

# Reception Spring Two Curriculum Overview 2026

**Topic: All about Spring**

**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  
 The Last Chip by Duncan Beedie

**Additional Texts:**

**Key Curriculum Drivers:**

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

<b>Key Dates</b>	<b>Week 1 beginning</b> 23rd Feb Chinese New Year	<b>Week 2 beginning</b> 2nd March 5 <sup>th</sup> March World Book Day	<b>Week 3 beginning</b> 9th March 11 <sup>th</sup> March Rec parent drop ins  Friday 13 <sup>th</sup> March Nowruz assembly  15 <sup>th</sup> March Mothers' Day	<b>Week 4 beginning</b> 16 <sup>th</sup> March 17 <sup>th</sup> and 18 <sup>th</sup> March Parent Consultations  Tues 17 <sup>th</sup> March Eid assembly	<b>Week 5 beginning</b> 23 <sup>rd</sup> March Tues 24 <sup>th</sup> March Easter assembly  Thurs 26 <sup>th</sup> March Passover assembly
	<b>Week 1</b> That's MY Flower Jump into spring! (Exploring the weather)	<b>Week 2</b> Bees and plants	<b>Week 3</b> The great British bird spot!  Read The Last Chip  Life cycle of a chick Human life cycle	<b>Week 4</b> The Very Hungry Caterpillar  Butterflies Garden walk	<b>Week 5</b> Frog lifecycle  Looking at different frogs  Easter  Passover

<b>Personal Social and Emotional</b>	<p><b>Self-regulation</b> To manage their feelings To continue to consider the needs and feelings of others</p> <p><b>Managing self</b> To show resilience and perseverance in the face of challenge To manage their social behavior when performing for adults</p> <p><b>Building Relationships</b> To listen to the ideas of others To find solutions to disagreements, with support from adults</p>				
	<p>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.</p>	<p>Talk about how Spring is a sign of nature waking up after a long winter's sleep. 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>Talk about the needs and feelings of others.</p> <p>Discuss everyone in your family. 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>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.</p> <p>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>The caterpillar never wants the tadpole to change. Why do we change?</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>
<b>Communication and Language</b>	<p><b>Listening Attention and Understanding</b> To learn songs and rhymes for the performance To sequence To retell a story To offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction text</p> <p><b>Speaking</b> To use new vocabulary in a range of contexts</p>				

	To engage in non-fiction text				
	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 spring flowers.	Encourage the children to talk about what they see when they observe the birds. 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 have the confidence to sing and perform in front of an audience for our show.  To use new vocabulary to discuss the life- cycle of a frog, using language first then next. To talk about religious festivals and begin to understand why they are 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 5 Current Buns Elephants on a Web Alice the Camel To practice the butterfly dance				
<b>Literacy</b>	<p><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</p> <p><b>Word Reading</b> To begin to read longer captions and sentences using taught sounds</p> <p><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</p>				
	To use newly taught digraphs to label pictures.  To practice writing capital letters.	To label different parts of a plant using their phonic knowledge.  To make a whole class flower book.  To write instructions on	To write about what they see using new digraphs.  To explore capital letters and full stops	To write a short sentence about the lifecycle of a butterfly e.g. It is in the egg. It turns into a butterfly.	To make a poster about their show – inviting people to come to the show. E.g. Come and join us to sing.  To write simple sentences using new tricky words and digraphs. E.g. The toad jumps in the mud. The frog swims in the pond.

		how to plant a seed – first, next, then			To write an Easter card with a message to someone special
	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> Get Set 4 PE Dance- Unit 1 <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>Gross Motor</b>	Get Set 4 P.E.				
<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>	Length, height and time; Building 9 and 10; Explore 3D shapes.				
	<b>Length, height, time</b> Explore and compare length, compare and explore height, talk about time, order and sequence time	<b>Building 9 and 10</b> Find 9 and 10, compare numbers to 10, represent 9 and 10, conceptual subitising to 10	<b>Building 9 and 10</b> 1 more, 1 less, composition to 10, bonds to 10 (2 parts)	<b>Building 9 and 10</b> Make arrangements of 10, bonds to 10 (three parts), doubles to 10 (find a double), doubles to 10 (make a double), explore even and odd	<b>Explore 3D shapes</b> Recognise and name 3D shapes, find 2D shapes within 3D shapes, use 3D shapes for tasks, 3D shapes in the environment
<b>Understanding the World</b>	<b>Past and present</b> To know about the past through settings, characters and events encountered in books read in class and storytelling (growing and change) <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				

	<p>To be able to identify changes in our environment To be able to talk about the weather and how it changes.</p>	<p>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.</p>	<p>To be able to identify changes in the chicks. To be able to identify changes in people as we grow.</p>	<p>To go on a walk to the garden and identify changes from the last time we visited.  To identify the changes the caterpillar goes through.  To look at the story of Rameena's Ramadan and discuss ways to be helpful and kind. To know about different celebrations such as Nowruz – Persian new year. Discuss who celebrates it/how and why</p>	<p>Identify the changes the frog goes through.  To know that Christians celebrate Easter. To look at the Church and talk about who goes there.  Discuss who Jesus is and his rebirth.</p>
<b>Expressive Arts</b>	<p><b>Creating with Materials</b> <b>Being imaginative and Expressive</b> <b>Drawing</b> To practise drawing straight sided and curved 2D shapes and joining them together to create a picture  <b>Painting</b> To begin to explore mixing primary colours and filling a space To make paintings from observations of seasonal flowering plants using thick and thin paint  <b>3D</b> To explore different techniques for joining materials To use cooking techniques  <b>Music</b> To practice basic posture with relaxed shoulders, singing mouth and sound projection To sing in unison</p>				
	<p>To use straight and curved lines to create different weather pictures.</p>	<p>To use watercolour paints to create a picture of a daffodil.</p>	<p>To explore pastels and draw pictures of the different birds. To include more detail when looking closely at an object e.g. feathers.</p>	<p>To use different materials e.g. pasta to create a lifecycle of a butterfly.  To paint flowers using thick paint.</p>	<p>To explore different techniques for joining materials e.g. paper plate life cycle with frog clip.  To make Easter cards  To begin to weave a basket</p>