



# *Reception Spring Term B*

*Essential Knowledge  
across the EYFS curriculum*

Main Topic	Term 2B
	<p data-bbox="510 295 2011 411"><i>Key Texts and rhymes to support our learning across the curriculum:</i></p> <p data-bbox="904 422 1617 512"><i>The elephant's umbrella by Laleh Jaffari</i> <i>Lions - National Geographic kids</i></p> <p data-bbox="896 563 1626 624"><b><i>Fantastic 5 Nursery Rhymes</i></b></p> <ol data-bbox="952 635 1612 890" style="list-style-type: none"> <li data-bbox="981 635 1585 675">1. Heads, Shoulders, Knees and Toes</li> <li data-bbox="1122 687 1447 727">2. London's Burning</li> <li data-bbox="1077 740 1496 780">3. The Farmer's in his den</li> <li data-bbox="952 793 1612 833">4. There was a Princess Long Ago</li> <li data-bbox="1137 845 1429 885">5. 10 Green bottles</li> </ol> <p data-bbox="831 943 1688 994"><b><i>Marvellous maths rhymes and stories</i></b></p> <p data-bbox="909 999 1606 1251"><i>Nine Naughty Kittens - Linda M Jennings</i> <i>Ten Little Fingers and Ten Little Toes - Mem Fox</i> <i>How Do Dinosaurs Count to Ten? - Jane Yolen</i> <i>The 'Ten Little...' Series - Mike Brownlow</i> <i>One, Two, Buckle My Shoe</i> <i>The Ants Go Marching</i> <i>Ten Green Bottles</i></p> <p data-bbox="721 1294 1798 1436"><i>The Incredibly Awesome Box: A Story About 3-D Shapes - Joanne Rocklin</i> <i>Cubes, Cones, Cylinders, &amp; Spheres - Tana Hoban</i> <i>Captain Invincible and the Space Shapes - Stuart J Murphy</i> <i>Not a Box - Antoinette Portis</i></p>

## Reception Essential knowledge across the curriculum

	<p>The Greedy Triangle - Marilyn Burns          Spotted Yellow Frogs - Matthew Van Fleet          The Shape of Me and Other Stuff - Dr Seuss</p> <p><i>Wider reading spine (including fiction, non-fiction and poetry)</i></p> <p>Handa's Surprise          Anno's Counting book          1-2-3 of Art          When I grow up - sporting heroes          Lions: National Geographic Kids          Little People Big Dreams - various          Brilliant Recycling Project Book</p>
<p>Reception:</p> 	<p><i>Desert to garden</i></p> <p><b>Essential 2:</b>          Listen to and talk about the season of Lent and Easter.</p> <p>Know that the Church uses purple and ashes as signs of Lent and being sorry.</p> <p>Know that the cross is a religious symbol of Lent and Easter.</p> <p>Listen to and begin to retell the stories of Holy Week, especially the events of Good Friday and Easter Sunday.</p> <p>Know that Jesus died on Good Friday and rose again on Easter Sunday.</p> <p>Know that Easter is a celebration that Jesus is still with us.</p> <p>Know that Easter celebrates new life.</p> <p>Recognise some of the signs and symbols of Holy Week and Easter; Palms, the Cross, Easter Gardens and symbols of New life.</p> <p>Know how Lent and Easter is celebrated in different countries around the world, including Spain and Poland.</p>

## Reception Essential knowledge across the curriculum

	<p>Hear the story of Patariki the Penguin and how it teaches us to follow Jesus' footsteps in taking care of others by what we do in Lent.</p> <p>Learn the Mission Together 'Rights and Responsibilities' prayer.</p>
	<p style="text-align: center;"><b>Essential 2:</b></p> <p>Lent Easter Holy Week Palm Sunday Last Supper Good Friday Easter Sunday Commandment Ash Wednesday Cross Crucifix</p>
<p><b>Personal, Social &amp; Emotional Development</b></p> 	<p><b>Essential 2</b></p> <p style="text-align: center;">Know what a challenge is Know how to set goals and work towards them</p> <p>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 •</p> <p>Explore feelings by linking to the characters in key texts or by thinking about how other may feel in different situations.</p> <p>Manage own self-care needs by getting dressed appropriately for outdoor learning/PE.</p> <p>Sort and identify which clothes would be worn for different seasons.</p> <p>Know how to dress and keep warm for winter.</p> <p>Work collaboratively to help other children in dressing for outdoor learning.</p> <p>Talk about and know the importance of sharing resources.</p> <p><b>Vocabulary:</b> challenge, goal, aim, target, feelings, worried, happy, excited, nervous, warm, safe, help, support</p>

