



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Spring Term 1 – 6th January – 18th February 2022 (Weeks 1- 7)

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision
Week 1 -2 <i>Thurs 6th – Fri 7th</i> <i>Mon 10th Jan – Fri 14th Jan</i>	Castles, Knights and Dragons	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p>PSED: <i>Show resilience and perseverance in the face of challenge.</i></p>	<p>Adult Focused Activity Introduce project – Egg to appear in the classroom, where is it from? What could be inside? (Dragon egg) Writing task: Children to draw and label what they think could be hiding inside the egg. Science: Dragon to hatch and leave a letter – he has returned to castle but his friends from the castle are trapped in frozen eggs, can we help free them? Experiment on melting ice Art Project -Making castles from different recyclable materials.</p> <p>Phonics: See separate plan.</p> <p>Maths: Maths - ordering from biggest to smallest and heaviest to lightest.</p> <p>Spanish: Revisiting greetings</p> <p>E-safety: Revisiting logging on to surfaces and the importance of keeping your password safe</p> <p>RE: What is your new year resolution?</p> <p>PE: Gymnastics (Equipment Safety) & Learning why we exercise</p> <p>Nursery Rhyme: 5 little monkeys</p> <p>Story of the Week: Zog</p>	<p>Role Play: Castle</p> <p>Small World Area: Castles and dragons</p> <p>Creative Area: Paper plate dragons Dragon models using pipe cleaners, cut out shapes and googly eyes.</p> <p>Construction Area: Can you build a castle from different resources?</p> <p>Reading/Writing: Label their construction using their name and/or an imaginative name for their castle (link to construction area).</p> <p>Challenge/Investigation Area: Dragons eggs (pom poms) and tweezers – sort by colour / size/ number.</p> <p>Outdoor Area: See plan</p> <p>Maths area: Can you work out which egg is the heaviest/ lightest? (weighing scales)</p> <p>Surfaces: Go on a virtual castle tour: Virtual Tour of Goodrich Castle English Heritage (english-heritage.org.uk)</p> <p>Morning jobs focus:</p>



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		<p>Mathematics: <i>Count objects, actions and sounds.</i></p> <p><i>Compare weight, length and capacity.</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p>Understanding the World: <i>Feature fictional and non-fictional characters from a range of cultures and times in storytelling.</i></p> <p><i>Listen to what children say about them.</i></p> <p><i>Understand some important processes in the world around them.</i></p> <p>Expressive art and design:</p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>	<p>Mentor meeting: Sharing New Year Resolutions and discussing self-improvement.</p>	Phonics
Week 3	Castles, Knights and Dragons	<p>Communication and Language: <i>Learn new vocabulary.</i></p>	<p>Adult Focused Activity Music: Explore instruments and work as a group to create music for a knights parade.</p>	<p>Role Play: Castle</p>



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<p>Mon 17th – Fri 21st Jan</p>		<p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems and songs.</i></p>	<p>Science: Investigation/ UW (Knights) – Sorting magnetic materials</p> <p>Art Project -Making castles from different recyclable materials.</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM – WK 11</p> <p>Spanish: Re-visiting numbers 0-5</p> <p>RE: Christianity: The Good Samaritan story</p> <p>PE: Gymnastics (Balance) & Keep Fit!</p> <p>Nursery Rhyme: Pat-a-cake</p> <p>Story of the Week: Cinderella</p> <p>Mentor Meeting: Spreading kindness to one another and discussing how we can look out for each other. Watch the ‘kindness boomerang- one day’ video and discuss.</p>	<p>Reading/Writing: Draw your own castle and label the people who live there.</p> <p>Small World Area: Castles and dragons</p> <p>Creative Area: Weaving shields</p> <p>Construction Area: Castle building</p> <p>Reading/Writing: Label their construction using their name and/or an imaginative name for their castle (link to construction area).</p> <p>Challenge/Investigation Area: Wrapping toys in tin foil to create armour (FMS)</p> <p>Investigation/ UW (Knights) – Sorting magnetic materials</p> <p>Outdoor Area: See plan</p> <p>Maths area: Simple addition: Count the shapes on the knights shield. How many shapes are there all together?</p> <p>Morning jobs focus: Number</p>
		<p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p>		
		<p>PSED: <i>Think about the perspectives of others.</i></p>		
		<p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p>		



