

EYFS Reception Curriculum – Spring Term 2026

Dear Parents/Carers,

As we begin our spring term in reception, we would like to share with you the different aspects of your child's learning.

<h2 style="text-align: center;">Communication and Language</h2> <p>We will be:</p> <ul style="list-style-type: none"> Learning new Tier 2 and Tier 3 vocabulary. Listening to, talk about and ask questions about stories to build familiarity and understanding. Retelling a full story (beginning, middle and end). Asking questions to find out more and to check they understand what has been said to them. "What does that mean?" "Why did they do that?" Be able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions. 	<h2 style="text-align: center;">Personal, Social and Emotional Development</h2> <p>We will be:</p> <ul style="list-style-type: none"> Able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas. Playing with other children extending and elaborating play ideas. Building constructive and respectful relationships. Making healthy choices about food, drink, activity and tooth brushing. Talking about right and wrong and the consequences involved. Happy to have a go at a task and understand that we learn from mistakes.
<h2 style="text-align: center;">Physical Development - Move</h2> <p>We will be:</p> <ul style="list-style-type: none"> progress towards a more fluent style of moving, with developing control and grace. Experimenting with different ways of moving and with actions at different levels. Moving around as different characters or animals to the music. Increasingly able to use and remember sequences and patterns of movements. Experiment with different ways of moving a ball with different body parts (co-ordination) Working with friends in a team. Forming most letters accurately using correct pencil grip. 	<h2 style="text-align: center;">Literacy - Write</h2> <p>We will be:</p> <ul style="list-style-type: none"> Developing the foundations of a handwriting style. Forming recognisable letters with some formed correctly. Identifying and writing medial sounds heard in words. Writing the sounds in CVC words in the correct order Writing labels or captions. Using Read, Write, Inc knowledge to write unfamiliar words.
<h2 style="text-align: center;">Expressive Arts and Design</h2> <h3 style="text-align: center;">Create and Perform</h3> <p>We will be:</p> <ul style="list-style-type: none"> Using particular colours to paint pictures – e.g. Green for a tree, brown for certain animals etc. Joining materials using, tape, glue and split pins with support. Learning how to mix paints to make certain colours. Choosing and using different materials for different effects Using different cut of materials / papers to make a simple image. Singing and playing an instrument along with a song. Sharing their ideas and perform their work to others with adult support. 	<h2 style="text-align: center;">Literacy - Read</h2> <p>We will be:</p> <ul style="list-style-type: none"> Talking about a story and are able to identify main characters, settings and main events. Beginning to use the vocabulary and story language from previous texts. Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Maths – Count, Shape and Measure

We will be:

- Linking the number symbol (numeral) with its cardinal number value up to 10.
- Exploring odd and even numbers through use of numicon.
- Comparing numbers within 10. Use a number track to support identifying more or fewer.
- Learning the 'one more than/one less than' relationship between consecutive numbers.
- Finding different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon.
- Beginning to spot doubles.
- Understanding composition of 5 and start to recall number bonds to 5.
- Continuing, copying and creating repeating patterns.
- Comparing length, weight and capacity.
- Talking about and exploring 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understanding of the World – Investigate

We will be:

- Exploring and talking about how they have changed from being a baby.
- Sorting objects/images into old and new and begin to use vocabulary link to history topic.
- Talking about how children and adults are different.
- Talking about some religious stories.
- Identify some of their own feelings in the stories they hear.
- Identify a sacred text e.g. Bible
- Identify and sort different materials to be recycled.
- Recognising and naming parts of a plant.
- Learning how certain plants grow and correctly sequence the growth patterns.
- Noticing and talk about the changes that happen to plants as they grow.
- Exploring how magnets work and use this to sort what is or isn't metal.
- Following a simple map, as a group, to help find objects/features around school and understand what maps can be used for and why we have maps
- Talking about the local environment using geographical vocabulary: village, farm, house, shop, church.

Kind regards,

Miss Ryan and Miss Wilson