



Curriculum Newsletter Spring 1

Reception

Growth Mindset mantra	Everything new takes time to learn
This Half Terms Topic/Themes	This Half Term our key topic is 'Where we live'. We are looking at Ramsbottom and learning where this is. We are learning about maps and globes and how we use these. Our Topic Area is Ramsbottom, where the children can find shops, cafes and the class have already worked as a team to make Peel Tower.
Maths	<ul style="list-style-type: none"> • Name and Compare 2D and 3D shapes. • Link the number symbol (numeral) with its cardinal number value • Subtising quantities to 10. • Count out up to 10 items from a collection. • Start to discuss addition and subtraction problems as real life situations. • Break numbers into the whole number and parts. • Can talk about how many are missing from an amount without seeing them removed. • Use 'odd an even' in discussions about numbers. • To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).
Literacy	<ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. • Begin to read and write using some Level 3 phonic knowledge. • Read Level 2 Tricky words • Orally compose a short caption or phrase, try to hold in memory and write with support. • Spell Level 2 VC and CVC • Beginning to learn upper case letters and how they are formed. • Understand writing from left to right formation Level 2 letters correctly. • Focus on correct pencil grip. • Begin to show control in letter size
Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Know how to stay safe around electricity. • Know who they can trust and understand the term 'stranger danger'. • Name different types of machines and vehicles. • Know some vocabulary to describe different bodies of water (sea/ocean, lake, river, pond) • Know the name of their school and the place where they live • Know some vocabulary to describe the characteristics of different places (hill, field, building, road, house, old) • Create their own map and represent some of the features they notice. • Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning. • Talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes • Recognise some features on a map and know it is a picture of a place. • Beginning to use modelled directional vocabulary when describing features in the surrounding environment ..

Physical	<ul style="list-style-type: none"> • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming • Correctly Form Long Ladder Letters. • Begin with basic moves and develop better co-ordination of movements. • Practice running movements, hand-eye co-ordination and basic motor skills • Develop a range of skills including agility, balance, co-ordination, skipping, hopping, kicking and more.
Communication and Language	<ul style="list-style-type: none"> • Use new vocabulary in different contexts. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words • Engage in non-fiction books. • Ask questions to find out more and to check they understand what has been said to them • Understand post-modified sentences to help their ability to relate back a new piece of information e.g. the car winning the race, is red. • Use superlatives: Biggest and Tallest.
Personal, Social and Emotional	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Understand that challenges can be difficult • Resilience • Recognise some of the feelings linked to perseverance • Recognise how kind words can encourage people
Expressive Art and Design	<ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials e.g. paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage. • To know that the beat is the steady pulse of a song. • To recognise music that is 'fast' or 'slow.' • To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.