

# Reception Curriculum Overview Spring One 2024

## Topic: New beginnings and ourselves

### Key Texts:

The Naughty Bus by Jan Oke

We're Going on a Bear Hunt by Michael Rosen

A Percy the Park Keeper story: One Snowy Night by Nick Butterworth

The Great Race by Emily Hiles

### Key Curriculum Drivers:

- Journeys, transport
- Shorter and longer journeys (around the world)
- Chinese New Year
- Setting goals

### Visits/Visitors

- Spirit of the wild
  - Walk around the Local Area to explore transport
- Parents who works in transport to give a talk

<b>Key Dates</b>	<b>Percy the Park Keeper – One Snowy Night INSET Day 8th</b>	<b>We're Going on a Bear Hunt  17<sup>th</sup> Spirit of the wild</b>	<b>We're Going on a Bear Hunt  Maths Week</b>	<b>The Naughty Bus</b>	<b>Chinese New Year The Great Race  6<sup>th</sup> Internet Safety Day</b>
	<b>Week 1 8<sup>th</sup> January</b>	<b>Week 2 15<sup>th</sup> January</b>	<b>Week 3 22<sup>nd</sup> January</b>	<b>Week 4 29<sup>th</sup> January</b>	<b>Week 5 5<sup>th</sup> February</b>
<b>Personal Social and Emotional</b>	<p><b>Self-regulation</b> To maintain their focus during longer whole class input sessions To follow an instruction which involves more than one step</p> <p><b>Managing self</b> To begin to show resilience and perseverance when faced with a challenge To independently manage to fasten a zip on a coat To independently manage to fasten buttons</p> <p><b>Building Relationships</b> To begin to work as a group with support from adults To take turns during group work and when playing games together To learn to understand that their actions can affect other people</p>				
	Discuss why Percy is being kind. What does it mean to be kind? Who is Percy kind to? How do they know to go to Percy? Who do you trust?	Using a toy bear or a bear role-play mask, discuss how the bear might be feeling throughout the story. Children can take turns to give the bear a voice to say	Talk about being a good friend. If the bear wanted to make friends with the family, what could he do? Encourage the children to talk about being a good friend and share ideas.	Talk about how we can stay safe near busy roads. Follow instructions for how to stay safe on their walk and when crossing the road.	Encourage the children to work together to make a long paper chain Chinese dragon. Encourage children to find ways to work together to make a long

	How can you be a good friend?	how they thought he was feeling, then discuss. Work co-operatively to build a cave.	Provide some paper paw prints and encourage the children (or they could ask an adult) to write on one when someone has been a good friend.	When you walk to school how does your adult keep you safe? What must you do? What must you not do? What dangers do you need to look out for? Can you cross anywhere? What do you need to look for? Role play – zebra crossing – crossing rhyme	paper dragon and set themselves a goal to reach. Explain to the children that all the animals in the Chinese New Year story have things they are good at, such as the dragon who is kind and the ox who is strong. Encourage the children to see themselves as valuable individuals by encouraging them to talk about things they are good at.
<b>Communication and Language</b>	<p><b>Listening Attention and Understanding</b> To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures</p> <p><b>Speaking</b> To develop confidence when talking to other adults they know in school To talk in sentences using a conjunction e.g. and or because</p>				
	<p><b>TO BE CONTINUED THROUGHOUT THE HALF TERM:</b> Use pictures from what do you see? Encourage lots of language and model building up simple captions e.g. a blue hat, hat on the dog, I can see a hat on the dog.</p>	<p>Play a listening game with the children. Sit the children in a circle and choose one child to curl up in the middle – this child is the ‘sleeping bear’. Once the ‘bear’ is asleep, choose someone in the circle to walk up to the bear and say, “Wake up, sleepy bear!” They then run back to their space. The ‘bear’ then says who they think woke them up.</p>	<p>Encourage the children to ask questions about bears – what, where, how. Find out more about bears and other animals that may live in a cave by exploring non-fiction books. Introduce new vocabulary, such as nocturnal and hibernation</p>	<p>Begin to understand humour and develop confidence when speaking about their naughty bus journeys. How was the bus being naughty? Was he funny? What made him funny? Can they recreate their own funny naughty bus journey?</p> <p>Learn the nursery Rhyme The Wheels on the Bus</p>	<p><b>Tuff tray:</b> Encourage the children to listen to and talk about the Chinese New Year Story. Can the children tell their partner what their favourite part of the story is? Can they explain why that was their favourite part? Can they retell the story?</p> <p>Explore social phrases by encouraging the children to say ‘Happy New Year’ to each other. Teach the children to say ‘Happy New Year!’ in Chinese.</p>

