

# Reception Spring 2: The World and People Around Us

## Curriculum connections

1

### English

Continue to build a rich vocabulary through 'Word of the Week' and learn by heart a number of nursery rhymes such as; Horsie Horsie, Hot Cross Buns, Jack & Jill and Miss Polly had a Dolly. Listen to a variety of stories that link with our topic and as part of our book spine.

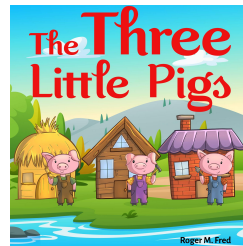
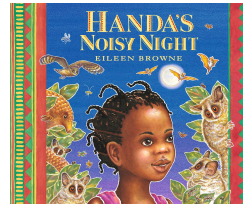
1

Join in repeated refrains and suggest what could happen next. Use story language to confidently retell core texts such as Handa's Noisy Night and The Three Little Pigs.

1

Read books to build confidence in word reading, fluency, understanding and enjoyment.

Write letters fluently using the Read Write Inc. handwriting rhymes, form lowercase and capital letters correctly and begin to write short sentences with words with known sound-letter correspondences including a capital letter and full stop.



1

### Maths

Continue to recall number bonds for numbers to 5 and some number bonds to 10.

1

Compare numbers to 10 using 1 - 1 correspondence.

Make comparisons using key vocabulary of more than, fewer than and same.

Begin to compare two quantities and progress to ordering three or more quantities.

Identify 2D and 3D shapes by name.

Explore similarities and differences between 2D and 3D shapes.

Sort shapes according to what they notice.

1

### Understanding the World

Recognise that people have different beliefs and how special times are celebrated in different ways.

1

Look at people from different cultures and communities and have an understanding of their immediate environment, including drawing information from a simple map, knowing about places in the world that contrast with locations they know well and recognising some similarities and differences between life in this country and life in other countries.

1

Use relevant, specific vocabulary to describe contrasting locations. Begin to explore and discuss the natural world around them. After close observation, draw pictures of the natural world, including animals and plant.

1

Reflect on the immediate natural world around them and compare to contrasting environments around the world, highlighting similarities and differences.

1

Learn that an algorithm is a set of instructions to carry out a task in a specific order when programming a Bee-bot.

1

### Expressive Art and Design

Develop colour-mixing techniques and match to the colours they see and want to represent.

1

Use a range of materials with care and precision.

Share creations, explaining the process they have used.

Learn about the artist Henri Matisse and share work inspired by him.

Build a repertoire of rhymes and confidently perform the rhyme of the week, familiar stories and their own inventions on the stage area outside as well as using the puppet theatre and book corner inside as locations to express themselves.

Continue to learn simple songs with actions.

Explore a wider range of notes and begin to understand which sounds are higher than others, using their hands to indicate high and low when singing.

Take it in turns to sing on their own in call and response songs.



# Reception Spring 2: The World and People Around Us

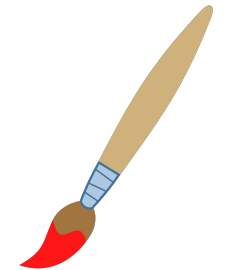
## Curriculum connections

### 1 Personal, Social and Emotional Development

- 1 Show understanding of others feelings. Set and work towards simple goals.
- 1 Demonstrate key skills of waiting for what they want and be able regulate their behaviour accordingly.
- 1 Explain the reasons for the school and classroom rules. Continue to develop knowledge of right from wrong and try to behave accordingly. This will support children to work and play cooperatively with their peers and take turns with others. Develop an understanding of how others help us and identify these special people. The Jigsaw topic "Healthy Me" will be explored including learning how we can exercise our bodies, the benefits and importance of physical activity, health food and sleep, as well as keeping clean and staying safe.

### 1 Physical Development

- 1 Negotiate space and obstacles safely with consideration for themselves and others, including combining different movements energetically with ease and fluency such as running, jumping, hopping, skipping and climbing.
- 1 Continue to develop the foundations of a handwriting style which is fast, accurate and efficient.
- 1 Continue to develop fine motor skills to use a range of tools competently, safely and confidently - tools such as pencils, paint brushes, scissors, forks and spoons - which will support their accuracy and care when drawing and painting.



### 1 Communication and Language

- 1 Engage in non-fiction books, make comments about what they've heard and ask questions to clarify their understanding.
- 1 Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. Retell stories and develop a deep familiarity with texts. Use talk to help work out problems and organise thinking and activities, and to explain how things work. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

### 1 Spanish

- 1 **La oruga hambrienta** Learn names of fruit and classroom instructions. Work towards making conversation about fruit. First use of the indefinite articles (UN). **Story focus: The Very Hungry Caterpillar.**

### 1 Spiritual, Moral, Social and Cultural Development

- 1 WC 5th March World Book week
- 1 WC 11th March - Come Learn with Me
- 1 15th March - Comic Relief - Dress for Joy
- 1 WC 25th March - Holi Festival
- 1 WC 25th March - Easter Celebrations