



# Reception Curriculum Information

## Spring Term



Dear Parents and Carers,

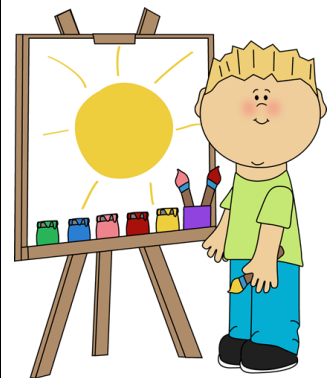
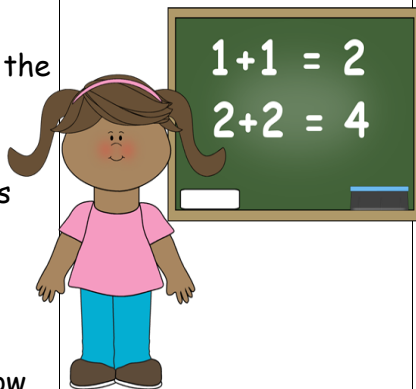
We will cover the following areas as part of the Early Years Foundation Stage Curriculum. As with all our work in Reception, a strong emphasis is placed on practical activities to develop the children's learning.

### PRIME AREAS

<b>Personal, Social and Emotional Development</b>	<b>Communication and Language</b>	<b>Physical Development</b>
<ul style="list-style-type: none"> <li>• Be confident to try new activities, initiate ideas and speak in a familiar group.</li> <li>• Shows confidence and ability to stand up for their own rights.</li> <li>• Has a positive self-image.</li> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>• Understands that own actions affect other people.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Responds to instructions involving a two-part sequence.</li> <li>• Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Undresses and dresses independently and manages their own personal hygiene.</li> <li>• Shows respect for other children's personal space when playing among them.</li> <li>• Perseveres in repeating some actions or attempts when developing a new skill.</li> <li>• Shows some understanding of good practices with regards to exercise, eating healthy food, sleeping and hygiene and how they can contribute to good health.</li> <li>• Observes the effects of activity on their own bodies.</li> </ul> <div data-bbox="1157 1713 1420 2116" data-label="Image"> </div>

## SPECIFIC AREAS

Literacy	Maths	Knowledge and Understanding of the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>• To recognise all phonemes and graphemes within Phase 3 Letters and Sounds.</li> <li>• JOLLY PHONICS action songs will be used to teach letter sounds.</li> <li>• To hear, say and write all sounds (phonemes) in three-letter words, e.g. cat, sun, pig.....</li> <li>• Attempt writing for different purposes, writing their own names, labels and captions.</li> <li>• To extend their vocabulary, exploring the meanings and sounds of new words.</li> <li>• Listen to stories with increasing attention and recall.</li> <li>• Retell narratives in the correct sequence.</li> <li>• Question why things happen and give explanations.</li> <li>• Shows an understanding of how information can be found in non-fiction texts to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use estimation.</li> <li>• Use ordinal numbers, first, second, third...</li> <li>• Recognise numbers 1 to 9, and beyond this if appropriate.</li> <li>• Use the vocabulary involved in adding and subtracting.</li> <li>• Count repeated groups of the same size.</li> <li>• Find 1 more/less than a given number.</li> <li>• Use maths language to describe flat 2D and solid 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows understanding of cause and effect relations and the concept of change.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Interacts with age-related computer software when using the class computer and iPad.</li> <li>• Differentiates between past and present.</li> <li>• Understands about the seasons and their regularity.</li> <li>• Shows an interest in the world in which they live.</li> <li>• Comments and asks questions about where they live and the natural world.</li> <li>• Gains an awareness of the cultures and beliefs of others, e.g. How Chinese New Year is celebrated.</li> <li>• Feels a sense of belonging to own community and place.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores what happens when colours are mixed.</li> <li>• Talks about personal intentions, what they are trying to do.</li> <li>• Creates 3D structures.</li> <li>• Works creatively on a large or small scale.</li> <li>• Taps out simple repeated rhythms and makes some up.</li> <li>• Engages in imaginative play and role-play based on own first-hand experiences.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> </ul>



## RELIGIOUS EDUCATION

Discussions will take place about the following questions:

Why did Jesus tell stories?

Why is the word 'God' important to Christians?

Why do Christians put a cross in an Easter garden?