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	<p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p>Understanding the World:</p> <p><i>Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.</i></p> <p><i>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</i></p> <p><i>Understand some important processes in the world around them.</i></p> <p>Expressive art and design: <i>Encourage children to create their own music.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p>		
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		<i>Create collaboratively, sharing ideas, resources and skills.</i>		
Week 4 <i>Mon 24th – Fri 28th Jan</i>	Castles, Knights and Dragons	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <hr/> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p>Use their core muscle strength.</p> <p>Combine different movements with ease and fluency.</p> <hr/> <p>PSED: <i>Know and talk about the different factors that support their overall health and wellbeing: having a good sleep routine</i></p> <hr/> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p>	<p>Adult Focused Activity</p> <p>Writing task: Creating an invitation for the banquet next week.</p> <p>Art Project -Making castles from different recyclable materials.</p> <p>Surfaces: adult-led activity, learn all about knights and take the quiz: Medieval Knights Knights For Kids DK Find Out</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM – WK 12</p> <p>Spanish: Revisiting numbers 5-10</p> <p>Esafety: Website safety – what to look out for</p> <p>RE: The Islamic Story of The Prophet and the Ants and The Crying Camel</p> <p>PE: Gymnastics (Movement) & Keep Fit!</p> <p>Nursery Rhyme: 5 little ducks</p> <p>Story of the Week: Princess and the pea</p> <p>Mentor meeting: Discuss our bedtime routine and how we can calm ourselves down ready for bedtime. Bring in a favourite bedtime teddy or story to share.</p>	<p>Role Play: Castle</p> <p>Reading/Writing: Writing a menu for food at the banquet.</p> <p>Small World Area: Dragon cave- treasure and knights</p> <p>Surfaces: Open a word document with a blank table- children to copy and paste images of food to create their banquet table</p> <p>Creative Area: Weaving shields</p> <p>Construction Area: Design and build a catapult (to knock a wall down)</p> <p>Challenge/Investigation Area: Explore the different parts of a castle – can you read the labels and match them to the part of the castle eg tower, draw bridge, moat etc.</p> <p>Outdoor Area: See plan</p> <p>Maths area: Subtraction: how much food is left if we eat this much at our banquet?</p> <p>Morning jobs focus: Mark making</p>



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	<p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p>Understanding the World: <i>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</i></p> <p>Expressive art and design: <i>Encourage children to create their own music.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
Week 5	<p>Communication and Language: <i>Learn new vocabulary.</i></p>	Adult Focused Activity	Role Play: Castle



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<p>Mon 31st Jan – Fri 4th Feb</p> <p>1st Feb – Chinese New Year</p>	<p>Castles, Knights and Dragons.</p> <p>End outcome – Banquet</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Develop social phrases</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Use new vocabulary in different contexts</p> <p>Learn rhymes, poems and songs.</p> <hr/> <p>Physical Development: Revise and refine the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility.</p> <p>Use their core muscle strength.</p> <p>Combine different movements with ease and fluency.</p> <hr/> <p>PSED: Build constructive and respectful relationships</p> <hr/> <p>Mathematics: Count objects, actions and sounds</p> <p>Link a number symbol with its cardinal value</p> <p>Count beyond 10</p> <p>Compare numbers</p>	<p>Introduce pizza making</p> <p>Writing: Children to write an ingredient list to plan what they would like on their pizzas</p> <p>History: Different jobs in the castle and looking at parts of the castle</p> <p>Art Project -Making castles from different recyclable materials.</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM – WK 13</p> <p>Spanish: Food names in Spanish, finding out where our Pizza toppings come from</p> <p>RE: Chinese New Year</p> <p>PE: Gymnastics (Movement) & Invasion Games</p> <p>Nursery Rhyme: 5 little men in a flying saucer</p> <p>Story of the Week: The kiss that missed</p> <p>Mentor Meeting: Discuss foods across cultures linking to Chinese New Year. Talk about our favourite foods and the importance of respecting everyone’s choices.</p>	<p>Reading/Writing: Writing a menu for food at the banquet.</p> <p>Small World Area: Dragon’s Lair</p> <p>Surfaces: Make your own pizza: Purple Mash by 2Simple</p> <p>Creative Area: Making armour for toys</p> <p>Construction Area: Create a Chinese dragon (Link to Chinese New year)</p> <p>Challenge/Investigation Area: Create the guest list for the banquet- can you write all the names of the children in the class?</p> <p>Outdoor Area: See plan</p> <p>Maths area: Exploring language half and quarter. Can you show a half/quarter of a pizza? How many halves/quarters make a whole?</p> <p>Morning jobs focus: Pattern and shape</p>
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		<p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p>Understanding the World: <i>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</i></p> <p><i>Understand some important processes in the natural world.</i></p> <p>Expressive art and design: <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
<p>Week 6 <i>Mon 7th – Fri 11th Feb</i></p>	<p>Characters from the past – Neil Armstrong</p>	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p>	<p>Adult Focused Activity Banquet and Intro to Space Writing: What 3 things would they take to Space Science: Making pizzas Art Project -Making castles from different recyclable materials.</p>	<p>Role Play: Who do you want to be – dressing up Space station/Space rocket</p> <p>Reading/Writing: Writing a space itinerary.</p>