<p><b>Literacy</b></p>	<p><b>Comprehension</b>          To sequence familiar stories          To join in with repeated phrases and actions in stories          To begin to answer questions about stories read to them          To enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme</p> <p><b>Word Reading</b>          To read captions and sentences using taught sounds</p> <p><b>Writing</b>          To form lower case letters correctly, from the correct starting point          To begin to write sentences using finger spaces          To spell words using taught sounds, including special friends          To spell some tricky words correctly</p>				
<p><b>Handwriting:</b> Letter formation, knowing where to start the letter using laminated sheets, playdough etc. children to access the activity at least once a week with adult support.          Introduce capital letters</p>					
<p>To sequence the story and talk about it using a washing line.          Teacher to model first using large visuals.          .</p>	<p>Tell me what you see: To talk about a picture and begin to understand how to write captions with capital letters and full stops by placing words on a paper strip.          Teacher to model sounding out sentence and placing words in the right place.</p>	<p>Tell me what you see:          To sound out a sentence. Have a go at writing with capital letters and full stops using post-it notes</p> <p>Write CVC words linked to the new digraphs we are learning</p>	<p>Tell me what you see:          To sound out a sentence. Have a go at writing with capital letters and full stops using post-it notes</p>	<p>Write CVC words linked to the new digraphs we are learning</p>	
<p>Little Wandle Phonics Spring 1: Phase 3 graphemes</p>					
<p><b>Physical Development</b></p>	<p><b>Gross motor:</b>          Gymnastics Unit 1</p> <p><b>Fine Motor:</b>          To continue to use a tripod grip for mark making          To thread with small beads          To write taught letters using correct letter formation</p>				
<p><b>Gross Motor</b></p>	<p>Get Set 4 PE</p>	<p>Get Set 4 PE</p>	<p>Get Set 4 PE</p>	<p>Get Set 4 PE</p>	<p>Get Set 4 PE</p>

<b>Fine motor</b>	<p>To continue to use a tripod grip for mark making          To thread with small beads          To write taught letters using correct letter formation</p>				
<b>Mathematics</b>	<p><b>Alive in 5</b>          One less, composition and comparing 5, equal and unequal groups, heavier and lighter, full and empty, measuring capacity, measuring ingredients  <b>Growing 6 7 8</b>          Representing, sorting, matching, comparing, composition of 6 7 8.          One more and less, making pairs, combining 2 groups, comparing height, length, days of the week, measuring height, time</p>				
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<b>Understanding the World</b>	<p><b>Past and present</b>          To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (compare journeys from two books)  <b>People, Culture and Communities</b>          To talk about Chinese New Year          To know about people who help us within the local community          To talk about places that we come from and places that we have travelled to, referring to information, maps and globes          To learn the names of roads around the school and the local high street  <b>The Natural World</b>          To identify and recognise the features of Winter  <b>Computing</b>          To use the iPad to take pictures          To draw pictures using the IWB and be able to select colours and change pen size</p>				
	<p>To identify and recognise the features of Winter. What do you notice about the weather?           Read Secrets of Winter by Carron Brown and talk about what the animals are doing during the winter- hibernation-</p>	<p>Sequence the story using first, then, next, finally          Encourage this language when playing with mud, role play and small world.           Model language first, then, next, finally – daily timetable</p>	<p>Cover a table with paper and provide children with pens to draw a map of the story.          Invite them to create an area of map for each story setting, including the bear in the cave</p>	<p>Go for a walk in the local area.          Learn the names of roads around the school and the local high street          To know about people who help us within the local community          Use an I pad to take photos on the walk</p>	<p>To talk about Chinese New Year          What is Chinese New Year?          Who celebrates? What do they wear/eat/do to celebrate?           Families share their own experiences.</p>

	<p>What do we do in the winter? What do the animals do? Why do we/they do it? Where do they hibernate?</p> <p>Explain how Percy the Park Keeper looks after the park- what can he do to look after it?</p> <p>Discuss other people that help us in the community Who helps you at home? Who helps you at school? Who does Percy help?</p>			<p>Use the I pads to find out about bears and where they live</p> <p>Discuss what it means to be a part of a community. Class, school, Garden Suburb – what do we do to help each other? How do the shops help us?</p>	<p>Share the story of the Great Race – tuff trey. Can they remember parts of the story?</p> <p>To use the I pads to find out about China. Can they locate it on google maps? Where else can they spot?</p>
<b>Expressive Arts</b>	<p><b>Creating with Materials</b> <b>Mark making through Drawing</b> To begin to make marks that can be repeated to form a pattern, using a journey around school as a starting point To use imagination to draw things they would pack in their suitcase for a journey <b>3D</b> To explore different techniques for joining materials To use cooking techniques <b>Being imaginative and Expressive</b> <b>Water music</b> Explore combinations of different percussion instruments Explore combinations of sounds Dynamic contrast Composing soundscapes</p>				
	<p>Explore printing with lots of different materials e.g. cotton reels, wooden blocks etc. black paper, white paint</p> <p>To learn about dynamics in music</p>	<p>Make different marks and patterns with thick and thin lines using different tools on different surfaces.</p> <p>To learn about dynamics in music</p>	<p>Handling different materials, cutting and sticking to make a 3d map for Going on a Bear Hunt</p> <p>To learn about musical rests</p>	<p>Use the wooden blocks and encourage the children to make a print of a bus.</p> <p>To learn about musical rests</p>	<p>Cut, stick and join materials to make artefacts related to Chinese New Year</p> <p>Music: To create a storm</p>