## Reception Essential knowledge across the curriculum

<p><b>Communication &amp; Language</b></p> 	<p><b>Essential 2</b></p> <p>Describe events in some detail</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story once they have developed a deep familiarity with the text.</p> <p>Listen carefully with increasing attention during whole class inputs.</p> <p>Listen carefully to and learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge &amp; vocabulary.</p> <p>Hold conversations when engaged in back and forth exchanges.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas &amp; thoughts in well-formed sentences.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> <p><b>Vocabulary:</b> ideas, fiction, non-fiction, like, dislike, listen, hear, share, turns</p>
<p><b>Physical development</b></p>  <p><b>Gross motor</b></p>	<p><b>Essential 2:</b></p> <p>After watching a video of elephants moving around in the rain, move like an elephant; stomp, sway, stretch and change direction.</p> <p>Watch videos of the way other animals from the key text move and move in similar ways to these animals.</p> <p>Watch video clips of animals in the wild balancing; think about how humans balance and then use equipment in the indoor and outdoor environment to refine balancing skills.</p> <p>Use a bat to hit a ball at a target.</p>

## Reception Essential knowledge across the curriculum

	<p><i>Vocabulary: stamp, sway, stretch, direction, move, tall, small, balance, bat, ball, target, hit, strike, drop</i></p>
<p><b>Fine motor</b></p>  	<p><b>Essential 2:</b> Use clay and modelling tools to manipulate and create a model of a favourite animal.</p> <p>Paint a picture of a favourite animal using appropriately sized brushes for the size and texture of the animals.</p> <p>Complete a range of multi-sensory and media activities to support gross and fine motor skill development for different letter families.</p> <p><i>Vocabulary: clay, pinch, stretch, roll, smooth, shape, model, modelling, tools, change, brush, thin, wide, small, narrow, detail, stroke, dip</i></p>
<p><b>Literacy:</b></p>  <p><b>Word reading</b></p> <p>Also see the progression in RWI (phonic programme) information.</p>	<p><b>Essential 2:</b> Know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Consolidate pre-phonics skills of alteration, rhythm and rhyme, oral blending and segmenting.</p> <p>Know that 2 or more letters can join together to form a di/trigraph and make 1 sound (Special friends).</p> <p>Begin to blend sounds together to read words that include di or trigraphs.</p> <p>Refine blending and segmenting skills to build up confidence and fluency.</p> <p>Read labels, captions and some simple sentences in line with phonic knowledge.</p> <p>Know some common exception words in line with the RWI programme.</p> <p>Re-read books to build up confidence and fluency of word reading and build understanding and enjoyment.</p> <p><i>Vocabulary: sound, special friends, blend, read, sentence, start, end.</i></p>
<p><b>Comprehension</b></p>	<p><b>Essential 2:</b></p>

## Reception Essential knowledge across the curriculum



	<p>Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Re-enact &amp; retell simple stories, using some vocabulary and language structures from the text and their own innovation.</p> <p>Begin to share non-fiction facts linked to focus text/theme.</p> <p><b>Vocabulary: fiction, non-fiction, information, facts, retell, order</b></p>
<b>Writing</b>	<p><b>Essential 2:</b></p> <p>Spell CVC words with taught phonemes and digraphs.</p> <p>Spell some common exception words in line with the RWI programme.</p> <p>Begin to write a caption or short sentence.</p> <p>Attempt to use spaces between each word.</p> <p>Begin to use a capital letter and full stop.</p> <p>Orally rehearse a caption/sentence before writing it.</p> <p>Re-read what they have written to make sure it makes sense.</p> <p>To write a caption or sentence for a range of purposes.</p> <p>Write a speech bubble for the elephant (I am in the...).</p>