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	<p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i> <i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p>PSED: <i>See themselves as a valuable individual.</i></p> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p>	<p>History: Medieval Banquet, Music, dancing, feast</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM – WK 13</p> <p>E-safety: Sharing sensitive information e.g photos</p> <p>RE: What is Buddhism?</p> <p>PE: Gymnastics (Balance and Movement) & Invasion Games</p> <p>Music: Listen to a range of different types of music – what do we like? How does it make us feel?</p> <p>Nursery Rhyme: 5 currant buns</p> <p>Story of the Week: The smartest giant in town</p> <p>Mentor Meeting: Reaching our potential: Opportunity to share our talents- send in a video to watch with the group.</p>	<p>What planets are you going to visit? What can you see in space?</p> <p>Small World Area: Space theme</p> <p>Creative Area: Create a space scene (stars, planets, rockets) – using wax resist art technique.</p> <p>Construction Area: Make a rocket- junk modelling</p> <p>Challenge/Investigation Area: Can you make your own rocket using 2D shapes?</p> <p>Outdoor Area: See plan</p> <p>Maths area: Sort the planets from biggest to smallest.</p> <p>Morning jobs focus: Fine motor</p>
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		<p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p>		
		<p>Understanding the World: <i>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</i></p> <p><i>Explore the natural world around them.</i></p>		
		<p>Expressive art and design: <i>Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
<p>Week 7 <i>Mon 14th – Fri 18th Feb</i></p>	<p>Characters from the past – Elton John</p>	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p>	<p>Adult Focused Activity Space History: How would you travel into space? What questions would you ask Neil Armstrong? (Writing extension – children writing their questions) Art Project -Making castles from different recyclable materials.</p>	<p>Role Play: Who do you want to be – dressing up Karaoke stage (outside?)</p> <p>Reading/Writing: Vote for a song they would like to sing during the school day.</p>



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	<p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <hr/> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>Further develop and refine a range of ball skills.</i></p> <hr/> <p>PSED: <i>Express their feelings and consider the feelings of others.</i></p> <hr/> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p>	<p>Writing: What 3 things would they take to Space and introduced 500 word stories.</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM- Wk14</p> <p>Spanish: Learn nursery rhyme of the week in Spanish Ten green bottles English vs Spanish - YouTube</p> <p>RE: Special Places – Where is special to you? Home? Classroom? Church?</p> <p>PE: Gymnastics (Jumps) & Team Games</p> <p>Nursery Rhyme: 10 green bottles</p> <p>Story of the Week: How to catch a star</p> <p>Mentor Meeting: Our special places. Draw a picture of a place that is special to you to share with the group.</p>	<p>Writing the song name/choosing the song picture and posting it in the 'secret song box'. (Provide paper, pencils, pictures, list of song ideas)</p> <p>Small World Area: Music concert- stage</p> <p>Surfaces: Make a popstar profile- what kind of music would you perform? Purple Mash by 2Simple</p> <p>Creative Area: make your own microphone</p> <p>Construction Area: build a stage for your performance</p> <p>Challenge/Investigation Area: Piano print out – press down on different coloured keys following a pattern.</p> <p>Outdoor Area: See plan</p> <p>Maths area: Can you put the piano keys in the right order? (numbers 1-20)</p> <p>Morning jobs focus: Phonics</p>
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Subitise

Literacy:

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Understanding the World:

Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

Comment on familiar situations from the past.

Expressive art and design:

Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Create collaboratively, sharing ideas, resources and skills.

