



# RECEPTION SPRING TERM CURRICULUM PLAN 2020-21

Spring Term – 6<sup>th</sup> January- 1<sup>st</sup> April 2021 (Weeks 1-6)

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision
<p><b>Week 1 &amp; Week 2</b></p> <p><i>Wed 6<sup>th</sup> Jan – Fri 8<sup>th</sup> Jan 2021</i></p> <p><i>Mon 11<sup>th</sup> Jan – 15<sup>th</sup> Jan</i></p>	<p>People who help us</p>	<p><b>PSED 40-60</b> Explains own knowledge and understanding and asks appropriate questions of others.</p> <p><b>Communication and Language 40-60</b> Uses language to imagine and recreate roles and experiences in play situations.</p> <p><b>Physical Development 40-60</b> Shows understanding for a need for safety when tackling new challenges and manages some risks.</p> <p><b>Literacy 40-60</b> Attempts to write short sentences in meaningful contexts. Begins to read words and simple sentences.</p> <p><b>Maths 40-60</b> Counts objects to 10 and beginning to count beyond 10. Recognises numbers of personal significance.</p> <p><b>Expressive art and design 40-60</b> Plays alongside children who are engaged in the same theme. Selects tools and techniques needed to shape, assemble and join materials they are using.</p>	<p><b>Writing:</b> Christmas holiday writing / simple sentence writing</p> <p><b>Maths:</b> Teen numbers</p> <p><b>Project:</b> Visit?</p> <p><b>Spanish:</b> Animal names</p> <p><b>PSHE:</b> Challenge / Never giving up</p> <p><b>PE:</b> Dance / Tag rugby</p> <p><b>Nursery Rhyme:</b> 1,2,3,4,5 / 5 Little frogs</p> <p><b>Story of the Week:</b> Peace at last / Dear zoo</p>	<p><b>Role Play:</b> Doctors Surgery</p> <p><b>Small World Area:</b> People who help us wooden people</p> <p><b>Challenge Area:</b> Superhero numicon towers</p> <p><b>Creative Area:</b></p> <p><b>Construction Area:</b> Building site</p> <p><b>Investigation Area:</b> Range of reflective materials that are used for uniforms – reflective/ glow in the dark.</p> <p><b>Maths area:</b> Teen numbers on Emergency vehicles and cubes to match</p> <p><b>Outdoor Area:</b> See separate plan</p>



