

CURRICULUM OVERVIEW

Reception Spring Term

Personal, social and emotional development

- Discussions about what minibeasts we know, what they look like and how to care for them.
- Discussions about looking after the environment to protect animals

Communication and language

- Make observations of real minibeasts and discuss
- Re-read related books from nursery
- Describe and discuss minibeasts
- Sing nursery rhymes about minibeasts
- Play what am I games around minibeasts

Vocab linked to rhymes e.g. slimy, slithering etc.

Physical development

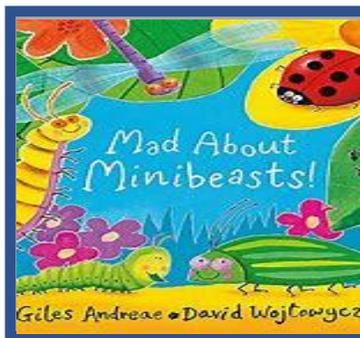
- Make minibeasts out of dough/clay
- Move like minibeasts in PE
- Build a big hotel
- Make a Wormery
- Make webs by weaving

Maths

- Count the minibeasts we find and put into a pictogram
- Count legs of minibeasts
- Make minibeasts with shapes
- Doubling with ladybirds
- Symmetry in butterfly wings
- Sorting minibeasts

Literacy

- Link to The Very Hungry Caterpillar
- Link to non-fiction text on minibeasts
- Make a minibeast fact sheet
- Write names of minibeasts
- Write about a life cycle
- Rhyming activities



Understanding The World

- Go on a minibeast hunt/study minibeasts up close
- Look at lifecycles of minibeasts
- Look at the habitats of the minibeasts

Vocabulary

Minibeast	Bee	Centipede
Snail	Beetle	Grass hopper
Slug	Ant	Dragonfly
Spider	Caterpillar	Earwig
Fly	Stick insect	Wood louse
Ladybird	Butterfly	

Expressive Arts & Design

- Observational drawings of minibeasts
- Models/sculptures of minibeasts
- Sing nursery rhymes about minibeasts
- Build a bug hotel
- Make a Wormery
- Make music for different minibeasts

Personal, social and emotional development

- Discussions around right/wrong behaviour about Jack e.g. was he right to take the hen/golden harp? Should we take things that don't belong to us? – moral compass
- What things are important to us?

Communication and language

- Use story language to retell the story.
- Sorting events into beginning, middle and end.

Vocab:

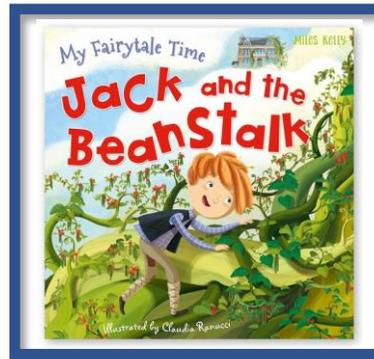
Jack, mother, giant, castle, beginning, middle, end, traditional tale

Physical development

- Creating movements for different characters e.g. quick steps for Jack running, giant stomping etc.
- Cutting skills – cutting out leaves to create a beanstalk.
- Relay races – collecting objects from the 'castle'.

Maths

- Measuring – standard/non-standard units
- Comparing heights – science link – measuring and recording growth of beans/plants.
- Ordering size – smallest to largest and vice versa.



Literacy

- Link to story maps to support story structure, writing simple phrases about the story.
- Naming the main characters – writing character descriptions and comparisons, vocabulary word splashes
- Writing for purpose – write a letter to say sorry to the giant.

Understanding The World

- History – castle. How did people live in the past – knights and princesses?
- Role play knights/princesses
- Trip to visit a castle – Rockingham Castle
- Looking at how buildings have changed over time – ruins.

Vocabulary

Fee, fi, fo, fum, giant, beanstalk, harp, beans, poor, market, plant, furious, amazement, magic, giantess, gold coins, golden hen, golden eggs

Expressive Arts & Design

- Leaf printing, using real objects or creating own leaf patterns using card and string.
- Creating own 'props' for use in role play.
- Link to William Morris – art inspired by nature.