Spring term 2 –28th February – 8th April 2022 (Weeks 1-6)

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
Week 1 <i>Mon 28th Feb – Fri 4th March</i>	Julia Donaldson – The Scarecrows wedding	<p>Communication and Language: <i>Learn new vocabulary. (Evidence Me focus)</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding. (Evidence Me focus)</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: Revise and refine the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Adult Focused Activity The Scarecrows Wedding- Design: Children to design a scarecrow Writing: labelling and writing sentences to describe the scarecrows. Becoming authors and illustrators Art: Children to create their favourite Julia Donaldson animal and watercolour</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM – WK 16</p> <p>RE: Weddings in different religions.</p> <p>E-safety: How to navigate our way around our surfaces Knowing when to ask for help</p> <p>PE: Gymnastics (Jumps) & Team Games</p> <p>Nursery Rhyme: Little miss Muffet</p> <p>Story of the Week: The Scarecrow’s wedding</p> <p>Mentor meeting: Toothbrushing session- demonstrating good toothbrushing using video content</p>	<p>Role Play: Gruffalo Tree house</p> <p>Small World Area: Farm</p> <p>Surfaces: Design a scarecrow Purple Mash</p> <p>Construction Area: Build pens and enclosures for the farm animals</p> <p>Puppet show: Put on a theatre show of The Gruffalo</p> <p>Creative: Potato print and/or paper bag scarecrows</p> <p>Challenge/Investigation Area: Order numbers on the washing line/Authors - Julia Donaldson, how are books made?</p> <p>Outdoor Area: See plan Scarecrows</p>

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p>Develop the overall body strength, co-ordination, balance and agility.</p> <p><i>Use their core muscle strength.</i> <i>Combine different movements with ease and fluency.</i> <i>(Evidence Me focus)</i></p> <p>Further develop and refine a range of ball skills.</p> <p>PSED: <i>Know and talk about the different factors that support their overall health and wellbeing: toothbrushing</i></p> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</i></p>		<p>Music: Read the story of the Gruffalo and chose an instrument to represent each animal he meets</p> <p>Maths area: Can you fill in the missing numbers on the numberline.</p> <p>Morning jobs focus: Number</p>

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p><i>Read a few common exception words matched to the school's phonic programme.</i></p> <p>Understanding the World: <i>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</i></p> <p>Expressive art and design: <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills. Encourage children to create their own music.</i></p>		
<p>Week 2</p> <p><i>Mon 7th – Fri 11th March</i></p>	<p>Julia Donaldson – The Scarecrows wedding</p>	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes. . (Evidence Me focus)</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts . (Evidence Me focus)</i></p>	<p>Adult Focused Activity</p> <p>Art: Children to draw and create their favourite Julia Donaldson animal.</p> <p>Science: Waterproof materials testing</p> <p>Cooking Science: – Gruffalo crumble and recipe writing</p> <p>Phonics: See separate plan.</p> <p>Maths: Measuring height / length</p> <p>RE: What makes me, me?</p> <p>PE: Gymnastics (Rolls) & Team Games</p> <p>Nursery Rhyme: Jack and Jill</p> <p>Story of the Week: The Gruffalo</p>	<p>Role Play: Gruffalo Tree house</p> <p>Small World Area: Woodland creatures scene</p> <p>Creative Area: Making your own woodland monster</p> <p>Construction Area: imaginative vehicles to explore the world in- junk modelling</p> <p>Challenge/Investigation Area: Matching animal footprints to the correct animal</p> <p>Outdoor Area: See plan</p>



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>Further develop and refine a range of ball skills.</i></p> <p>PSED: <i>Express their feelings and consider the feelings of others.</i></p> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p>Compare numbers . (Evidence Me focus)</p> <p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p>	<p>Mentor Meeting: Where in the world would you like to visit and why? Looking at the globe and discussing with reference to the snail and the whale illustrations.</p>	<p>Go on a Scarecrow hunt</p> <p>Maths area: Can you order the scarecrows? Can you measure how tall they are?</p> <p>Morning jobs focus: Mark making</p>



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p><i>Read a few common exception words matched to the school’s phonic programme.</i></p> <p>Understanding the World: <i>Draw information from a simple map.</i> <i>Explore the natural world around them.</i></p> <p>Expressive art and design: <i>Encourage children to create their own music.</i></p> <p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
<p>Week 3</p> <p><i>Mon 14th – Fri 18th March</i></p>	<p>Julia Donaldson – The Scarecrows wedding</p>	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them. (Evidence Me focus)</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p>	<p>Adult Focused Activity</p> <p>Writing: Scarecrow story maps/boards</p> <p>Art Project – Children to make their favourite Julia Donaldson animal drawing and watercolour</p> <p>Studio Filming: C&L/PSE: Reading scarecrow stories</p> <p>Phonics: See separate plan.</p>	<p>Role Play: Gruffalo Tree house</p> <p>Small World Area: Snail and the Whale tuff tray</p>



