

Reception Curriculum Newsletter - Spring Term

Here is our curriculum newsletter outlining the learning that is going to take place. Below you will find the theme each week and the planned learning objectives that we will be covering. We have also included a brief example of the activities that we will be doing relating to the learning objective. Although we have planned many activities for the children we must also remember that during their own child initiated learning time the children will also achieve many unplanned learning objectives.

Week 1 & 2

The Stickman



PSE - Personal, Social and Emotional Development

*To be confident to speak in a group and to understand that some actions can affect others - We will be looking at the facial expressions of the Stickman throughout the story and talking about what made him feel like that.

*To initiate conversations and take account of what others say - The children will be working in pairs to talk about the story, discussing their favourite part and why.

CL - Communication and Language

*To speak clearly and in a positive term about your family - The children will be creating a family tree and talking about how important the members of their family are.

*To extend vocabulary and language in play situations - The children will be retelling the story of 'The Stickman' using story props and resources.

PD - Physical Development

*To negotiate space successfully when following an obstacle course - Linked to the Stickman's adventure the children will work together to create an obstacle course in the school all.

*To experiment with different ways of moving - The stickman got stuck in a fire. How can the children escape the fire? (wiggle, hop, jump etc) The children will be asked to act out escaping from the fire.

L - Literacy

*Read, Write, Inc - The children will continue to work daily in their ability groups.

*To begin to break the flow of speech into words - The children will be writing postcards from the Stickman telling his family all about his adventures.

*To identify rhyming words and continue a rhyming string - We will be looking at the rhyming words throughout the story and encouraging the children to continue a rhyming string.

*To enjoy an increasing range of books - We will be looking at a range of Julia Donaldson books and introducing this terms theme.

M - Mathematics

*To order items by length and/or width - We will be collecting sticks from around the school and ordering them by length and width.

*To say the number that is one more/one less and two more and two less than a given number - Using the sticks the children will be asked to work out the one more/one less or two more/two less questions. Can the children record their findings?

*To use the mathematical names for 2D shapes and the terms to describe them and to recreate shape patterns - Can the children make 2D shapes out of the sticks? They will be asked to name their shape and talk about it in mathematical terms. They will then be encouraged to make repeated shape patterns.

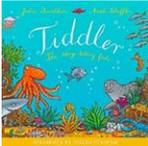
*To use language of more and less to compare two sets of objects - The children will be asked to compare two sets of sticks and identify which has more or less. They will then check by counting all of them.

UW - Understanding the World

*To make predictions and test them out - Linked to the story the children will be carrying out a floating and sinking experiment using objects that they have collected from around the classroom.

*To look closely at similarities, differences, patterns and change - We will be freezing the