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<p><b>Week 3</b></p> <p><i>Mon 18<sup>th</sup> – Fri 22<sup>nd</sup> Jan</i></p> <p><i>People who help us</i></p>	<p>People who help us – road safety</p>	<p><b>PSED 40-60</b> Explains own knowledge and understanding and asks appropriate questions of others.</p> <p><b>Communication and Language 40-60</b> Links statements or sticks to a main theme or intention. Introduces a storyline or narrative into play.</p> <p><b>Physical Development 40-60</b> Shows understanding for a need for safety when tackling new challenges and manages some risks.</p> <p><b>Literacy 40-60</b> Attempts to write short sentences in meaningful contexts. Begins to read words and simple sentences.</p> <p><b>Maths 40-60</b> In practical activities and discussion, beginning to use vocabulary involved in adding and subtraction.</p> <p><b>Understanding the world 40-60</b> Children talk about features of their own immediate environment.</p> <p><b>Expressive art and design 40-60</b> Plays cooperatively as part of a group to act out a narrative.</p>	<p><b>Writing:</b> Road Safety posters</p> <p><b>Maths:</b> Addition and subtraction</p> <p><b>Project:</b> Visit? Walk out of school?</p> <p><b>Spanish:</b> animal names</p> <p><b>PSHE:</b> Setting a goal</p> <p><b>PE:</b> Dance / Tag rugby</p> <p><b>Nursery Rhyme:</b> Oi Dog</p> <p><b>Story of the Week:</b> 5 Little ducks</p>	<p><b>Role Play:</b> Doctors surgery</p> <p><b>Small World Area:</b> Cars, garage, road mat</p> <p><b>Challenge Area:</b> Draw and label a mat of your journey to school.</p> <p><b>Creative Area:</b> Junk modelling – different emergency vehicles</p> <p><b>Construction Area:</b> Design and build a vehicle</p> <p><b>Investigation Area:</b></p> <p><b>Maths area:</b> Addition and subtraction number sentences</p> <p><b>Outdoor Area:</b> See separate plan</p>
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<p><b>Week 4</b></p> <p><i>Mon 25<sup>th</sup> Jan – Fri 29<sup>th</sup> Jan</i></p>	<p>Keeping Healthy</p>	<p><b>PSED 40-60</b> Confident to ask for help when needed. Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Communication and Language 40-60</b> Expands vocab, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p><b>Physical Development 40-60</b> Eats a range of healthy food stuffs and understands need for variety in food. Shows an understanding that some good practices in regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>Literacy 40-60</b> Writes own name and other things such as labels and captions. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p><b>Maths 40-60</b> Orders two items by weight or capacity. To accurately weigh an object.</p> <p><b>Understanding the world 40-60</b> Looks closely at similarities, difference, patterns and change. ELG - They know that others do not always enjoy the same thing and are sensitive to this.</p> <p><b>Expressive art and design 40-60</b> Creates simple representations of events, people and objects. Chooses particular colours to use for a purpose.</p>	<p><b>Writing:</b> Design a smoothie recipe and write ingredient list.</p> <p><b>Maths:</b> Weighing fruit using cubes</p> <p><b>Project:</b> Sorting Healthy and not healthy food.</p> <p><b>Spanish:</b> Fruit names</p> <p><b>PSHE:</b> Obstacles and support</p> <p><b>PE:</b> Dance / Tag rugby</p> <p><b>Nursery Rhyme:</b> 5 Little monkeys.</p> <p><b>Story of the Week:</b> Handa's surprise</p>	<p><b>Role Play:</b> Smoothie Bar</p> <p><b>Small World Area:</b> Doctors / hospital scene</p> <p><b>Challenge Area:</b> Paper weaving</p> <p><b>Creative Area:</b> Observational drawings of fruit/ veg Fruit printing</p> <p><b>Construction Area:</b> Can you create a basket to carry the fruit in</p> <p><b>Investigation Area:</b> Selection of fruit, magnifying glasses, paper.</p> <p><b>Maths area:</b> Balance scales and fruit</p> <p><b>Outdoor Area:</b> See separate plan</p>
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<p><b>Week 5</b></p> <p><i>Mon 1<sup>st</sup> Feb – Friday 5<sup>th</sup> Feb</i></p>	<p>Keeping Healthy</p>	<p><b>PSED 40-60</b> Can describe self in positive terms and talk about abilities.</p> <p><b>Communication and Language 40-60</b> Expands vocab, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p><b>Physical Development 40-60</b> Eats a range of healthy food stuffs and understands need for variety in food. Shows an understanding that some good practices in regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>Literacy 40-60</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. <b>ELG</b> – They write simple sentences which can be read by themselves and others.</p> <p><b>Maths 40-60</b> Orders two items by weight or capacity.</p> <p><b>Understanding the world 40-60</b> Looks closely at similarities, difference, patterns and change. ELG - They know that others do not always enjoy the same thing and are sensitive to this.</p> <p><b>Expressive art and design 40-60</b> Constructs with a purpose in mind using a variety of resources. Selects tools and techniques needed to assemble and join the materials they are using.</p>	<p><b>Writing:</b> Describing sentences for fruit and veg.</p> <p><b>Maths:</b> Ordering vegetables by size</p> <p><b>Project:</b> Vegetable soup making</p> <p><b>Spanish:</b> Fruit names</p> <p><b>PSHE:</b> Flight to the future</p> <p><b>PE:</b> Dance / Tag rugby</p> <p><b>Nursery Rhyme:</b> 5 Little men in a flying saucer</p> <p><b>Story of the Week:</b> Olivers Vegetables</p>	<p><b>Role Play:</b> Smoothie Bar</p> <p><b>Small World Area:</b> Doctors / hospital scene</p> <p><b>Challenge Area:</b> Can you make a list of healthy and not healthy food.</p> <p><b>Creative Area:</b> Seed pattern Collages</p> <p><b>Construction Area:</b> Real object Mr Potato heads</p> <p><b>Investigation Area:</b> Selection of veg cut up</p> <p><b>Maths area:</b></p> <p><b>Outdoor Area:</b> See separate plan</p>
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<p><b>Week 6</b></p> <p><i>Mon 8<sup>th</sup> Feb -Fri 12<sup>th</sup> Feb</i></p>	<p>Chinese New Year</p>	<p><b>PSED 40-60</b> Can describe self in positive terms and talk about abilities.</p> <p><b>Communication and Language 40-60</b> Children use language to imagine and recreate roles and experiences in play situations.</p> <p><b>Physical Development 40-60</b> Can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p><b>Literacy 40-60</b> Writes own name and other things such as labels and captions. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p><b>Maths 40-60</b> To begin to count reliably to and from 20. Place numbers in order and say what is one more and one less.</p> <p><b>Understanding the world 40-60</b> Children know about differences and similarities between themselves and others and among families, communities and traditions.</p> <p><b>Expressive art and design 40-60</b> Explores the sounds of different instruments. Children make dances and experiment with ways of changing them.</p>	<p><b>Writing:</b> Message writing to go inside fortune cookies</p> <p><b>Maths:</b> Number sequences</p> <p><b>Project:</b> Learn the story of Chinese new year / Chinese food tasting / Chinese new year crafts.</p> <p><b>Spanish:</b> Fruit names</p> <p><b>PSHE:</b> Have we achieved our goals.</p> <p><b>PE:</b> Dance / Tag rugby</p> <p><b>Nursery Rhyme:</b> 5 Currant Buns</p> <p><b>Story of the Week:</b> There was an old lady who swallowed a fly</p>	<p><b>Role Play:</b> Chinese Restaurant</p> <p><b>Small World Area:</b> Animal puppets and Chinese new year story</p> <p><b>Challenge Area:</b> Can you write your name in Chinese symbols</p> <p><b>Creative Area:</b> Chinese dragon puppets and Lanterns</p> <p><b>Construction Area:</b> Loose parts Chinese dragons</p> <p><b>Investigation Area:</b> Selection of Chinese props</p> <p><b>Maths area:</b> Chinese money envelopes and coins</p> <p><b>Outdoor Area:</b> See separate plan</p>
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**Spring Term 2 – 22<sup>nd</sup> February- 1<sup>st</sup> April 2021 (Weeks 1-6)**

Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
Week 1	Traditional Tales:	<b>C&amp;L (40-60):</b> Uses language to imagine and recreate roles and experiences in play situations	<b>Writing:</b> Writing what we need to make a pancake. Can extend writing task to include some simple instructions.	<b>Role-play area:</b> Three Bears Cottage



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
<p><i>Monday 22<sup>nd</sup></i>  <i>March – 26<sup>th</sup></i>  <i>February</i></p>	<p>Goldilocks and the Three Bears</p> <p>And</p> <p>Pancake Day (25<sup>th</sup> February 2021)</p>	<p><b>C&amp;L (40-60):</b> Introduces a storyline or narrative into their play</p> <p><b>L (40-60):</b> Enjoys an increasing range of books</p> <p><b>L (40-60):</b> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p><b>L: (ELG)</b> Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p><b>EA&amp;D (40-60):</b> Create simple representations of events, people and objects</p> <p><b>UTW (40-60):</b> Completes a simple program on the computer</p> <p><b>M (ELG):</b> Children use everyday language to talk about size, weight, capacity</p>	<p><b>Maths:</b> Size ordering</p> <p><b>Project:</b> Teddy bears picnic- ch will make party invitations, bake cakes and make sandwiches.</p> <p><b>Nursery Rhyme:</b> Little Miss Muffet.</p> <p><b>Story of the Week:</b> We're Going on a Bear Hunt.</p>	<p><b>Small World Area:</b> Goldilocks and the three bears puppets and puppet theatre</p> <p><b>Challenge Area:</b> Ordering sizes and measuring- small, medium, big)</p> <p><b>Creative Area:</b> Teddy bear sewing project</p> <p><b>Construction Area:</b> Build a chair out of bricks suitable for Goldilocks</p> <p><b>Investigation Area:</b></p> <p><b>Outdoor Area:</b> See separate plan</p>
<p><b>Week 2</b></p> <p><i>Monday 1<sup>st</sup> – 5<sup>th</sup></i>  <i>March</i></p>	<p><b>Traditional Tales:</b></p> <p>The Three Billy Goats Gruff</p>	<p><b>C&amp;L (40-60):</b> Uses language to imagine and recreate roles and experiences in play situations</p> <p><b>C&amp;L (40-60):</b> Introduces a storyline or narrative into their play</p> <p><b>L (40-60):</b> Enjoys an increasing range of books</p> <p><b>L (40-60):</b> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p><b>L: (ELG)</b> Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p><b>EA&amp;D (40-60):</b> Create simple representations of events, people and objects</p> <p><b>UTW (40-60):</b> Completes a simple program on the computer</p>	<p><b>Writing:</b> Retell the story using actions or act out, then story map and create their own version of the story</p> <p><b>Maths:</b> Measuring with non- standard tools eg. Teddy bears</p> <p><b>Project:</b> Recreating the story in the TV studio</p> <p><b>Nursery Rhyme:</b> The Grand Old Duke of York</p> <p><b>PE:</b></p> <p><b>Story of the Week:</b> The Tiger Who Came to Tea.</p>	<p><b>Role-play area:</b> Three Bears Cottage</p> <p><b>Small World Area:</b> Three Billy Goats Gruff scene- river, grassy fields and figures.</p> <p><b>Challenge Area:</b> Ordering sizes and measuring- small, medium, big)</p> <p><b>Creative Area:</b> Mask making to retell the story</p> <p><b>Construction Area:</b> Build a bridge out of bricks.</p> <p><b>Investigation Area:</b></p> <p><b>Outdoor Area:</b></p>



