



Reception Spring Term Curriculum Map

English (HFL)		Maths (Herts Essentials)	
Reading (including phonics)	Writing	Key Concepts	
		Spr 1	Spr 2
<p>By half term: Blend sounds to read words and read ditty books</p> <p>By the end of term: Read red story books</p> <p>Read the red words: put, the, I, no, of, my, he</p> <p>Poems and Rhymes</p> <p>Animal Poems - For example: Sleeping bunnies Alice the camel The big dinosaurs go stamp</p> <p>Poems about Travelling - For example: Row, row, row your boat The Ants go Marching Five little men in a flying saucer</p>	<p>Spells words identifying the sounds in the word and applying from the sound previously learnt in phonics.</p> <p>Begins to write some of the red words from reading in writing.</p> <p>HFL - Things I Like (unique me) Books Animal Stories My Celebration Books Journey Stories</p> <p>Children will learn that writing can entertain and inform</p> <p>They will experience, via modelling, the self-regulation of the writing process, i.e. the 'plan-do-review' of writing.</p>	<p>Ordering and estimating- Knowing the position of numbers 0-10 and the relationship to other numbers, including whether they are close to 0, 5 or 10.</p> <p>Regrouping the whole - Have a deep understanding of the numbers to 10 Have automatic recall of numbers to five and know some bonds to ten</p>	<p>Regrouping parts to find the total - Have a deep understanding of the numbers to 10 Have automatic recall of numbers to five and know some bonds to ten.</p> <p>Finding the whole and missing parts - Through a deep understanding of numbers to 10, have automatic recall of number bonds to 5 and some bonds to 10 and compare amounts.</p>
<p>Vocabulary: phoneme, grapheme, digraph, Fred talk, blend, Fred fingers, special friends, digraph, trigraph, sentence, capital letter, full stop, finger space and rhyme plus previously taught vocabulary.</p>		<p>Vocabulary: Please see Reception Maths vocabulary and key concept map.</p>	

PSHE (Jigsaw)		Understanding the world	
Skills	Knowledge	History- Skills	History Knowledge
<p>Spr 1 – Dreams and Goals Understand that challenges can be difficult Recognise some of the feelings linked to perseverance Talk about a time that they kept on trying and achieved a goal Be ambitious Resilience Recognise how kind words can encourage people Feel proud Celebrate success</p> <p>Spr 2 – Healthy Me Recognise how exercise makes them feel Recognise how different foods can make them feel Can explain what they need to do to stay healthy Can give examples of healthy food Can explain how they might feel if they don't get enough sleep Can explain what to do if a stranger approaches them</p>	<p>Spr 1 – Dreams and Goals Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal</p> <p>Spr 2 – Healthy Me Know the names for some parts of their body Know what the word 'healthy' means Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know when and how to wash their hands properly Know what to do if they get lost Know how to say No to strangers</p>	<p>To compare things that they can do now with when they were a baby, saying how they have changed To use the language now, then, yesterday, tomorrow, today To name some dinosaurs Compare animals now to dinosaurs</p>	<p>To read a variety of stories that introduce a sense of time and people from the past.</p> <ul style="list-style-type: none"> • When I was a child • Harry's bucket of dinosaurs • Dinosaur Bones <p>To know dinosaurs lived a long time ago . To understand that dinosaurs are not around now</p>
		Geography Skills	Geography Knowledge
		<p>To be able to talk about different weather seasons To be able to talk about places they have been on holiday To explore globes and basic maps</p>	<p>To experience a variety of books set in different countries – discussing similarities and differences – adult naming country/continent</p> <ul style="list-style-type: none"> - We all went on Safari - Lilo and the secret of rain - My Granny went to Market - Mr Men in Scotland -
		Religious Education - Skills	
		<p>Beliefs and practices – Talk about different ways of living, including beliefs and festivals. Sources of wisdom – Listen and respond verbally and creatively to religious stories, fables, prayers, reflections and wise sayings. Symbols and actions – Communicate orally and through creative media about people, places, religious symbols and artefacts. Prayer, worship and reflection – Communicate through talk or gesture about prayer. Experience periods of stillness and reflection and respond to them. Identity and belonging – Show an awareness of things and people that matter to them. Link this to learning in Religious Education. Ultimate questions – Use imagination and curiosity to develop their wonder of the world and ask questions about it. Human responsibility and values - Talk about how people show concern for each other and the world around them. Justice and fairness - Respond to moral stories. Demonstrate what it means to be right and wrong, just and fair.</p>	

