



# Reception Topic Overview Spring 1

## Traditional Tales

### Texts

- The Three Little Pigs
- Little Red Riding Hood
- Jack and the Beanstalk
- Goldilocks and the Three Bears
- Welcome to our World (diversity book)



### Religious Education Special Places

- To begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship.

### Communication and Language

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

### Personal, Social and Emotional Development Similarities and Differences

- Talk about similarities and differences between themselves.
- Be sensitive towards others and celebrate what makes each person unique.
- Recognise that we can have things in common with others.
- Name special people in their lives.
- Use speaking and listening skills to learn about the lives of their peers.
- Know the importance of showing care and kindness towards others.

### Physical Development

#### Gross Motor

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

#### Fine Motor

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

#### PE – Dance

- Develop overall body-strength, balance, co-ordination and agility.
- Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, hopping, walking, skipping, jumping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Combine different movements with ease and fluency.

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### Literacy

- To learn the new sounds **ai ee igh oa oo oo ar or ur ow oi ear air er**
- To learn words with double letters
- To read longer words
- To read the tricky words **was you they my by all are**
- Engage in story times
- Learn new vocabulary
- Use new vocabulary through the day.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Learn Phase 3 sounds.
- Read Spring 1 tricky words.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.
- Develop the foundations of a handwriting style which is fast, accurate and efficient

### Understanding the World

- To explore the natural world around them.
- To draw information from a simple map.

### Maths

#### Mastering Number

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers
- understand that two equal groups can be called a ‘double’ and connect this to finger patterns
- sort odd and even numbers according to their ‘shape’
- continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern
- order numbers and play track games
- join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

#### White Rose Maths

- Explore 3D shapes

### Expressive Arts & Design

#### Art

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.