

Reception Curriculum Map- Spring 2- 2024

Minibeasts & Growing Spring 2 2024

Parkside
Primary School



Communication and Language:

To understand how to listen carefully and why listening is important.

Learn new vocabulary linked to our topic and use this new vocabulary throughout the day.

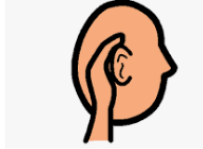
Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Can connect one idea or action to another using simple connectives.

Can describe events in more detail.

good listening



Fine Motor: Pencil Control:

Continue to develop the use of a tripod grip with more consistency. Drawings show much more detail and clear representations of objects or shapes.

Continue to practise letter formation following RWI rhymes and Penpal letter formation.

Beginning to sit at a table to write for a longer length of time.

Use scissors to cut around more complex shapes, e.g. split pin characters.

Physical Development:

Beginning to throw, kick, pass and catch a large ball with a growing confidence.

Can balance on and off equipment.

Can jump safely from a piece of equipment.



Personal, Social and Emotional Development:

Can recognise their own and others' emotions.

Can responds to more complex instructions in smaller groups.

Can focus attention in a whole class teaching session for a longer length of time.

Is much more willing to keep trying if something is difficult.

Can complete set challenges/tasks independently.

Can talk about ways that skills can be improved and to demonstrate pride in their achievements.

Can talk about ways to keep healthy.

Can cooperate with others, listening and sharing some ideas.

Can listen to and take advice to solve disagreements and uses appropriate words to solve conflicts.

Can take turns in groups activities.

Building Relationships - Animated Story books.

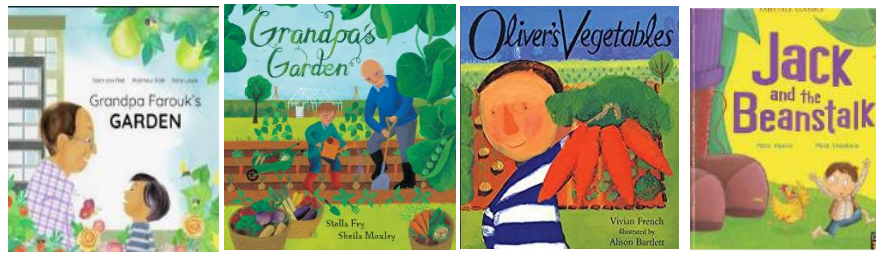


Literacy:

Power of Reading Texts



Texts linked to topic.



Comprehension:

Shows a developing understanding of how stories are structured

Can retell a familiar story through role play and is beginning to make up their own stories, using vocabulary that has been shared.

During whole class discussions can answer questions relating to books we have read.

Can identify non-fiction texts and recall facts.

Writing:

Can write most lower-case letters correctly using a tripod grip.

Can write some upper-case letters correctly.

Can spell and say the sound for each set 1 sounds including 'special friends', when writing labels and simple captions.

Can use tricky words, (keywords).

Is starting to write short sentences and beginning to recognise where to use capital letters and full stops.

Uses finger spacing between words.

Reading:

Using our phonics to help us read

Blend and segment known sounds for reading and spelling VC, CVC, CVCC. VC words:

VC words: at, it.

CVC words: mum, dog, pin, sat.

CVCC words: milk, hump, sand.

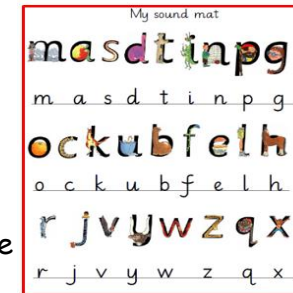
Reading Books

Read books with a range of set 1 sounds and tricky words and shows a good understanding of what has been read.

Phonics

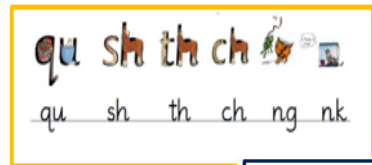
Set 1 sounds

Recap and consolidate all set 1 sounds, including 'special Friends', (two letters that make one sounds).



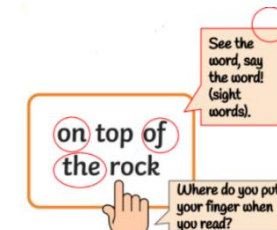
Set 2 sounds

Begin to learn set 2 sounds.



Keywords- (sight words)

Begin to recognise some Keywords when reading.



Mathematics:

Length, height and time

Exploring and comparing length and height

Talking about and ordering and sequencing time

Building 9 and 10.Alive in 5!

Continue to apply the counting principles when counting to 9 and 10. (forwards and backwards)

Represent 9 and 10 in different ways.

Looking at different ways to make these numbers, using smaller numbers. E.g. I know it is 9 because I can see 3, 3 and 3.

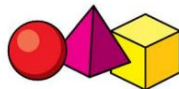
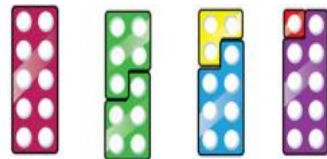
Begin to recognise that a 10 frame is full when there is 10 and they can use 10 frames, fingers and other concrete (physical) representations to subitise groups of 9 and 10.

Begin to combine 2 groups to find how many altogether.

3D Shape and Pattern

Build on prior knowledge of shapes through the exploration of 3D shapes through questioning, block play, modelling and construction. Explore the similarities and differences between 3D shapes.

Build on earlier pattern work by introducing more complex patterns (ABB, AAB, AABB, AABBB).

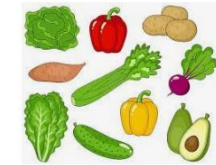


Understanding of the World:

Has a good general knowledge about living things and the natural world.

Can describe features of different plants and animals, recognising when they are the same and different.

Understands and uses some language related to animals, e.g. camouflage, predator and prey.



Expressive Arts and Design:

Use different techniques and materials to achieve the desired effect and can talk about what has been created.

Mix colours to produce different shades and combines materials to create different textures.

to begin to plan a design before making a model.

Use a range of tools and equipment and to be able select the The most appropriate tool or joining material for the job.

Play a range of percussion instruments and begin to use instruments to compose their own music.

Along with others, collects resources to develop own role play storylines.

Sing songs linked to mini-beast and growing topic.

Being Imaginative and Expressive: A Prelude to Spanish:



An early introduction to the language of Spanish. Learn the basics of the Spanish language.

- Rainbow Song: Learn colours in Spanish. Begin to identify the colour of objects while using the Spanish language.