LEARNING IN CONTINUOUS PROVISION

Role Play

The role play area encourages imagination and creativity. The role play area will have different materials allowing children to be creative and inventive. They will have areas within role play linked to story books so they can explore and retell stories with themselves being the characters. It will also have princess costumes within it to enhance the history learning this term – how people lived in the past. To improve fine motor skills there will be whiteboards and pens, paper and pencils to encourage mark making.

Home Corner

The home corner allows children to make sense of their immediate world, as children are driven to copy what adults do. The home corner is a safe place where they can be in charge and their play can flourish. Children have numerous opportunities to work together, express their feelings and use language to communicate roles and respond to one another's needs and requests. They will be able to re-enact their home life experiences through the use of a kitchen area, dining room, lounge with a TV home office with telephone and laptop, variety of books and magazines, paper and pencils for mark making.

Small World

The small world area consists of a variety of animals available for self-selection – links to construction area so children are able to make their own enclosures for small world animals/houses for people using wooden blocks, Duplo and Lego.

There is also a dinosaur scene which has been linked to the children's interests and a dolls house allowing children to recreate real life.

Art

Art will have a DT focus this term, with the children learning joining techniques, which they will then explore through junk modelling. Small group activity: to design and build a minibeast habitat. We are also going to create models of our favourite minibeasts using clay and playdough. Colour mixing using the primary colours: red, yellow and blue to create the secondary colours: orange, green and purple will continue to be explored during the provision.

Maths

Maths will take place around the classroom and outside area, however, there will be specific activities for the children to complete based on previous learning and current learning. They will be able to explore the meaning of number by representing, identifying and comparing, as well as exploring pattern, shapes, measure, mass and capacity. Focus activity: number formation – introduce the children to squared paper and the rule: one number, one square.

READING

Children will be taught phonics in small groups every day:

We use Read Write Inc Phonics and during the Spring Term we will be reviewing set 1 sounds and once fluent, teaching set 2 sounds:



m a s d t l n p g
o c k u b f e l h
sh r j v y w th z ch
qu x ng nk

ay ee igh ow oo oo or ar air ou ir oy

The children will begin to take home ditty sheets to build up their accuracy and fluency when reading. Once they have completed the ditty sheets and have become more fluent and accurate, they will take home red level RWI books.

MATHS

Maths will be taught daily and follow White Rose Maths Scheme of work.

During the Spring term, lessons will focus on:



- **Alive in 5!** – introducing zero, comparing numbers to 5, composition of 4 & 5, comparing mass and comparing quantity
- **Growing 6,7,8** – introducing 6, 7,8, making pairs and combining 2 groups, length & height, time
- **Building 9 & 10** – introducing 9 & 10, comparing numbers to 10 and learning number bonds to 10, 3d-Shape and pattern

ME, MY WORLD, MY WAY (PSHE)

Every Friday afternoon children take part in 4 Mindful Moments:

Calm Me Time

Meditation and breathing exercises

Wellbeing Activity

An activity to develop a healthy mind

Gratitude and Empathy Jar

The opportunity to say 'thank you' and 'sorry'

Happiest Moment of the Week

An activity to make everyone laugh

During the Spring Term our Friday PSHE lessons will also focus on:

Me:

This term we will learn to understand a range of emotions and start to recognise emotions in self and others. We will learn about appropriate responses to emotions. We will talk about the importance of sleep. We will learn about personal hygiene (how germs spread), oral health. We will learn about healthy diet and active lifestyles. We will learn what an allergy is and how to recognise when someone is ill. We will learn how and when to call emergency services and basic first aid

My World:

This term, we will use the UN Sustainable Development Goal 2 Zero Hunger to understand and form our own opinions of the world we live in <https://sdgs.un.org/goals/goal2>



My Way:

This Term we will thinking about how we learn. Identifying strengths and weaknesses in our learning. Creating goals and a plan of how to reach goal. These sessions the children will use their plan to develop their learning in an area they choose; Counting; Number bonds; Times tables; Spelling; Handwriting; etc. and celebrate our successes.