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><b>M: (ELG)</b> Children use everyday language to talk about size, weight, capacity</p>		See separate plan
<p><b>Week 3</b></p> <p><i>Monday 8<sup>th</sup></i> <i>March- 12<sup>th</sup></i> <i>March</i></p>	<p><b>Traditional Tales:</b></p> <p>The three Little Pigs</p>	<p><b>M (40-60):</b> Uses everyday language related to time</p> <p><b>M (40-60):</b> Orders and sequences familiar events</p> <p><b>UTW (40-60):</b> Looks closely at similarities, differences, patterns and change</p> <p><b>EA&amp;D: (ELG)</b> Children sing songs, make music and dance and experiment with ways of changing them.</p> <p><b>EA&amp;D (40-60):</b> Manipulates materials to achieve a planned effect.</p> <p><b>L (40-60):</b> Children use vocabulary and forms of speech that are increasingly influenced by my experiences of books.</p>	<p><b>Writing:</b> Wanted Posters- Big Bad Wolf- wanted posters and hot seating to find the bad character</p> <p><b>Maths:</b> Telling the time o'clock- 'whats the time Mr Wolf?'</p> <p><b>Project:</b> Materials- properties of different materials and why the straw and stick houses did not work and why the brick house worked. Think about what other materials the pigs have built their houses out of.</p> <p><b>PE:</b></p> <p><b>Nursery Rhyme:</b> Old Mac Donald</p> <p><b>Story of the Week:</b> The Gruffalo</p>	<p><b>Role-play area:</b> Three Pigs Lane – house made of sticks, straw and bricks.</p> <p><b>Small World Area:</b> Dolls House and Dolls House furniture.</p> <p><b>Constructive Area:</b> Build a house out of Lego.</p> <p><b>Creative Area:</b> Draw a picture of your house and make a photo frame out of sticks to decorate it.</p> <p><b>Investigation Area:</b> Materials Table-ticksheets and testing of their properties.</p> <p><b>Technology:</b> Record yourself acting out the story on iPads</p> <p><b>Maths Area:</b> What's the time Mr Wolf? Clocks faces – can you make the time on the clocks?</p> <p><b>Outdoor Area:</b> See separate plan</p> <p><b>Construction Area:</b></p>
<p><b>Week 4</b></p> <p><i>Monday 15<sup>th</sup></i> <i>March- 19<sup>th</sup></i> <i>March</i></p>	<p><b>Traditional Tales:</b></p> <p>Cinderella</p>	<p><b>M (40-60):</b> Uses everyday language related to time</p> <p><b>M (40-60):</b> Orders and sequences familiar events</p> <p><b>UTW (40-60):</b> Looks closely at similarities, differences, patterns and change</p>	<p><b>Writing:</b></p> <p><b>Maths:</b> Telling the time- o'clock and half past.</p> <p><b>Project:</b></p> <p><b>PE:</b></p>	<p><b>Role-play area:</b> Three Pigs Lane – house made of sticks, straw and bricks.</p> <p><b>Small World Area:</b> Farmyard</p>