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>Further develop and refine a range of ball skills.</i></p> <p>PSED: <i>Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian . (Evidence Me focus)</i></p> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p>	<p>Maths: NCETM WK 17</p> <p>E-safety: How to navigate our way around our surfaces safely</p> <p>RE: The Jewish story of Moses</p> <p>PE: Gymnastics (Rolls) & Team Games</p> <p>Nursery Rhyme: The grand old Duke of York</p> <p>Story of the Week: Snail and the Whale</p> <p>Mentor Meeting: Discussing ways to be a safe pedestrian- hedgehog road safety.</p>	<p>Creative Area: paper plate snails and whales</p> <p>Surfaces: Record yourself telling the story of the Scarecrow's Wedding using your story map</p> <p>Challenge Area: Pair up the Giant's socks (The Smartest Giant in Town)</p> <p>Construction Area: Building animal dens</p> <p>Investigation Area: Exploring animal footprints- magnifying glasses and matching</p> <p>Maths area: Scarecrow number bonds- matching connecting bricks.</p> <p>Outdoor Area: See separate plan</p> <p>Morning jobs focus: Shape and pattern</p>



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10. (Evidence Me focus)</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p><i>Read a few common exception words matched to the school's phonic programme.</i></p> <p>Understanding the World: <i>Draw information from a simple map. (Evidence Me focus)</i></p> <p><i>Explore the natural world around them.</i></p> <p><i>Describe what they see, hear and feel while outside. (Evidence Me focus)</i></p>		

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p>Expressive art and design: Encourage children to create their own music.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>		
<p>Week 4 Mon 21st – Fri 25th March</p>	<p>People who help us</p>	<p>Communication and Language: Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Develop social phrases</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Use new vocabulary in different contexts</p> <p>Learn rhymes, poems and songs.</p> <p>Physical Development: Revise and refine the fundamental movement skills they have already acquired.</p>	<p>Adult Focused Activity Introduce topic – who helps us? What do they do? RE: Input Mother’s Day EAD/Writing Task: Create and write Mother’s Day cards. Art Project – Children to make their favourite Julia Donaldson animal watercolour and drawings Surfaces: Undertaken some research on the police and how the help us: People who help us: Police Discovery Education</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM WK 18</p> <p>PE: Gymnastics (Apparatus) & Team Games</p> <p>Nursery Rhyme: 1,2 buckle my shoe</p> <p>Story of the Week: The hospital dog</p> <p>Mentor Meeting: Someone who is special to me-circle time</p>	<p>Role Play: Doctors surgery</p> <p>Reading/Writing: Children writing patient details forms.</p> <p>Small World Area: Hospital</p> <p>Creative Area: Mother’s Day card making</p> <p>Construction Area: Construct some famous buildings (link to construction workers as people who help us)</p> <p>Challenge/Investigation Area: busy street map- follow the road with your car to reach the 999 caller destination</p> <p>Outdoor Area: See plan</p> <p>Maths area: Time: can you set the clock for the right time for the people’s doctors appointments?</p>



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency. . (Evidence Me focus)</i></p> <p><i>Further develop and refine a range of ball skills.</i></p> <p><i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></p> <hr/> <p>PSED: <i>Build constructive and respectful relationships</i></p> <hr/> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <hr/> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p>		<p>Morning jobs focus: Fine motor</p>



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p>Write some letters accurately.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. . (Evidence Me focus)</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Understanding the World: Talk about members of their immediate family and community. (Evidence Me focus)</p> <p>Name and describe people who are familiar to them. (Evidence Me focus)</p> <p>Expressive art and design:</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>		
<p>Week 5</p> <p>Mon 28th March –Fri 1st April</p>	<p>People who help us</p>	<p>Communication and Language: Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Adult Focused Activity People who help us Share Clap for the NHS videos.</p> <p>Writing: Writing thank you letters for NHS workers</p> <p>Art Project – Children to make their favourite Julia Donaldson animal watercolour and drawing</p> <p>Phonics: See separate plan.</p>	<p>Role Play: Doctors surgery</p> <p>Reading/Writing: Children writing patient details forms.</p> <p>Small World Area: Emergency services</p>