## Reception Essential knowledge across the curriculum

	<p>Write 1 or 2 simple sentences about a character; <i>This is... She/He/It...</i></p> <p>Make a group story book about Bella the umbrella.  <b>Vocabulary:</b> <i>spell, Fred talk, sound, letter, sentence,</i></p>
<p><b>Mathematical development</b></p>  <p><b>Number</b></p>	<p><b>Essential 2:</b>          Explore representations of the numbers 9 and 10 and begin to identify which show 9 and which show 10.</p> <p>Compare representations of numbers to 10 and sort into groups.</p> <p>Compare representations of numbers to 10 and use the vocabulary more than and less than.</p> <p>Begin to use the vocabulary of greater than and fewer than to compare representations of numbers to 10.</p> <p>Use manipulatives to create representations of the numbers 9 and 10 in different ways.</p> <p>Begin to recognise representations of 9 and 10 by subitising smaller groups and combining them to make a total.</p> <p>Use manipulatives to explore the concept of 1 more than, with numbers up to 10.</p> <p>Recall what 1 more than a given number is up to 10.</p> <p>Use manipulatives to explore the concept of 1 less than, with numbers up to 10.</p> <p>Recall what 1 less than a given number is up to 10.</p> <p><b>Vocabulary:</b> <i>nine, ten, ten frame, represent, how many?, more than, less than, compare, greater than, fewer than, one more, add, one less, subtract, take away</i></p>
<p><b>Numerical patterns</b></p>	<p><b>Essential 2</b>          Sort a set of objects into long and short objects.</p> <p>Use the vocabulary of long and short and longer and shorter to compare 2 or more objects.</p>

## Reception Essential knowledge across the curriculum



Use the language of longer than and shorter than to compare the length of objects.

Explore the height of objects.

Use the vocabulary of tall and short to describe the height of an object.

Compare the height of up to 3 objects.

Use the vocabulary of shorter than and taller than to compare the height of objects.

Explore & use the vocabulary of time to describe events.

Make estimates on how many times they can complete a given activity in 1 minute.

Know the days of the week.

Use the days of the week to explain key events that take place in school or in family life.

Explore the composition of numbers to 10 using manipulatives.

Know that numbers are made up of smaller numbers.

Explore number bonds to 10 using manipulatives in different contexts.

Begin to match number representations that total 10 when joined together,

Explore how number 10 can be arranged in 2 groups using manipulatives.

Begin to recall pairs of numbers that add up to 10.

Explore how number 10 can be arranged in 3 groups using manipulatives.

Know that doubling means twice as many.

## Reception Essential knowledge across the curriculum

Experience using manipulatives and pictorial representations to identify doubles and make double collections.

Begin to recall number doubles up to 10.

Use manipulatives to explore which numbers are odd and even.

Know that even numbers can be grouped in pairs.

Know that odd numbers cannot be grouped into pairs.

Recognise and name 3D shapes.

Use vocabulary such as flat, faces and curved surface to explain how they have identified a shape.

Name the 2D shapes that make up a 3D shape.

Use 3D shapes to experiment and investigate their properties.

Know which 3D shapes will stack and which can roll.

Use mathematical vocabulary to explain which shapes will stack and which will roll.

Explore and identify 3D shapes in the environment.

Copy and continue ABC, ABCD, AABB, AAB & ABB patterns.

Identify and describe patterns in the environment.