		Religious Education - Knowledge	
		<p>Reflect upon the things that are special to them and why. Learn about key religious symbols for Christians, Muslims and Hindus. Find out why many Christians believe that children are special to God. Learn about the welcoming ceremonies that many Muslims and Christians have for a new baby. Learn about how Hindu brothers and sisters might show their love/ respect for each other at Raksha Bandhan.</p>	<p>Explore the key events from Palm Sunday until Easter Day in the Christian Salvation story. Find out about the Christian belief that Jesus saved his people from their sins by dying on the cross and rising again three days later. Discover signs and symbols linked to the celebration of Easter. Explain why these signs and symbols are important for believers.</p>
		Science Skills	Science Knowledge
		<p>To use observations to ask and answer questions? Such as Why does the ice melt indoors? Was there more rain today or yesterday? Make basic predictions on what they think may happen – What will the weather be like tomorrow? To discuss how some things change when they are cooked, get hot or cold – ice, chocolate, bread to toast</p>	<p>To explore and discuss different weather types. E.g. Today it is raining, snowing windy etc. To talk about the four seasons</p>
<p>Spr 1: Key Vocabulary - Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</p> <p>Spr 2: Key Vocabulary - Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>		<p>History Vocabulary: extinct, dinosaurs, Tyrannosaurus Rex, diplodocus, stegosaurus, triceratops, , pterodactyl, now, then, yesterday, tomorrow, today, long ago Geography Vocabulary: Autumn, winter, Spring, Summer, rain, sunny, snow, ice, frosty, foggy, holiday, country, beach, globe, map, world Science Vocabulary: observe, seasons, winter, spring, summer, autumn, melt, freeze, ice, solid, liquid Religious Education Vocabulary: Wedding, vows, vicar, promise, bride, groom, Best man/Maid of honour, bridesmaid Prayer, reflection, Temple, Mosque, Church, Synagogue, shrine</p>	

Physical Development – Complete PE		Communication and Language	
Spring 1 - Moving	Spring 2 – Hands 2	Skills	Knowledge
<p>To move in different directions, negotiating space</p> <p>To move using big and small movements</p> <p>To safely use the apparatus</p> <p>To explore shapes with our bodies</p> <p>To explore shapes in pairs on the floor and on apparatus</p>	<p>To explore different ways of throwing a beanbag and a ball</p> <p>To begin to aim when throwing</p> <p>To throw using an overarm throw</p> <p>To roll a ball with our hands</p> <p>To aim and roll at a target</p> <p>To explore different ways of stopping a ball with our hands</p> <p>To catch a beanbag and/or a ball</p>	<p>Listen attentively to class stories</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Begin to offer explanations about why something is/has happened and explore solutions with more confidence</p> <p>To speak in full sentences, with modelling and support from adults</p>	<p>To understand what good listening looks like – looking at speaker, not talking, etc.</p>
<p>Spr 1 Vocabulary: move, action, speed, march, tip-toe, slow, quick, twirl</p> <p>Spr 1 Vocabulary: roll, catch, kick, throw, target, bounce, racket, bat,</p>		<p>Vocabulary: listen, speak, question, sentence, speaker, explain</p>	
Expressive Arts and Design		Music (Sing Up)	
Art Skills	Art Knowledge	Skills	Knowledge
<p>To create models from playdough, plasticine and clay using a range of tools and techniques to form and make marks</p> <p>To create an object from junk modelling using a range of joining techniques.</p> <p>To select and use the most appropriate glue.</p> <p>To begin to use paper as a sculpture, weaving, folding, concertina etc.</p> <p>https://www.tate.org.uk/kids/make/sculpture/make-paper-sculpture</p>	<p>To understand which glue is more effective for different things</p> <p>To know a variety of joining techniques</p> <p>To understand the terms, fold, weave, and concertina.</p>	<p>Bird Spotting -Cockoo Polka (R21)</p> <ul style="list-style-type: none"> Explore the range and capabilities of voices through vocal play. Develop a sense of beat by performing actions to music. Develop ‘active’ listening skills by recognising the ‘cuckoo call’ in a piece of music (so-mi). Enjoy moving freely and expressively to music. <p>Shake my sillies out (R22)</p> <ul style="list-style-type: none"> Listen to music and show the beat with actions. Sing an action song with changes in speed. Play along with percussion instruments. Create a sound story using instruments to represent different animal sounds/movements. 	<p>Bird Spotting -Cockoo Polka</p> <p>Duration: beat.</p> <p>Timbre: vocal play to explore sounds the voice can make, cuckoo whistle, orchestra.</p> <p>Pitch: cuckoo interval, so-mi.</p> <p>Structure: echo singing.</p> <p>Shake my sillies out.</p> <p>Duration: syncopation, rests.</p> <p>Dynamics: louder, quieter.</p> <p>Pitch: higher sounds, lower sounds.</p> <p>Structure: verse and chorus.</p> <p>Tempo: faster, getting faster, slower, getting slower.</p> <p>Timbre: quality of sounds (e.g. squeaky, booming etc.).</p>
Design and Technology Skills	Design and Technology Knowledge		
<ul style="list-style-type: none"> To use a grater and peeler To be able to sort salad, vegetables and fruits To cut playdough with a knife using the saw motion To follow a basic recipe to make play dough, measure, mix, knead. 	<p>To explore a variety of moving books and toys.</p> <p>To understand healthy and unhealthy foods</p>		