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Week	Context	Development Matters	Teacher Led Activities	Continuous Provision (Child Initiated)
		<p><b>EA&amp;D: (ELG)</b> Children sing songs, make music and dance and experiment with ways of changing them.</p> <p><b>EA&amp;D (40-60):</b> Manipulates materials to achieve a planned effect.</p> <p><b>L (40-60):</b> Children use vocabulary and forms of speech that are increasingly</p>	<p><b>Nursery Rhyme:</b> One Two Buckle my Shoe</p> <p><b>Story of the Week:</b> The Gruffalo's Child</p>	<p><b>Constructive Area:</b> Large foam bricks – can you make a house so sturdy that a friend could fit inside?</p> <p><b>Creative Area:</b> Making art with mud, sticks and natural products.</p> <p><b>Investigation Area:</b> Materials Table.</p> <p><b>Technology:</b> Purple Mash – Design a poster for the story</p> <p><b>Outdoor:</b> see separate plan</p>
<p><b>Week 5</b></p> <p><i>Monday 22<sup>nd</sup></i> <i>March- 26<sup>th</sup></i> <i>March</i></p>	<p><b>Traditional Tales:</b></p> <p>Little Red Riding Hood</p>	<p><b>UTW: (ELG)</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p><b>L: (ELG)</b> They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><b>M (40-60):</b> Records, using marks they can interpret and explain.</p> <p><b>M (40-60):</b> Estimates how many objects they can see and checks by counting them.</p>	<p><b>Writing:</b> Sentence Writing focus for extended piece of writing- design your own gingerbread man and describe them.</p> <p><b>Maths:</b> Addition and Subtraction</p> <p><b>Project:</b> Mother's Day cards and story mapping your own traditional tale.</p> <p><b>PE:</b></p> <p><b>Nursery Rhyme:</b> Round and Round the Garden</p> <p><b>Story of the Week:</b> Where the Wild Things Are</p>	<p><b>Role-play area:</b> Gingerbread House</p> <p><b>Small World Area:</b> Come up with your own traditional tale- puppets.</p> <p><b>Constructive Area:</b> Junk Modelling – design your own house made out of your favourite things</p> <p><b>Creative Area:</b> Designing your own Gingerbread Man</p> <p><b>Investigation Area:</b> Spring Table – Investigating the Seasons</p> <p><b>Technology:</b> Make a PowerPoint sequencing the story of the Gingerbread Man</p> <p><b>Challenge Area:</b> Can you write your own fairy-tale and read to your friends at story time?</p> <p><b>Outdoor Area:</b> See separate plan</p>





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<b>Week 6</b> <i>Monday 29<sup>th</sup></i> <i>March- 1<sup>st</sup> April</i>	<b>Traditional Tales and Easter Celebrations:</b>  The Ugly Duckling	<p><b>L -W (40-60):</b> can attempt to write short sentences in meaningful contexts.</p> <p><b>M -N (40-60):</b> In practical activities and discussion, uses vocabulary involved in adding and subtracting.</p> <p><b>UTW -P&amp;C (40-60):</b> enjoys joining in with family customs and routines.</p> <p><b>EA&amp;D (40-60):</b> manipulates materials to achieve a planned effect.</p>	<p><b>Writing:</b> What does Easter mean to you?</p> <p><b>Maths:</b> Extension of addition and subtraction- 3 number sums.</p> <p><b>Project:</b> Carousel of activities- Bake Easter nests, make Easter cards and Design an Easter bonnet.</p> <p><b>PE:</b></p> <p><b>Nursery Rhyme:</b> Five little Frogs</p> <p><b>Story of the Week:</b> We're Going on an Egg hunt</p>	<p><b>Investigation Table:</b> <a href="#">Easter Traditions</a> -Hot cross buns, Easter Tree, Bible, chicks/eggs, bunnies</p> <p><b>Creative Area:</b> Designing an Easter Bonnet</p> <p><b>Challenge Area:</b> Can you build a basket that you could use to gather eggs on an egg hunt?</p> <p><b>Construction Area:</b> Build a Hen House or a Rabbit tunnel out of Duplo</p> <p><b>Small World Area:</b> Tuff tray, straw, hay, chicks, eggs, etc.</p>
<b>Weeks 1-8</b>	<b>Phonics</b>  <b>Read, Write, Inc. Programme</b>	<p><b>Literacy (30-50):</b></p> <p><b>Literacy (40-60):</b></p>	<p>Children are now in differentiated phonics groups and are following the RWI programme in accordance to the stage they are currently at.</p>	<p>Espresso – Scraps Phonics Read Write Inc Programme.</p>