*Vocabulary: length, long, short, sort, compare, longer than, shorter than, longest, shortest, height, tall, taller, same, time, today, tomorrow, yesterday, next week, days of the week, minute, how long?, first, then, after, altogether, part, whole, total, bonds, double, same, two times as many, 2D, 3D, surface, flat, faces, curved, sort, cube, cuboid, sphere, cone, cylinder, pyramid, pattern, repeat, copy*

## Reception Essential knowledge across the curriculum

<p>Understanding the world - Past and Present</p> 	<p><b>Essential 2:</b> Explore images of familiar places, Knowsley Safari Park/Zoo.</p> <p>Make comparisons between the past and now; what is the same and what is different.</p> <p><b>Vocabulary:</b> then, now, same, different, old, older, new, newer</p>
<p>Understanding the world - People, culture &amp; communities</p> 	<p><b>Essential 2:</b> Take a walk around the local environment and identify signs of nature.</p> <p>Draw a map of the walk they took and mark places where they found nature.</p> <p><b>Vocabulary:</b> visit, journey, map, mark, show, same, different, nature</p>
<p>Understanding the world - The Natural World</p> 	<p><b>Essential 2:</b> Name some animals that live in hot places.</p> <p>Watch video clips and use Non-fiction texts to find out about these animals.</p> <p>Compare animals that live in hot and cold climates (using animals from Spring 1).</p> <p>Observe the outdoor environment and record what they observe in different ways; drawing, writing, rubbings, photographing.</p>

## Reception Essential knowledge across the curriculum

	<p>Know that spring is a season.</p> <p>Recognise some of the changes in weather and the environment during spring.</p> <p>Compare own environment to the habitat of an elephant.</p> <p>Experience adding water to different materials, e.g. mud and sand.</p> <p>Talk about the changes they observe.</p> <p><b>Vocabulary:</b> Habitats, warm, warmer, same, different, spring, weather, changes, temperature, wet, dry</p>
<p><b>Working scientifically</b></p>	<p><b>Essential 2:</b></p> <p>While playing demonstrate their curiosity by talking about what they wonder.</p> <p>Form their own questions with support.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Continue to use magnifying glasses and begin to use magnifiers.</p> <p>Use pipettes and syringes in their investigations.</p> <p>Make comparisons using non-standard units of measure.</p> <p>Matching objects and pictures.</p> <p>Sort and group objects sometimes using their own criteria.</p> <p>Use pre-prepared tables to record observations.</p> <p>Sometimes draw and write labels to record their observations.</p>
<p><b>Expressive arts &amp; design</b></p>   <p><b>Creating with materials</b></p>	<p><b>Essential 2:</b></p> <p>Use clay and modelling tools to make a model of a favourite animal.</p> <p>Use water colour paints and brushes of different sizes to create pictures of animals and their habitats.</p> <p>Experiment by adding ink to water to 'marble' and create different patterns on paper.</p> <p>Cut and rip the marbled paper to make a collage picture of an animal in their habitat.</p> <p>Explore what happens when you add water to chalk when mark making in the outdoor environment.</p>

## Reception Essential knowledge across the curriculum

	<p><i>Vocabulary: clay, model, modelling tools, pinch, stretch, shape, change, pull, twist, smooth, brushes, stroke, thin, wide, marble, drop, add, pattern, rip, tear, cut, snip, collage</i></p>
<p><b>Being Imaginative &amp; Expressive</b></p>  	<p><b>Essential 2:</b> Learn and perform a variety of rhymes/poems/songs linked to the theme/key text; Down in the jungle, Five little monkeys swinging from the tree, Look at the sneaky crocodile.</p> <p>Listen to and watch African music and dancing with a focus on drumming and body percussion.</p> <p>Move to African music and drumming using different body parts to match the beat and rhythm of the music.</p> <p><i>Vocabulary: song, beat, rhythm, fast, faster, slow, slower, loud, louder, quiet, quieter, Africa, same, different</i></p>

## Reception Essential knowledge across the curriculum

<p><b>Computing</b></p> 	<p>Through all areas of the curriculum, children will experience and develop their skills of using:</p> <p>Interactive White board Ipads Beebots</p> <p>Through PSHE and RSHE, the theme of safety, including online safety will be explored at an age and stage appropriate level.</p>
<p><b>Examples of yearly themes/Events</b></p> <p><b>Cultural capital</b></p>	<p>Shrove Tuesday Ash Wednesday Mother's Day World Book Day Easter World Maths Day Science week</p>