	<p>Stickman in ice and seeing how long it takes to set him free. The children will be encouraged to make predictions as to where they think the ice cube will melt the quickest.</p> <p>EAD - Expressive Arts and Design</p> <p>*To create a representation of the Stickman using a range of natural materials - The children will search the outdoor area for a range of natural materials that they can use to make their very own Stickman.</p> <p>*To construct with a purpose in mind - The Stickman was used for many things in the story. The children will experiment making other things with sticks.</p>
<p>Week 3 & 4 <u>The Smartest Giant in Town</u></p> 	<p>PSE - Personal, Social and Emotional Development</p> <p>*To be confident to talk to others about how you have helped someone - The Giant helps lots of animals in the story. The children will be encouraged to think about how they have helped someone and how they could help someone today.</p> <p>*To describe yourself in positive terms and talk about your abilities - We will be discussing what makes us friendly and caring just like the Giant.</p> <p>CL - Communication and Language</p> <p>*To listen to and respond to ideas expressed by others and to explore the different sounds of instruments and actions - The children will learn the rhyme from the story and as a class we will add instruments and actions to match the rhyme.</p> <p>*To use talk to clarify thinking - We will be talking about the Giants feelings throughout the story. How did he feel in the beginning, middle and end? How does the story show us this?</p> <p>PD - Physical Development</p> <p>*To travel with confidence and skill around, under, over and through balancing and climbing equipment - Can the children walk on stilts? What does it feel like to be taller? Can they climb around, under, over and through obstacles on stilts?</p> <p>*To show some good understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health - The Giant was very scruffy in the story. How could he look after himself?</p> <p>L - Literacy</p> <p>*Read, Write, Inc - The children will continue to work daily in their ability groups.</p> <p>*To begin to break the flow of speech into words - The children will be writing 'Thank You' letters to the Giant from the animals in the story.</p> <p>*To make a 'Missing' poster using labels and captions - The children will make 'Missing' posters for the Giraffe.</p> <p>*To write a short sentence with a capital letter at the beginning and a full stop at the end - The Giant gave out lots of things to the animals in the story. The children will have a go at writing a list of what he gave (A scarf for a Giraffe.)</p> <p>M - Mathematics</p> <p>*To begin to use everyday language related to money and to give the correct amount of money to match an amount - The children will be buying clothes for the Giant and using 1ps to pay for their items.</p> <p>*To find the total number of items in two groups by counting all of them and to record using marks that they can interpret and explain - The children will be carrying out simple addition working using the Giants clothes (2 socks + 3 pairs of trousers = 5 items of clothing) They will be encourage to record their number sum in their own way.</p> <p>*To estimate how many objects will fit into the Giants clothes and to check by counting all of them - The children will estimate how many objects will fit into the Giants hat, gloves, shoes etc and check by counting them. Do they need to add more or less?</p> <p>*To order items by weight - The children will choose a story character and search the classroom for objects that are heavier and lighter than their character. They will then use the weighing scales to weigh their objects and put them into weight order.</p> <p>UW - Understanding the World</p> <p>*To make predictions and test them out - What materials could we use for a sail on a boat? What happens to material when it gets wet? The children will test out a range of</p>

	<p>materials and decide which one will be good for a sail on a boat.</p> <p>*To complete a simple program on the computer - The children will be designing a new scarf for the Giraffe and then transferring their design onto the computer using 'Tux Paint' program'</p> <p>EAD -Expressive Arts and Design</p> <p>*To experiment with different textures and materials - The children will be designing and making new clothes for the Giant using a range of materials and resources.</p> <p>*To select tools and techniques needed to shape, assemble and join materials together and to work alongside others who are engaged in the same theme - We will be working as a class to make a town out of boxes. We will then be making the characters from the story to add to our town.</p>
<p>Week 5 & 6 <u>Tiddler</u></p> 	<p>PSE - Personal, Social and Emotional Development</p> <p>*To understand that own actions can affect other people - We will be playing 'Chinese Whispers' (linked to Tiddlers stories) to demonstrate how a story can change from one person to another. How does it make the children feel that the story has been changed?</p> <p>*To be confident to speak to others about their own opinions - The children will be encouraged to talk about Tiddler and his big imagination. Were his stories true? Did these adventures really happen? The children will be encouraged to show good speaking and listening skills.</p> <p>CL - Communication and Language</p> <p>*To maintain attention and concentration during a listening and activity - We will be talking about the importance of telling the truth and acting out different scenarios for the children to comment on.</p> <p>*To use language to imagine and recreate roles and experiences in play situations - The children will be asked to make up their own Tiddler stories using under the sea props in the water tray.</p> <p>PD - Physical Development</p> <p>*To experiment with different ways of moving - Looking at some of the characters from the story the children will be encouraged to move like some of them (slither like a fish, scuttle like a crab) Can the children move like this around, under, over and through a range of equipment?</p> <p>*To show increasing control over an object in pushing, patting, throwing, catching or kicking it - Working in pairs can the children will listen to and follow the command? Can they show increasing control with the ball?</p> <p>L - Literacy</p> <p>*Read, Write, Inc - The children will continue to work daily in their ability groups.</p> <p>*To use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence - The children will be ask to write some under the sea facts. They may also want to illustrate their facts.</p> <p>*To write a list in alphabetical order - Can the children make their own register using 5 - 10 children's names. Can they put the names into alphabetical order?</p> <p>M - Mathematics</p> <p>*To fill a cup to a particular amount - full, half full, empty, nearly full, and nearly empty - Linked to under the sea the children will be carrying out some capacity work using water.</p> <p>*To use everyday language relating to time and to order and sequence a school day - We will be talking about the school day and what happens first, second etc. The children will then have a go at sequencing a school day independently. Is each day the same? The children will also learn the days of the week.</p> <p>* To use positional language to direct a friend to the treasure - Working in pairs one child will hide some treasure inside or outside the classroom and the direct their partner to the treasure using positional language.</p> <p>* To find the total number of items in two groups by counting them all together and to record using marks that they can interpret and explain - The children will be adding different sets of fish together and recording their number sum in their own way through pictures, marks or numbers.</p> <p>UW - Understanding the World</p> <p>*To program the Beebot to move to a particular place on the map - The children will work in small groups to make under the sea maps and then program the Beebot to move to a particular place.</p> <p>*To look closely at similarities, difference, patterns and change - We will be talking about how to look after fish. Does anyone have any fish? How do they look after them?</p>

