



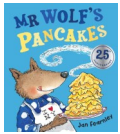


| Reception Curriculum Overview Spring 1 | | | | | | Theme Once Upon a Time | |
|---|---------------|---|---|--|---------------------------------|---|---|
| <u>Intent</u> The children are learning about three traditional tales. The topic will allow the children to explore Jack's adventures at the top of the beanstalk. They will learn about Goldilocks' mischievous ways and help the Three Little Pigs build strong houses. | | <u>Implementation</u> We are going to immerse ourselves in the texts through role play, sequencing, and a variety of written genres. Children will develop their knowledge of beans through the use of non-fiction texts and growing their own beans. This will allow them to develop their knowledge of how things grow. Measure will be a focus this term when we learn to measure beanstalks and compare capacity in porridge bowls. | | <u>Impact</u> Reception children will be applying their phonic knowledge to their reading and writing. They will begin to write sentences and read short sentences matched to their phonic knowledge. They will be confident to use maths vocabulary to describe and compare measures. They will be able to retell the stories they have learnt and reenact the stories in their play. | | <u>Celebration</u> We will celebrate POW projects and invite parents to our POW gallery. Children's achievements will be shared and celebrated on Tapestry. | |
| Weeks | | 1 | 2 | 3 | 4 | 5 | 6 |
| Focus of the week | | Jack and the Beanstalk | | Goldilocks and the Three Bears | | Chinese New Year The Three Little Pigs | Pancake Day Valentines Day Mrs Wolf's Pancakes |
| Book/Texts | |   | |  | |  |  |
| Role Play | | Home corner with a large Beanstalk next to it to replicate Jack's house. Aprons for the kitchen and magic beans in bags. | | Three different sized chairs, bowls and bears for children to roleplay in the Three Bears' Cottage. | | Pig and wolf masks and costumes. Building hats, high vis jackets, cones around the house for children to roleplay the three pigs building their house. | |
| Music and Songs | | I know what pulse is I can clap the syllables in my name. | | I know what rhythm is I can sing a range of nursery rhymes and familiar songs | | I know what pitch is I can talk about how music makes me feel | |
| Communication and Language | | I can listen to longer stories | | I can retell a story. | | I can answer questions about a story to show my understanding. | |
| Personal, social and emotional development | | I can choose my own resources to help me with my learning. | | I can try new activities I don't usually do. | | I can complete a three activities in the week. | |
| Physical Development | PE-Gymnastics | I can roll and move in different ways. | I can create a sequence with a partner. | I can climb and travel on apparatus | I can jump safely off apparatus | I can move in different ways on apparatus. | I can create a sequence of movements on and off apparatus. |
| | | Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing | | Progress towards a more fluent style of moving, with developing control and grace. | | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics | |
| | Handwriting | Harder letters j y | Harder letters g q | Harder letters b p | Harder letters k v | Harder letters s r | Harder letters f x |

| Weeks | 1 | 2 | 3 | 4 | 5 | 6 |
|---|--|---|---|--|--|---|
| Literacy | Character description | Setting description | Wanted posters | Sorry Letter | Story retelling and act-ing.-Sequencing the story | Instructions |
| Phonics | Tricky Witch oo | Brown Owl ow | Green Froggy ee | Black Cat ur | Angry Red A ai | Black Cat or |
| Maths | Length and height-can you measure the beanstalk. Can you measure the gi-ants footprints? | Time How quickly can you run away from the Giant? | Compare mass and capacity How much of the Bear's porridge is left? | Introducing 0 Comparing numbers to 5 | Making 4 and 5 | 6, 7, 8 |
| Understanding the World | I can compare characters from a book.. | | I can map out my journey to the woods. I can get simple information from a map of my local area. | | I understand that I live in Kingscliffe and that I live in England. | |
| Expressive Arts and Design | I can mix colours intentionally to achieve the colour I would like e.g. orange, green, purple. Can you mix the colours to make a green beanstalk? Can you mix the colours to make a purple castle? | | I can create recognisable pictures of Goldilocks when creating wanted posters. | | I can act out the story of the Three Little Pigs in my play. | |
| RE Celebrations How do people celebrate? Hinduism | Celebrating New Year | Chinese New Year | | Persian New Year | | Holi - a Hindu festival |
| PSHE Dreams and Goals | Challenge | Never giving up | Setting a goal | Obstacles and support | Fight to the future | Award ceremony |
| Outdoor Learning | Beanstalk growing- What does you bean need to grow into a beanstalk? | Bean diary- Can you draw what has happened to your beanstalk? | Identify the signs of winter- How has the season changed from Autumn to Winter? Use your senses to identify the changes. School walk-experiencing weather-rain/snow/ice | Exploring maps through story telling. Can you identify different features of the woodland map? Where is Goldilocks house? Where is the Bear house? Can you see a pond/cave/path etc. | Can you explore a real wood? What features can you see? Is our lock wood like the woodland in the stories we read. Can you collect sticks to build a house for the three Pigs? | Pancake races-How fast can you run with your pancake? Can you flip the pancake? |
| Mid-week munch | Bean tasting and voting- What bean is your fa-vourite? Baked beans, jelly beans, kidney beans, broad beans | What do the golden eggs taste like? Can you make scrambled egg? Can you observe what happens when we mix the ingre-dients together? Scrambles egg | Can you make breakfast for the Three Bears? Can you observe what happens when we mix the ingredients together. Porridge/breakfast items | Can you observe what happens when we melt and cool the chocolate to make the three Bears a sorry gift? - Heart chocolates | Can you observe what happens when we mix the ingredients together to make pink pig angel delight? Angel Delight | Can you help Mr wolf make pancakes? Pancakes |
| Class Enrichment | Now Press Play | | Now Press Play | | Now Press Play | |
| Whole School Enrichment | | | | Chinese Dragon Workshop | | |