

# Reception Spring Two Curriculum Overview 2024

**Topic: Spring and Life Cycles**

**Key Texts:**

The Very Hungry Caterpillar by Eric Carle

The Tadpoles Promise by Jeanne Willis

Bee by Patricia Hegarty and Britta Teckentrup

That's MY Flower by Alice Hemming and Nicola Slater

**Additional Texts:**

**Key Curriculum Drivers:**

• Lifecycles • New life • Growing and changing • Easter • Ramadan

<u>Key Dates</u>						<b>Reception Show</b>
	<b>Week 1</b> That's MY Flower	<b>Week 2</b> Chicks  Life cycle of a chick Human life cycle	<b>Week 3</b> The Very Hungry Caterpillar  Garden walk  Ramadan Assembly	<b>Week 4</b> Nowruz – Iranian New Year assembly  Frog lifecycle	<b>Week 5</b>	<b>Week 6</b> Reception Show  Easter
<b>Personal Social and Emotional</b>	<b>Self-regulation</b> To manage their feelings To continue to consider the needs and feelings of others  <b>Managing self</b> To show resilience and perseverance in the face of challenge To manage their social behavior when performing for adults  <b>Building Relationships</b> To listen to the ideas of others To find solutions to disagreements, with support from adults					

	<p>Talk about how spring is a sign of nature waking up after a long winter's sleep. Talk about how sleep is important for all of us. Share a visual timetable of our bedtime routines and talk about our own bedtime routines. - Tapestry homework</p>	<p>Plant seeds with the children and talk about the idea of being patient as they wait for the seeds to grow. What care can we give the seed to help it grow into a plant? What does it need from us?</p> <p>Discuss how to look after a small animal. Think about what the chicks need to survive and what care does it need from us?</p> <p>Discuss everyone in your family. You have parents/grandparents - discuss the changes to ourselves as we grow.</p>	<p>Read the Story, "The Cautious Caterpillar" and discuss the emotions of worry and bravery. Encourage children to see the story from the perspective of Cody and then to draw on their own experiences of times they worried and times they were brave.</p>	<p>The caterpillar never wants the tadpole to change. Why do we change?</p> <p>Self-reflecting: Many Muslims fast to remind themselves of those less fortunate than they are, and about the people in the world who may not have enough to eat. What could we do to help people in our community?</p>	<p>Self-reflecting – Discuss one thing the children would like to get better at, at school and at home.</p>	<p>Place a soft toy bunny onto a parachute and ask the children to work together to make the Easter Bunny bounce! Challenge the children to make the bunny jump high into the air or bounce low to the ground.</p>
<p><b>Communication and Language</b></p>	<p><b>ELG for this half term</b></p> <p><b>Listening Attention and Understanding</b></p> <p>To learn songs and rhymes for the performance</p> <p>To retell a story</p> <p>To follow a story without pictures or props</p> <p><b>Speaking</b></p> <p>To use new vocabulary in a range of contexts</p> <p>To engage in non-fiction books</p>					

	Introduce new vocabulary all about signs of spring. Encourage children to talk about what they can see.	Encourage the children to talk about what they see when they observe the chicks. Can they talk about their family members and identify differences in how we look as we grow older?	To re-tell the story of The Very Hungry Caterpillar with less pictures or props and growing confidence when speaking.	To use new vocabulary to discuss the life-cycle of a frog, using language first then next.	To have the confidence to sing and perform in front of an audience for our show.	To talk about what they do at Easter time and begin to understand why Easter is celebrated and by who.
<b>Nursery rhymes</b>	To learn and recite nursery rhymes with actions for our reception show: 5 little speckled frogs, 5 little ducks, Humpty dumpty and 5 current buns To practice the Butterfly dance					
<b>Literacy</b>	<b>Comprehension</b> To begin to predict what might happen next in a story To know information can be retrieved from books To use a book to find the answer to a given question <b>Word Reading</b> To begin to read longer captions and sentences using taught sounds <b>Writing</b> To begin to form capital letters correctly To understand that sentences start with a capital letter and end with a full stop To write sentences using finger spaces and full stops To spell words using taught sounds, including special friends					
	Label different parts of a plant using their phonic knowledge.  Make a whole class flower book  To write instructions on	To write about what they see e.g. the chicks and changes as we grow.  Make a whole class book about how we change  Chick lifecycle	Make a whole class book about the lifecycle of a butterfly	Make a whole class book about the lifecycle of a frog  Write a whole class message to be sent with food donations.	Make a poster about their show – inviting people to come to the show.	Write an Easter card with a message to someone special

