


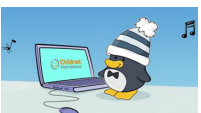





## Our Reception Curriculum – Spring 1

<b>Lens</b>	Society
<b>Topic</b>	People who help us in our community
<b>English Core Texts</b>	People who help us (non-fiction texts), The Three Little Pigs, Supertato
<b>Additional Texts (Spine Books)</b>	When we are fast asleep, Rapunzel, The Gruffalo, Aliens Love Underpants, We are going to find the monster, The Very Hungry Caterpillar
<b>Songs</b>	A Sailor went to Sea To Celebrate the New Year (Chinese New Year) Little Engine I am a Firefighter Five Little Ducks Five Little Peas
<b>Personal, Social and Emotional Wellbeing</b>	<ul style="list-style-type: none"> <li>• Building constructive and respectful relationships.</li> <li>• Listening to others and asking appropriate questions.</li> <li>• Continuing to develop a sense of responsibility and membership for their class and wider school community.</li> <li>• To manage their feelings socially and emotionally.</li> <li>• To know and say how they are feeling and to use taught techniques to help calm themselves down when needed (Zones of Regulation).</li> </ul> 
<b>Mathematics</b>	<p><b>Maths Mastery</b></p> <ul style="list-style-type: none"> <li>• Subitise within 5 focusing on the pattern</li> <li>• Match numerals to quantities within 5</li> <li>• Counting - focus on ordinality and 'staircase' pattern</li> <li>• Compare sets and use</li> <li>• Focus on 5</li> <li>• Focus on 6 and 7 as '5 and a bit'</li> <li>• Compare sets and use language of comparison</li> <li>• Make unequal sets equal</li> </ul> <p><b>Power Maths</b></p> <ul style="list-style-type: none"> <li>• Shape</li> <li>• Exploring patterns</li> <li>• Measure</li> </ul> 
<b>Understanding of the World</b>	<p>To talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> <li>• People who help us in our community - teachers, doctors, vets, police officers, fire service</li> <li>• People who help us at home.</li> </ul> <p>To draw information from a simple map</p> <ul style="list-style-type: none"> <li>• Using a map to locate objects around the school</li> </ul> <p>To understand the effect of changing seasons on the natural world around them.</p> <ul style="list-style-type: none"> <li>• Daily teaching of weather conditions using weather charts, days of the week, dates and year</li> </ul>

	<p><b>Investigation focus:</b> Sensory exploration of touch, smell, sight, taste and sound</p> <p><b>Religious Education:</b> Origin - How do we know? <b>(New Barnet Scheme)</b></p> <p><b>Educational Visit:</b> Little City, visiting 'People Who Help Us' in our school community, fire engine visit, police visit</p>	
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Use of everyday technology in role-play settings - computer, telephone, iPads.</li> <li>• Online safety.</li> </ul> <p><b>Kapow Primary scheme:</b> Computing systems and networks: Exploring hardware (continuous provision) Using an iPad to take pictures.</p> <p><b>Online safety:</b> Smartie the Penguin (revisited at different points in the year)</p>	
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Create and make use of props and materials when role-playing characters in familiar narratives and stories.</li> </ul>	
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Develop overall body strength, coordination, balance and agility through gross motor skills activities.</li> <li>• Continue to develop the use of the tripod pencil grip to develop a fast and accurate handwriting style.</li> </ul> <p><b>Physical Education:</b> Ball Skills Unit 2 <b>(Get Set 4 P.E.)</b> Dance Unit 1 <b>(Get Set 4 P.E.)</b></p>	