	<p>We will link it to looking after our class tadpoles.</p> <p>EAD -Expressive Arts and Design</p> <ul style="list-style-type: none"> *To construct with a purpose in mind using a variety of resources - The children will be making their own under the sea box with moving parts. *To explore what happens when they mix colours - The children will be making bubble pictures with a range of colours. They will also be mixing their own colours to make their own under the sea pictures.
<p>Week 7 & 8 Superworm</p> 	<p>PSE - Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> *To confidently talk to others about their own thoughts and ideas - Linked to 'Superheros' the children will be asked to think about how they can help others. They will be watching different scenarios and talking about how they could help in the scenario. *To take steps to resolve conflicts with other children - Superworm was very kind and helpful. How could the children be kind and helpful towards others today? We will be compiling and list and ticking off throughout the day as we achieve our kind and helpful gestures. <p>CL - Communication and Language</p> <ul style="list-style-type: none"> *To link statements and stick to a main theme or intention - The children will be asked to think about their ideal superhero. What would their superhero be able to do? What would they look like? The children will be encouraged to share good speaking and listening skills. *To be able to follow a story without pictures or prompt - The children will listening to the story and will be asked to talk about and find the matching story cards at certain points of the story. <p>PD - Physical Development</p> <ul style="list-style-type: none"> *To learn to skip with a rope - Superworm turned into a rope. The children will learn how to skip individually and then in a group of three. *To learn to hoola - Superworm also turned into a hoola hoop. The children will be taught how to hoola using a hoola hoop. *To use simple tools to effect changes to materials - Linked to EAD the children will be using a range of tools to help add detail to their clay work. <p>L - Literacy</p> <ul style="list-style-type: none"> *Read, Write, Inc - The children will continue to work daily in their ability groups. *To identify the rhyming words and to continue a rhyming string - The children will be asked to write a list of the rhyming words in the story and then have a go at continuing a rhyming string. *To write in short sentences in meaningful contexts - The children will have a go at writing their own story about an animal becoming a superhero. <p>M - Mathematics</p> <ul style="list-style-type: none"> *To identify the lines of symmetry - Can the children find the line of symmetry in a range of minibeasts? They will also be asked to make their own symmetrical pictures and patterns. *In practical activities and discussion, begin to use the vocabulary involved in subtracting and to record using marks that they can interpret and explain - The children will be solving minibeast subtraction sums (There were 6 bees and 2 buzzed away. How many bees were left?) They will be encouraged to record their number sum. *To double an amount - The children will be doubling different amounts of minibeasts. *To sort minibeasts into different groups - Can the children think of different ways to sort the minibeasts? (strippy, spotty, legs, no legs etc) They will then be asked to sort the minibeasts into their different groups. <p>UW - Understanding the World</p> <ul style="list-style-type: none"> *To complete a simple program on the computer - The children will design their own superhero linked to C&L and transfer their design onto the computer using the 'Tux Paint' program. *To look closely at similarities, differences, patterns and change - The children will be encouraged to talk about the changes to our class wormery, ant farm, tadpoles and caterpillars. <p>EAD -Expressive Arts and Design</p> <ul style="list-style-type: none"> *To manipulate materials to achieve a planned effect and to choose a particular colour for a purpose - The children will be using clay to make their own minibeast. They will be learning how to attach clay to clay using water. They will be expected to paint their minibeasts using the correct colours. *To explore the different sounds of instruments and to compose a tune - As a class we will be working together to compose a tune to accompany the Superworm chant.