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Develop social phrases (Evidence Me focus)</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>Further develop and refine a range of ball skills.</i></p> <p><i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></p> <p>PSED: <i>See themselves as a valuable individual. (Evidence Me focus)</i></p> <p>Mathematics: <i>Count objects, actions and sounds</i></p>	<p>Maths: NCETM WK 19</p> <p>E-safety: Quiz to test our knowledge</p> <p>RE: Judaism – What is passover?</p> <p>PE: Gymnastics (Apparatus) & Team Games</p> <p>Nursery Rhyme: Peter Piper</p> <p>Story of the Week: The jolly postman</p> <p>Mentor meeting: What I would like to be when I grow up</p>	<p>Surfaces: Undertake some research on Health Workers and how they help us: People who help us: Health workers Discovery Education</p> <p>Creative Area: Emergency vehicle junk modelling.</p> <p>Construction Area: Construct your own mini city/town with people who help us dotted around</p> <p>Challenge/Investigation Area: Sorting different uniforms/equipment into occupations</p> <p>Outdoor Area: See plan</p> <p>Maths area: Shapes- what shapes do we need to build a fire station?</p> <p>Morning jobs focus: Phonics</p>



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</i></p> <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p><i>Read a few common exception words matched to the school's phonic programme.</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s. . (Evidence Me focus)</i></p> <p>Understanding the World: <i>Talk about members of their immediate family and community.</i></p>		

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p>Name and describe people who are familiar to them.</p> <p>Expressive art and design: <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
<p>Week 6</p> <p><i>Mon 4th – Fri 8th</i> <i>April</i></p>	Easter	<p>Communication and Language: <i>Learn new vocabulary.</i></p> <p><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p><i>Develop social phrases</i></p> <p><i>Engage in storytimes.</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p>Physical Development: <i>Revise and refine the fundamental movement skills they have already acquired.</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p>	<p>Adult Focused Activity Children learning about Easter traditions. Thinking about the new season and the changes that happen during this season – Spring.</p> <p>Science: New life, baby animals picture matching and write a sentence.</p> <p>Art Project – Children to make their favourite Julia Donaldson animal watercolour and drawing</p> <p>Phonics: See separate plan.</p> <p>Maths: NCETM WK 20</p> <p>RE: Easter story.</p> <p>Music: Spring sounds</p> <p>PE: Gymnastics (Routines) & Team Games</p> <p>Nursery Rhyme: Round and round the garden</p> <p>Story of the Week: Farmer duck</p> <p>Mentor Meeting: Ordering the Easter story together and discussing the importance of this Christian event.</p>	<p>Role Play: Doctors surgery</p> <p>Reading/Writing: Children writing patient details forms.</p> <p>Surfaces: Write about Easter: Purple Mash by 2Simple</p> <p>Small World Area: Easter scene</p> <p>Creative Area: Decorating and designing easter eggs Easter crafts: <ul style="list-style-type: none"> - Easter cards (making and writing) - Easter nests (cooking) </p> <p>Construction Area: Build the Easter Bunny's home</p> <p>Challenge/Investigation Area: Fine motor- put the bunny's tails (pom-poms) on using tweezers</p>



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Develop the overall body strength, co-ordination, balance and agility.</i></p> <p><i>Use their core muscle strength.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>Further develop and refine a range of ball skills.</i></p> <p>PSED: <i>Build constructive and respectful relationships</i></p> <p>Mathematics: <i>Count objects, actions and sounds</i></p> <p><i>Link a number symbol with its cardinal value</i></p> <p><i>Count beyond 10</i></p> <p><i>Compare numbers</i></p> <p><i>Explore the composition of numbers to 10</i></p> <p><i>Subitise</i></p> <p>Literacy: <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i></p> <p><i>Write some or all of their name.</i></p> <p><i>Write some letters accurately.</i></p> <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. . (Evidence Me focus)</i></p>		<p>Outdoor Area: See plan</p> <p>Maths area: Can you match the right number of eggs to the numeral?</p> <p>Morning jobs focus: Number</p>



RECEPTION SPRING TERM CURRICULUM PLAN 2021-22

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> <p><i>Read a few common exception words matched to the school's phonic programme.</i></p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p>Understanding the World: <i>Recognise that people have different beliefs and celebrate special times in different ways. . (Evidence Me focus)</i></p> <p>Expressive art and design: <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them. . (Evidence Me focus)</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>		
Weeks 1-7	Phonics Read, Write, Inc. Programme			