


We are adventurers! Reception Spring 1 – Curriculum Plan



Our vision: ‘Life in All its Fullness’ (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community. Children are encouraged to develop strong aspirations educationally, socially, morally and spiritually with a desire to make a positive difference in the world.

<p><u>PSED (Personal, Social and Emotional Development)</u></p> <p>Making Relationships Plays and works cooperatively with others in a familiar group; taking turns, listening to and taking account of other's ideas. Can resolve some conflicts without adult support.</p> <p>Self confidence and self awareness Confident to try new activities. Can say why they do and don't like some activities. Confident to ask and answer questions in class group. Can talk about things that they like about themselves.</p> <p>Managing feelings and behaviour Plays and works cooperatively with others in a familiar group; taking turns, listening to and taking account of other's ideas. Can resolve some conflicts without adult support. Aware of boundaries and behavioural expectations in the setting. Can manage own behaviour in different situations e.g. following expectations when on a trip or out and about with family.</p>	<p>In this sequence of learning, children will embark on a series of adventures designed to spark their imaginations and develop their communication skills.</p> <p>They will share stories which transport them to many different places. Inspired by these, the children will be encouraged to try out lots of new things for themselves.</p> 	<p><u>CL (Communication and Language)</u></p> <p>Listening and attention Maintains attention and listens attentively in class and whole school situations; showing recall, answering questions and responding to what they have heard. Can listen and respond to multi-step instructions Can listen and do for a short span.</p> <p>Understanding Working at least at band 9 for Understanding on Well Comm screening. Listens to ideas expressed by others in conversation or discussion in class and whole school situations. Able to follow a story without pictures or props. Can understand and respond to how and why questions about stories and experiences. Can listen and respond to multi-step instructions.</p> <p>Speaking Working at least at band 9 for Speaking on Well Comm screening. Uses talk to sequence events. Uses talk to share ideas and organise activities. Mostly accurate use of past, present and future forms. Uses talk to clarify thinking when responding to how and why questions about stories. Shows some understanding of listeners' needs.</p>	<p><u>PD (Physical Development)</u></p> <p>Moving and Handling Experiments with different ways of moving and combines movements. Travels with increasing confidence and skill around, under, over and through balancing and climbing equipment. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Uses simple tools with increasing control to effect changes to materials eg uses scissors accurately to cut effectively, use clay tools to mould clay etc. Can hold pencil effectively and use it to correctly form most of the letters that have been taught.</p> <p>Health and self-care Can talk about foods that are healthy and demonstrates an understanding that eating a variety of food can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks independently. Shows understanding of how to transport and store equipment safely independently. Can change for PE independently.</p>
<p><u>Literacy</u></p> <p>Reading Can segment the sounds in simple words and blend them together and knows which letters represent most of them. Gives the sound when shown most Phase Two and Phase Three graphemes. Can blend and read CVC words (i.e. single-syllable words consisting of Phase Two and Phase Three graphemes) Can read most of the tricky words the, no, to, I, go, he, she, we, me, be, was, my, you, her, they, all, are. Can complete a rhyming string. Is at least 40-60 D2 for all strands of Communication and Language.</p> <p>Writing Links sounds to letters, naming and sounding the letters of the alphabet. Can segment the sounds in simple words and blend them together and knows which letters represent most of them. Can hold pencil effectively and form many phase 2 and 3 graphemes. Can write many tricky words such as the, no, to, I, go, he, she, we, me, be, was, my, you, her, they, all, are. Can independently apply phonics knowledge to write for a purpose. Writes own name and other things such as labels, captions.</p>	<p><u>Maths</u></p> <p>Numbers Beginning to count objects and actions beyond 10. Estimates how many objects they can see and checks by counting them. Finds one more or one less from a group of up to ten objects. Finds the total number of items in two groups by counting all of them. Can order numerals 0 to 10. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Shape, space and measure Uses everyday language related to time. Can create and describe simple repeating patterns. Beginning to use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems independently in meaningful contexts.</p>	<p><u>UW (Understanding the World)</u></p> <p>People and communities Can talk about past and present events in their own life and the lives of people who are important to them. Can talk about similarities and differences between themselves and others. Is at least 40-60 D2 for Making Relationships. Is at least 40-60 D2 for Speaking and Understanding.</p> <p>The world They talk about the features of their own immediate environment and how environments might vary from one another. Is at least 40-60 D2 for Speaking and Understanding.</p> <p>Technology Uses a range of ICT hardware to interact with age-appropriate computer software.</p> <p><u>EAD (Expressive arts and design)</u></p> <p>Exploring and using media and materials Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures.</p> <p>Being imaginative Plays cooperatively as part of a group to develop and act out a narrative. Can talk about how they have made something and explain why they have chosen to use particular materials and / or techniques.</p>	<p><u>Religious Education</u></p> <p><i>Why do we visit the church?</i></p> <p><i>Superheroes</i></p> <p>Belonging and Community I know that my school is a Church School and part of a wider Church community. I can talk about the place I live.</p> <p>Celebration I can talk about ways in which people celebrate Eid, Ramadan, Diwali and other special times.</p> <p>Is at least 40-60D2 for all strands of CL</p>
<p><u>Community</u></p> <p>How can I help my local community?</p> <ul style="list-style-type: none"> Litter campaign—looking after our local environment Work with Parish council to improve local facilities to make us safer e.g. streetlighting and fencing 	<p><u>Trips/ Visitors/ Celebrations</u></p> <ul style="list-style-type: none"> Frankley Community Library—Storyteller Chinese New Year Trip to !St. Johns church—Ladywood Safer Internet Day 	<p><u>British Values</u></p> <ul style="list-style-type: none"> Tolerance and Mutual Respect—Chinese New Year 	<p><u>SMSC</u></p> <p>Social and Moral— Community work (Litter/ fencing, etc), Safer Internet day Spiritual—Class Collective Worship, Trip to St Johns Cultural—Chinese New Year</p>

honesty patience joy forgiveness tolerance thankfulness respect kindness friendship gentleness love hope