



Reception Spring Term A

*Essential Knowledge
across the EYFS curriculum*

Main Topic	Term 2A
<p>Area of the EYFS curriculum with links to National Curriculum</p>	<p>Key Texts and rhymes to support our learning across the curriculum:</p> <p>The Storm Whale in Winter Hello Penguin</p> <p>Where the Wild Things are One Snowy Night</p> <p>Fantastic 5 Nursery Rhymes</p> <ol style="list-style-type: none">1. Heads, Shoulders, Knees and Toes2. London's Burning3. The Farmer's in his den4. There was a Princess Long Ago5. 10 Green bottles <p>Marvellous maths rhymes</p> <p>5 Little monkeys jumping on the bed One, Two, Buckle My Shoe Ten Green Bottles</p>

	<p><i>Wider reading spine (including fiction, non-fiction and poetry)</i></p> <p><i>Handa's Surprise</i> <i>Anno's Counting book</i> <i>1-2-3 of Art</i> <i>When I grow up - sporting heroes</i> <i>Lions: National Geographic Kids</i> <i>Little People Big Dreams - various</i> <i>Brilliant Recycling Project Book</i></p>
<p>Reception:</p> <p>All 7 areas of Learning and development: Our general themes are led by our R.E curriculum.</p> 	<p><i>Galilee to Jerusalem</i></p> <p>Essential 2: Know what happened when the Magi visited Jesus. Know the gifts that the Magi gave to Jesus. Know that Jesus is God's son who came for everyone. Know Jesus came to show God's love for everyone and he welcomes everyone. Retell the story of Jesus blessing the little children. Hear the story of the Feeding of the five thousand. Know the Glory be prayer. Know that the Glory be prayer is used as a response to the coming of Jesus.</p> <p>CST: Know that Jesus wants us to care for all people, especially the poor. Know the story of Poppy the popokotea and how we can help the poor as Jesus wants us to do. Learn the 'Option for the poor' Cafod prayer.</p>
	<p>Essential 2: <i>Herod, Magi, Gifts, Messiah, Welcome, Prophet, Disciples, Worship, Crowd, Miracle, Glory be</i></p>
<p>Personal, Social & Emotional Development</p> 	<p>Essential 2 Know what a challenge is Know how to set goals and work towards them Know some jobs that they might like to do when they are older</p>

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	<p>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>Vocabulary: challenge, goal, aim, target, feelings, worried, happy, excited, nervous, warm, safe, help, support</p>
<p>Communication & Language</p> 	<p>Essential 2</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Develop social phrases.</p> <p>Listen carefully with increasing attention during whole class inputs.</p> <p>Listen carefully to and learn rhymes, poems and songs linked to key texts and themes.</p> <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 & 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>Vocabulary: fiction, non-fiction, information, facts, retell, order,</p>
<p>Physical development</p>	<p>Essential 2:</p>

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 <p>Gross motor</p>	<p>After watching a video about penguins - think about and mimic the different movements of a penguin using large movements; shuffle, waddle, flap, huddle, slide.</p> <p>Watch video clips of other animals that live in cold countries and mime their movement, e.g. polar bear, arctic fox, snow leopard.</p> <p>Using a ball, refine rolling skills to play a game of skittles.</p> <p>Using a ball, refine throwing and catching skills as part of a pair.</p> <p>Work collaboratively to move large scale equipment to make a den for an animal.</p> <p>Vocabulary: waddle, shuffle, huddle, flap, move, slow, slower, fast, faster, quick, quickly, ball, roll, aim, target, partner, score, throw, catch</p>
 <p>Fine motor</p>	<p>Essential 2:</p> <p>Use moulding tools to change the shape and add detail to a playdough model of a penguin.</p> <p>Complete observational drawings of a small world figure penguin.</p> <p>Add increasing amounts of detail to drawings showing different features.</p> <p>Hold a pencil or other mark making equipment with an appropriate grip.</p> <p>Form recognisable letters when writing for different purposes.</p> <p>Vocabulary: model, change, twist, pull, shape, moulding tool, push, detail, lead in, around, down, up</p>
 <p>Literacy:</p> <p>Word reading</p> <p>Also see the progression in RWI (phonic programme) information.</p>	<p>Essential 2:</p> <p>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>Vocabulary: sound, special friends, blend, read, sentence, start, end.</p>

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<p>Comprehension</p>	<p>Essential 2: Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Describe events in some detail. Re-enact & retell simple stories, using some vocabulary and language structures from the text and their own innovation. Begin to share non-fiction facts linked to focus text/theme. Vocabulary: fiction, non-fiction, information, facts, retell, order</p>
<p>Writing</p>	<p>Essential 2: Spell CVC words with taught phonemes and digraphs. Spell some common exception words in line with the RWI programme. Begin to write a caption or short sentence. Attempt to use spaces between each word. Begin to use a capital letter and full stop. Orally rehearse a caption/sentence before writing it. Re-read what they have written to make sure it makes sense. To write a caption or sentence for a range of purposes. Vocabulary: spell, Fred talk, sound, letter, sentence, word, capital letter, full stop</p>
<p>Mathematical development</p>  <p>Number</p>	<p>Essential 2 Link a numeral to the matching amount. Match representations of numbers to one another and to the numeral. Subitise up to 5 objects in different patterns. Use manipulatives to work out 1 more than from 0 to 5. Use manipulatives to work out 1 less than from 0 to 5. Match representations of the numbers 6, 7 & 8 to one another. Match representations of the numbers 6, 7 & 8 to the corresponding numeral. Explore the representation of the numbers 6, 7 & 8 using a ten frame. Create their own representations of the numbers 6, 7 & 8 using a tens frame and counters.</p>