<ul style="list-style-type: none"> To join two pieces of paper/card with a split pin To create stable structures in their play explaining why they have chosen certain objects. To explore and understand what would happen if there structure was unstable. To recognise what materials /objects would make their structure unstable. 		<ul style="list-style-type: none"> Perform the story as a class. <p>Up and Down (R23)</p> <ul style="list-style-type: none"> Make up new lyrics and accompanying actions. Sing and play a rising and falling melody, following the shape with their voices and on tuned percussion. Use appropriate hand actions to mark changing pitch. <p>Five Fine Bumblebees (R24)</p> <ul style="list-style-type: none"> Improvise a vocal/physical soundscape about minibeasts. Sing in call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. <p>Listen to a piece of classical music and respond through dance.</p>	<p>Up and Down Dynamics: louder, quieter. Pitch: up, down, higher, lower, melody, interval, stepping notes, scale. Tempo: pulse, beat, faster, slower. Timbre: glockenspiel, chime bars, xylophone.</p> <p>Five Fine Bumblebees Duration: dotted rhythms, rest. Dynamics: loud, quiet, louder, quieter. Pitch: stepping notes, jumping notes. Tempo: fast, slow, faster, slower. Timbre: quality of voice (e.g. squeaky, jerky, swishy). Other: soundscape.</p>
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<p>Art Vocabulary: join, sellotape, glue, playdough, plasticine, clay, tool, pinch, roll, squeeze, paper sculpture, concertina, roll, twist, weave, fold, technique</p> <p>Artists – Henry Moore, Michael Bolus</p> <p>DT Vocabulary: salad, fruit, vegetable, cucumber, lettuce, pepper, stable, unstable, sort, soft, hard, base, measure, scoop, mix, knead,</p>	<p>Vocabulary: Spr 1 listening, beat, pitch, vocal, timbre, pitch, tempo Spr 2 Pitch, classical music, timbre, tempo, structure (call-and-response), active listening.</p>
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ICT – Switched on Computing

Spring 1		Spring 2	
<p>We can listen (Activity 9) Communication between two areas of a role-play area using walkie-talkies or other technology</p> <p>We can understand instructions(Activity 10) Making verbal recordings about a task they have completed</p>	<p>We can understand messages (Activity 11) The children find ‘treasure’ by listening to and understanding recorded messages</p> <p>We are talkers (Activity 12) Video clips of the children re-telling/telling stories</p>	<p>We are digital readers (Activity 13) The children are able to explore, read and discuss digital stories</p> <p>We can email (Activity 14) Email communication with ‘The three bears’</p>	<p>We can blog (Activity 15) A blog recording the events of the setting</p> <p>We can count (Activity 16) A roadway along which a programmable toy can move</p>

