begin to count reliably with numbers from 1-20, placing them in order and saying which number is one more or one less than a given number.</p> <p>They will make plausible estimations of quantities. They will use objects and pictorial representations to add and subtract two single-digit numbers.</p> <p>They will begin to solve problems, including doubling, halving and sharing.</p> <p>Children will begin to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare objects and to solve problems.</p> <p>They will continue to describe and create patterns. They will begin to explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Children will use symmetry to create patterns on butterflies. They will order different caterpillar lengths.</p>	<p>Children will count reliably with numbers from one to 20, placing them in order and saying which number is one more or one less than a given number.</p> <p>They will use quantities and objects to add and subtract two single-digit numbers. They will count on or back to find the answer.</p> <p>They will solve problems, including doubling, halving and sharing.</p> <p>Children will use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They will recognise, create and describe patterns. They will explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Children will recap the symmetry work they have already done. They will order different caterpillar lengths.</p>

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	<p>Children will order days of the week and look at basic aspects of time.</p>	<p>Children will order days of the week and look at basic aspects of time.</p>
<p>Understanding the world</p>	<p>Children will talk about past and present events in their own lives and in the lives of family members. They will begin to know that other children don't always enjoy the same things and will be sensitive to this.</p> <p>They will know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>Children will know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They will talk about the features of their own immediate environment and how environments might vary from one another. They will compare Birmingham to a rainforest and note the similarities and differences in the two environments.</p> <p>They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Children will begin to recognise that a range of technology is used in places such as homes and schools.</p> <p>They will select and use technology for particular purposes.</p> <p>Children will learn about the life cycle of a butterfly and observe real caterpillars turning into butterflies.</p> <p>Children will have daily access to the ICT area.</p> <p>Children will make a bug hotel and observe the living creatures that use it.</p>	<p>Children will talk about past and present events in their own lives and in the lives of family members. They will know that other children don't always enjoy the same things and will be sensitive to this. They will know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>Children will know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They will talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur and talk about changes. They will become familiar with the correct names for baby animals.</p> <p>Children will recognise that a range of technology is used in places such as homes and schools.</p> <p>They will select and use technology for particular purposes.</p> <p>Children will have daily access to the ICT area.</p>
<p>Expressive Art and Design</p>	<p>Children will sing songs; make music and dance, experimenting with ways of changing them. They will safely use and explore a variety of materials, tools and techniques. They will experiment with colour, design, texture, form and function. Children will use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Children will design their own butterfly and be able to say why they have chosen the resources they have and how they could change it. Children will design and make a bug hotel.</p> <p>Children will have weekly music sessions with Miss Davies</p>	<p>Children will sing songs; make music and dance, experimenting with ways of changing them. They will safely use and explore a variety of materials, tools and techniques. They will experiment with colour, design, texture, form and function. Children will use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Children will build one of the three little pig's houses and explain how they have tried to make the house strong.</p> <p>Children will have weekly music sessions with Miss Davies</p>