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	<p>Know that the same number can be represented in different ways. Use manipulatives to explore the concept of 1 more than a number up to 8. Recall what 1 more than a given number is up to 8. Use manipulatives to explore the concept of 1 less than a number up to 8. Recall what 1 less than a given number is up to 8. Use a ten frame and counters to represent 1 more/1 less than a given number up to 8. Use manipulatives to combine two groups together to find a total. Use subitising and counting skills to find out how many there are altogether.</p> <p>Vocabulary: numeral, count, how many?, recognise, match, more than, add, less than, subtract, take away, smaller, bigger, represent, one more, more, add, pattern, combine, group, altogether, total</p>
<p>Numerical patterns</p>	<p>Essential 2</p> <p>Explore the composition of numbers to 5 using pictorial representations. Explore the composition of numbers up to 5 using manipulatives. Using subitising skills, children will explore composition of numbers by recognising smaller numbers within a representation. Use comparative language to compare the mass of two objects. Use the words heavier and lighter to compare the mass of two objects. Use practical, non-standard equipment when using balance scales. Use non-standard units to find the balance when measuring how heavy an object is. Use non-standards units to investigate capacity of a container. Children to make comparisons between containers and their capacity. Children to compare the capacity of up to 3 containers from smallest to greatest capacity. Use manipulatives to explore the composition of numbers up to 8. Begin to group manipulatives into pairs. Know that a pair is a group of 2. Know that doubling means twice as many. Experience using manipulatives and pictorial representations to identify doubles and make double collections.</p>

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	<p>Begin to recall number doubles up to 8.</p> <p><i>Vocabulary: part, whole, part-whole, altogether, total, compare, lower, higher, lighter, heavier, light, heavy, balance, how many?, capacity, container, fill, full, same, most, more, less, greatest, least, pairs, groups, twos, odd, even, double, twice as many</i></p>
<p>Understanding the world - Past and Present</p> 	<p>Essential 2: Explore photographs of a baby, toddler, child and adult in the snow. Sequence photographs of a human over time.</p> <p><i>Vocabulary: then, now, order, older, old, young, younger</i></p>
<p>Understanding the world - People, culture & communities</p> 	<p>Essential 2: Compare different places where penguins can live; what is the same, what is different? Compare penguin homes to local settings; what is the same, what is different?</p> <p><i>Vocabulary: home, habitat, cold, colder, warm, warmer, safe, shelter, same, different</i></p>
<p>Understanding the world - The Natural World</p> 	<p>Essential 2: Make predictions about the different properties of water when frozen and when melted. Explore and observe melting ice. Compare how ice melts in different places. Explore and observe snow. Filter snow from different places in the outdoor environment.</p>

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	<p>Make predictions and test which snow is the dirtiest. Use filter paper to test predictions and answer a question. Name animals that love in cold places. Name and label some characteristics. Compare 2 places that penguins can live; what is the same, what is different.</p> <p>Vocabulary: water, frozen, ice, melt, melting, warm, warmer, cold, colder, weather, winter, habitat</p>
<p>Working scientifically</p>	<p>Essential 2: While playing demonstrate their curiosity by talking about what they wonder. Form their own questions with support. Describe what they see, hear and feel whilst outside. Continue to use magnifying glasses and begin to use magnifiers. Use pipettes and syringes in their investigations. Make comparisons using non-standard units of measure. Matching objects and pictures. Sort and group objects sometimes using their own criteria. Use pre-prepared tables to record observations. Sometimes draw and write labels to record their observations.</p>
<p>Expressive arts & design</p>   <p>Creating with materials</p>	<p>Essential 2: Experience using water colours to create a painting of a penguin, using photographs as a stimulus. Add some smaller detail to paintings, selecting appropriate tools or sized paintbrushes to make these marks. Hold paintbrushes and other one-handed tools with increasing control. Continue to develop experience of colour mixing to create different colours and shades. Explore painting on different surfaces and textures including ice. Make observations of how colours mix on different surfaces.</p> <p>Vocabulary: size, detail, smaller, larger, wide, thin, thinner, wider, colour mix, shades, darker, light, lighter, dark, change</p>

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<p>Being Imaginative & Expressive</p>  	<p>Essential 2: Revisit music they have previously listened to in Nursery; what do they remember? What do they like or dislike? <u>Debussy The snow is dancing</u> Take on the role of animals from fiction or non-fiction books in their play. Take part in a group 'hot-seating' activity to find out more about a character. Learn the rhymes/songs <i>Have you ever seen a polar bear, Polar bear, Polar bear what do you hear?</i> Innovate songs and rhymes to include other animals that live in cold places. Vocabulary: instruments, song, music, beat, rhythm, loud, quiet, faster, slower, fast, slow</p>
<p>Computing</p> 	<p>Children should be exploring a variety of technical devices safely e.g. cameras, I pads, digital toys. They should be taught how to use them safely, including how to hold them and what is/not appropriate. Their curiosity should encouraged when using Technology. The children can access a range of learning opportunities using our online platform -Purple Mash with 'Mini Mash specifically for EYFS children.</p> <p>Through PSHE and RSHE, the theme of safety, including online safety will be explored at an age and stage appropriate level. The children will use the following books to explore the theme of online safety: <i>Websters friend</i> by Hannah Whaley and <i>Monkeycow</i> by Stuart Spendlow</p>
<p>Enrichment and curriculum enhancement opportunities</p>	<p>Winter walk - exploring the local area in winter time.</p> <p>Forest School visit</p> <p>Shrove Tuesday - making and sharing pancakes with our friends. Ash Wednesday</p>