



## Reception Curriculum Overview Spring 2 Term 2020- 21



### Topics: 'Animals'

Below are some of the main learning objectives from the **Foundation Stage curriculum** that we will begin to cover and assess.

<u>Literacy</u>	<u>Mathematics</u>
<p><b>Phonics</b></p> <ul style="list-style-type: none"><li>➤ We will complete phase 3 phonics in the first week and use the rest of the term to recap any sounds that the children have found tricky.</li><li>➤ We will be focussing on developing their sentences and using their phonics to read and write bigger (polysyllabic) words</li></ul> <p>Phonics will continue to be taught every day. <b>Below are the Phase 2 and 3 phonic sounds; please go over these with your child daily.</b></p> <p>Phase 2 - s, a, t, p i, n, m, d g, o, c, k, ck, e, u, r h, b, f, ff, l, ll, ss TW/ HFW- the, to, no, go, I, he, she, we, me, be</p> <p>Phase 3 sounds; j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, er</p> <p>TW/ HFW- was/ you/ they/ her/ all/ are/ my</p> <p>Children will also be learning the trigraphs - ear, air, ure</p> <p>We will be consolidating all taught sounds and beginning to teach 2 syllable words.</p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"><li>-We will be discussing a range of stories related to the topic such as <b>Dear Zoo, Giraffe's Can't Dance, Rumble in the Jungle, Monkey Puzzle and Handa's Surprise.</b></li><li>-Children will have the opportunity to ask questions, retell stories and use drama to act out main events.</li></ul> <p><b>Reading</b> <b>Children will;</b></p> <ul style="list-style-type: none"><li>-match captions with pictures</li><li>-read longer sentences and talk about content</li><li>-begin discussing use of speech marks</li><li>-create character voices/ expressions</li><li>-create alternate endings</li></ul> <p><b>Writing</b> <b>Children will;</b></p> <ul style="list-style-type: none"><li>-Segment and blend when writing simple words</li><li>-try to write captions/ simple sentences</li><li>-use connectives in sentences</li><li>-use phase 3 sounds in writing</li><li>-using adjectives in sentences</li></ul> <p>*The above will be modified depending on children's misconceptions.</p>	<p>Alongside structured teaching, children will have the opportunity to access a range of maths activities and games independently. These activities will focus on the following;</p> <p><b>Number</b></p> <ul style="list-style-type: none"><li>- beginning to find different ways of making 10</li><li>- forming numbers correctly</li><li>- using different methods to add and subtract to 10</li><li>- beginning to add and subtract by counting forwards and backwards</li><li>- comparing groups and amounts to 10</li><li>- beginning to understand place value</li></ul> <p>We will continue to recap the above as this will help children master the different strategies that have been taught.</p> <p><b>Shape, space and measure</b></p> <ul style="list-style-type: none"><li>- identifying 2d and 3d shapes</li><li>- describing 2d and 3d shapes</li><li>- identifying shapes in our environment</li><li>- comparisons between shapes</li></ul> <p><b>Using &amp; Applying</b> Children will be accessing these objectives through child initiated activities and adult directed activities.</p> <p>We encourage parents and carers to support their children through fun and interactive activities rather than worksheets.</p> <p>*The above will be modified depending on children's misconceptions.</p>



### Understanding the world

In line with our topic, children will be focusing on Animals.

Children will also:

- explore differences in animals
  - research facts about their favourite animals
  - Talk about their habitats
  - explore the environment they live in
  - talk about favourite animals
  - have the opportunity to create animal pictures using ICT tools
  - discuss how environments vary
  - We will design our own environment and research ways of keeping the environment healthy.
- read the Easter story and talk about other celebrations
- discuss similarities and differences

### Philosophy religion and ethics education

#### **Focus:**

Children will have the opportunity to explore; **Integrity**  
-Go over scenarios at school where we can show integrity  
-we will discuss the meaning of integrity (showing honesty and telling the truth)

#### **Personal, Social & Emotional development**

Children will be encouraged to;

- working in groups to carry out activities and share ideas
- develop confidence to try working on different tables

#### Remote wellbeing

- Discussing our feelings
- Managing our feelings and finding different ways to calm ourselves
- Mindfulness

### Expressive Arts and Design

Children will have the opportunity:

- create animal movements
- create animals dances
- recreate dances from *Giraffe's Can't Dance*
- exploring a range of media (paint/ chalk/ collage)
- create props for our role play
- use drama to act out stories
- play with musical instruments
- sing a range of animal songs/ rhymes

(many of the dance and movement activities will be incorporated in our PE sessions)

### Health and Well-Being

#### Physical development

##### **Moving and Handling**

Focus will be on;

- holding a pencil correctly
- hand and eye coordination
- forming recognisable letters and numbers
- we will be focusing on our aiming skills.
- over arm and under arm throwing
- hitting/batting a ball
- obstacle courses involving travelling through/ over and under PE equipment
- developing Gross Motor Skills

##### **Health and Self Care**

Focus will be on;

- exploring importance of recycling
- health and hygiene
- discussing why it is important to stay hygienic

Regards  
**EYFS Team**

**Class Teachers: Miss H Parmar and Mr T Burns**