	how to plant a seed – first, next, then	Write about what plants need to grow. Add it to our non-fiction book				
	To explore how to gather information from non-fiction texts. Looking at the contents page, headings and pictures.					
	Little Wandle Phonics Spring 2 Phase 3 Graphemes					
<b>Physical Development</b>	<b>Gross motor:</b> <b>Get Set 4 PE Dance- Unit 1</b> <b>Fine motor:</b> To hold scissors safely and correctly and cut out large shapes To write letters using the correct letter formation and control the size of the letters formed					
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<b>Fine motor</b>	To hold scissors safely and correctly and cut out large shapes To write letters using the correct letter formation and control the size of the letters formed					
<b>Mathematics White Rose</b>	Building 9 and 10 Representing, sorting, matching, comparing, composition of 9 and 10 ordering numerals to 10, counting back from 10, making 10 printing, building and matching 3D shapes, patterning. Consolidation					
	<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	<b>Building 9 and 10</b> Representing, sorting, matching, comparing, composition of 9 and 10 ordering numerals to 10,	<b>Building 9 and 10</b> Comparing composition of 9 and 10, counting back from 10, making 10	<b>Building 9 and 10</b> printing, building and matching 3D shapes, patterning.	<b>Consolidation</b>	<b>Consolidation</b>
<b>Understanding the World</b>	<b>Past and present</b> <b>To know about the past through settings, characters and events encountered in books read in class and storytelling (growing and change)</b> <b>People, Culture and Communities</b> To know that Christians celebrate Easter To know about different celebrations <b>The Natural World</b> To identify and recognise the features of Spring					

	To observe the changes that happen in Spring To know how we look after the natural environment and living things To begin to explore lifecycles <b>Computing</b> To use the IWB, changing games and programmes					
	To be able to name some spring plants e.g. daffodil and tulip To know some parts of a plant e.g. stem petal roots To know that plants come from seeds.	To write instructions on how to look after the chicks. To be able to identify changes in the chicks To be able to identify changes in people as we grow. To be able to identify changes in our environment.	Go on a walk to the garden and identify changes from the last time we visited.  Identify the changes the caterpillar goes through.	To look at the story of Rameena's Ramadan and discuss ways to be helpful and kind. Identify the changes the caterpillar goes through.	To know about different celebrations such as Nowruz – Persian new year. Discuss who celebrates it/how and why	To know that Christians celebrate Easter. Look at the Church and talk about who goes there. Discuss who Jesus is and his rebirth
<b>Expressive Arts</b>	<b>Creating with Materials</b> <b>Being imaginative and Expressive</b> Drawing To practise drawing straight sided and curved 2D shapes and joining them together to create a picture  Painting To begin to explore mixing primary colours and filling a space To make paintings from observations of seasonal flowering plants  3D To explore different techniques for joining materials To use cooking techniques  Reception Show To practise basic posture with relaxed shoulders, singing mouth and sound projection To sing in unison To perform to an audience					
	To use watercolour paints to create a picture of a daffodil	To create flaps to make a life cycle	To use different materials e.g. pasta to create a lifecycle of a butterfly	Paper plate- life cycle with butterfly clip	Make props for the show	Easter cards Begin to weave a basket

