



Reception Curriculum Information for Parents

Spring 1 - 2023 Look What I Found!



This half term we will research local North East inventors and develop our science knowledge to create our own inventions using lots of large-scale modelling and construction.

Spring 2 - 2023 Where Will My Wellies Take Me?



This half term we will explore the outdoor environment, looking at changes to the seasons, life cycles and plant growth.

Phonics and Spelling

Knowledge and Key Skills:

- I can recognise the sounds in simple CVC words and can blend the sounds to read the whole word. E.g. c-a-t = cat
- I know that a 'digraph' is two letters making one sound 'sh'.
- I know that a 'trigraph' is three letters that make one sound 'igh'.
- I can recognise and say all of the sounds from Read Write Inc. Set 2 (ay ee igh ow oo ar or air ir ou oy).
- I can blend sounds to read words containing Set 2 sounds with increasing accuracy.
- I can read many common decodable words on-sight e.g. it, is, in, mam, dad.
- I can recognise the non-decodable High Frequency words 'he', 'she', 'me', 'be', 'was', 'you', 'they', 'all', 'are', 'my'.

Reading

Knowledge and Key Skills:

- I can say each of the sounds in a short word like "cat". When you say each of the sounds like "c-a-t" I can put the sounds together and tell you the word.
- I can read short sentences which are made of up words like 'the' 'and' and words that I can say each of the sounds in like 'hat' 'dog'.
- I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you.
- When I am interested in things, I can look in books or on websites to find out more things.

Writing

Knowledge and Key Skills:

- I know that when I say a word you can write it down and that the letters you use make up the word I have said.
- Sometimes I write the right letter with the sound I make as I say the word.
- I can write labels for things during my play
- I can write short sentences using the letter sounds I know.
- I am beginning to use a capital letter and a full stop during focused literacy tasks.

Mathematics

Knowledge and Key Skills (Number):

- I can form numerals 0-9 correctly using the correct orientation
- I can compare equal and unequal groups
- I can use vocabulary; 'more', 'add', 'less', 'takeaway' 'equal to'.
- I use quantities and practical objects to find an answer.
- I can use different techniques when journaling my answers.
- I can match the correct numeral (number symbol) to the right amount, e.g. I can play 'snap' where some cards have numerals, and some have dot arrangements.
- I can compare numbers of items.
- I understand the 'one more than/one less than' relationship between consecutive numbers.
- I am learning about how numbers are made up of other numbers up to 10, e.g. 3 and 3 makes 6. This is called composition of number.
- I can compare and discuss mass, capacity and length.
- I know and can say number bonds for numbers 0-5
- When I am playing I can use words such as "under", "behind", "on" or "in" to tell you the position of myself or objects.

Early Science

Knowledge and Key Skills:

- I can begin to use simple equipment to investigate.
- I can ask questions to further develop my understanding.
- I can recognise differences in materials and objects.
- I can compare different materials and identify what some things are made from. I can name wood, plastic and metal.
- I can investigate to find out if materials are strong and waterproof.
- I can recognise and match some common garden plants and leaves.
- I can identify the main parts of a plant: leaf, stem, petal, roots.
- I can talk about how things, like flowers or buildings look the same or look different.
- I can talk about the patterns in things I see around me, like bricks or leaves.
- I understand that the seasons change and have an effect on the natural world, including plant growth and animal life cycles.

Activity Ideas:

Explore and compare different everyday materials to design and make their own invention following their play ideas and interests.

Art and Design

Knowledge and Key Skills:

- I can use pencils to explore different lines and shapes.
- I can make anti-clockwise circle marks and lines that go down and up and up and down.
- I can mix my own paint using powder or ready mixed paints.
- I can recognise and name some primary and secondary colours.
- I can create a repeating pattern in print.
- I can identify key parts of an artist's picture and talk about what I can see.
- I can use colour and movement to represent moods in art work.

Activity Ideas:

Create observational drawings of plants or mini-beasts.
Create Easter inspired art using repeated printing patterns. Study the art of Franz Kline to create an abstract piece of art, using colour mixing techniques.

Design and Technology

Knowledge and Key Skills:

- I can choose the things I want to use to make something.
- I can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things when inventing.
- I choose to use either my left hand or my right hand more to hold things like a pen, pencil, paintbrush or scissors.
- If my ideas don't work, I can choose something else or change the way I do something.
- I can return to and build on my previous learning, by refining my ideas and developing ways to represent them.

Activity Ideas:

Design and make projects linked to local History following the children's interests. Eg. William Armstrong (Northumberland) - hydraulic machinery

Physical Education

Knowledge and Key Skills:

- I can use a range of movements with ease; rolling, crawling, walking, jumping, running, skipping, hopping, climbing
- I can respond quickly to changes of speed and direction.
- I have the body strength, coordination and balance to engage in future PE and physical disciplines like dancing, swimming and gymnastics.
- I am confident using a range of large and small equipment safely indoors and outdoors.
- I am learning how to develop a handwriting style which is fast, accurate and efficient. At this stage, getting the process right ('round-up-down' when I write the letter 'd') is more important than neat presentation.

Personal Development

School values: D-R-E-A-M-S

E – Enthusiastic

Exploring difference: our likes and interests

Celebrating difference: our achievements and knowledge

E – Empathetic

Recognising and responding to the feelings of others

Helping others less fortunate – friends in Uganda

A – Attitudes

Attitudes to learning and friendships.

Exploring feelings and dealing the emotions.

A – Aspirations

Going for Goals

The rights of every child.

Computing

Knowledge and Key Skills:

- I can save my own digital content.
- I can use a range of simple websites.
- I can take a photo using iPads and cameras.
- I can record simple sounds and create sound effects.
- I can use my own log on and password safely.
- I can begin to explore the use of early coding by following and giving instructions to my peers and explore the use of Beebots.

Religious Education (Special Books, Special People and Special Times)

Knowledge and Key Skills:

- I can say why something is important or of interest to me.
- I can use words like first, next and then to order events in a story.
- I can begin to ask questions and find an answer which makes sense.
- I can look in books or websites to find out more things about something that interests me.
- I understand that some places are special to members of my community.
- I understand that people have different beliefs and celebrate special times in different ways.

Activity Ideas:

Change and growth in the natural world.
Bible story – 'Creation' and the Easter Story
Exploring life and loss.
Holi theme day (Hindu Festival of colour)

Early Geography

Knowledge and Key Skills:

- I enjoy exploring the natural world.
- I can describe what I see, hear, feel when I am outdoors.
- I can recognise simple seasonal changes and begin to name the seasons.
- I can show understanding of a simple weather chart, select appropriate weather symbols and use a range of early vocabulary.

Activity Ideas:

Simple local environment studies within Forest School.
Plant seeds and observe growth and change over time.

Early History

Knowledge and Key Skills:

- I can use vocabulary and phrases; old, new and a long time ago.
- I can compare and discuss old and new objects and pictures.
- I can talk about, sort and sequence images of change and growth.
- I can answer questions about special artefacts.
- I can talk about objects from the past and their features.

Activity Ideas:

Study the growth and change of simple life cycles e.g. frogspawn to frog, egg to caterpillar, bulb to flowering plant.
Compare and order artefacts - look at how inventions have evolved over time e.g. telephones, Hoover.

Music

Knowledge and Key Skills:

- I can copy and continue simple sound patterns using 2-3 sounds.
- I recognise different moods in music.
- I can listen attentively to, move to and talk about music, expressing my feelings and responses
- I can sing in a group or on my own, matching the pitch and following the melody.

Activity Ideas:

Compose a piece to represent the weather or season.