Week 9 & 10
The
Scarecrows
Wedding



PSE - Personal, Social and Emotional Development

*To explain own knowledge and understanding - We will be talking about our feelings and what makes us happy, sad, excited, scared etc.

*To show awareness of behavioural expectations on a class trip - We will be talking about the expected class behaviour on our trip to the farm. We will refer back to the Class Rules and Golden Rules. Do the children think that these rules will change on a school trip? Why is it very important to have good behaviour?

CL - Communication and Language

*To listen to and respond to ideas expressed by others in conversation and discussion - Linked to the story we will be thinking about how we can help each other inside and outside our classroom and around the school.

*To use talk to organize and sequence events -The children will be working in pairs to sequence the story. They will use picture cards and/or story props to help them.

PD - Physical Development

*To experiment with different ways of moving - The children will learn a scarecrow song and dance and they will make up a wedding dance for Betty O'Barley and Harry O'Hay's wedding.

*To handle tools safely and with increasing control - As a class we will be making vegetable soup. The children will be cutting the vegetables with a knife and learning about the importance of hygiene and safety when preparing food.

L - Literacy

*Read, Write, Inc - The children will continue to work daily in their ability groups.

*To know that information can be retrieved from books and computers - We will be researching our class trip to the farm and answering any questions we might have (How do we get there? What animals will we see?)

*To use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence - After our class trip to the farm the children will write a list of the things that they saw.

*To draw a map and add labels and captions - Looking at our maps from our class trip the children will have a go at making their own Rickmansworth Park Farm Map. They will be encouraged to label parts of their map.

M - Mathematics

*In practical activities and discussions, begin to use the vocabulary involved in subtraction and to record using marks that they can interpret and explain - The children will be carrying out a range of subtraction sums. They will use vegetables to help them to work out the answer and then they will be encouraged to record their number sum in their own way.

*To share an amount between different groups - Using vegetables the children will learn to share an amount equally between different groups of animals.

*To half an amount - The children will be halving certain amounts of vegetables between different groups of animals.

*To begin to identify mathematical problems - The children will be encouraged to listen carefully to the mathematical problem and try and work out with whether they need to add or subtract to solve the problem.

UW - Understanding the World

*To look closely at change - We will be planting vegetables in our outdoor area and observing the changes throughout the term.

*To enjoy finding out about family traditions - The children will be asked to find out about their parents and/or Grandparents wedding. What happened on their special day? What did they wear, eat etc? We will also be looking at different types of weddings from different religions.

*To look closely at similarities and differences - Linked to the farm theme we will be looking at different types of tractors and identifying what they are used for. We will then use our information to make a class Non - Fiction book on tractors.

EAD -Expressive Arts and Design

*To initiate new combinations of movements and gesture in order to express and respond to feelings, ideas and experiences - This will link with PD and learning new dances.

*To select appropriate resources and adapt work where necessary - We will be making scarecrows to put into our vegetable patch to scare the birds away!

*To select tools and techniques needed to shape, assemble and join materials that they are using - The children will be encouraged to make some of their own story props using a variety of resources.

*To act out a narrative in a small group - Using the story props they have made the children will

	act out a part of the story to match their story props.
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Please note:

PE kits should be in school at all times. They will be sent home at half term for washing and to check sizing.

All children will need a waterproof coat with hood and a pair of wellies in school at all times so they can access our outdoor area in all seasons.

Your child's reading book will be changed once a week on a designated day (to be advised), once it has been shared at home and a note has been written in their Reading Record Book.

We hope the children have enjoyed their first half term in Reception.

Regards,

Early Years Foundation Stage Team
