



Reception Class



Spring Term

Subject	Content
Religious Education	<p>Baptism</p> <ul style="list-style-type: none">• learn that at Baptism they are given a Christian name• be able to participate in a role-play of the celebration and identify a few symbols of Baptism• learn that Baptism is a special celebration to welcome people into God's Family• know that Jesus' Presentation in the Temple was a special celebration for him <p>People who help us</p> <ul style="list-style-type: none">• begin to know some things about the work of the priest and will understand that the church building is a special place• begin to be able to identify some artefacts in the church• can recall a few features from the celebration of Mass and they will be able to identify parts of stories of Jesus that show him helping other people <p>Lent</p> <ul style="list-style-type: none">• know that Lent is an important season in the Church year• recall some symbols of the season and understand that it is a special time to pray• recognise the prayer of sorrow to be an important prayer of this season
Communication and Language	<ul style="list-style-type: none">• interact and negotiate• awareness of speaker• develop listening skills• enjoy using language• speak in full sentences• ask relevant questions
Writing, Reading and Comprehension	<ul style="list-style-type: none">• RWI (the sounds that letters make and how they blend together to make words)• directionality of writing (left to right) names, labels, captions• form letters with care• write for a purpose• form letters with care• blending sounds together to read/write words

	<ul style="list-style-type: none"> • read simple words/sentences and talk about what they have read with understanding
Mathematics	<ul style="list-style-type: none"> • Count object, actions and sounds • Subitise • Link the numbers symbols (numerals) with its cardinal number value • Count beyond • Compare numbers • Understand the 'one more/one less than' relationship between consecutive numbers • Explore the composition of numbers of 10 • Automatically recall number bonds for numbers 0-5 and some to 10 • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within in it, just as numbers can • Continue, copy and create repeating patterns • Compare length, weight and capacity
Understanding the World	<ul style="list-style-type: none"> • Talk about members if their immediate family and community • Name and describe people who are familiar to them • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past • Draw information from a simple map • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate different times in different ways • Recognise similarities and differences between life in this country and life in other countries • Explore the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments that are different to the one in which they live • Understand the effect of changing seasons on the natural world around them
Expressive Arts and Design	<ul style="list-style-type: none"> • 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 • Create collaboratively, sharing resources and skills

	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in a group
Physical Development	<p>Invasion (Hockey) Learning Outcomes:</p> <ul style="list-style-type: none"> • to be able to balance a beanbag on various body parts. • to be able to move the beanbag with good control. • to be able to throw a beanbag at a target. • to recognise key body parts. • to be able to take turns with a partner. <p>Net Games Learning Outcomes:</p> <ul style="list-style-type: none"> • to show control and balance in basic movement. • to show spatial awareness during running & chasing games. • to run around & over objects, demonstrating control & balance. • to become familiar with the names of different types of equipment. • to hit or push an object towards a stationary target.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • relationships/making friends • follow rules • awareness of own and others needs • respect cultures • treat people with respect • expect respect from others • Play independently and with focus for five minutes or more
<p>Creative Curriculum We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. In Foundation Stage these subjects come under the headings “Understanding the World” and Expressive Arts and Design”</p>	

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle)

<p>Year A</p> <p>Spring 1- Leaders</p> <p>Main focus – History- Understanding the World</p> <p>Kings and Queens. Who were some famous leaders from the past?</p> <ul style="list-style-type: none"> • explore stories and find out about famous kings and queens of the past • begin to use words like “now” and “then” to specify time • begin to simply compare aspects of life in the past and now • explore similarities differences and changes <p>Other areas.</p> <ul style="list-style-type: none"> • ask why things happen and how things work • use ICT to support learning 	<p>Year B</p> <p>Spring 1- Water</p> <p>Main focus – History- Understanding the World.</p> <p>Ships and pirates – what was it like in the past.</p> <ul style="list-style-type: none"> • explore stories and find out about famous pirates of the past • begin to use words like “now” and “then” to specify time • begin to simply compare aspects of life in the past and now • explore similarities differences and changes <p>Other areas.</p> <ul style="list-style-type: none"> • ask why things happen and how things work • use ICT to support learning
<p>Spring 2</p> <p>Main focus- Expressive Arts and Design</p> <ul style="list-style-type: none"> • art focus – printmaking/textiles • explore 2D/3D art • build and construct and adapt work • select tools and techniques • music focus – high and low/texture • move to music and sing songs use imagination creatively 	<p>Spring 2</p> <p>Main focus- Expressive Arts and Design</p> <ul style="list-style-type: none"> • art focus – printmaking/textiles • explore 2D/3D art • build and construct and adapt work • select tools and techniques • music focus – high and low/texture • move to music and sing songs use imagination creatively