



## Reception Curriculum Information

### Spring 1 2020

#### Let's Invent!



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

### Spring 2 2020

#### How Does Your Garden Grow?



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 e.g. 'sh'.
- I know that a 'trigraph' is three letters that make one sound e.g. '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 tell you lots of words that rhyme with a word like "hat".
- 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" or "and" and words that I can say each of the sounds in like "hat" or "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 to sell when I am playing "shops".
- I can write a short caption, like "my big car" to tell you what I have made with boxes.

### Mathematics

#### **Knowledge and Key Skills (Number):**

- I can recognise and order numerals to 20.
- I can form numerals 0-9 correctly using the correct orientation.
- I can compare, estimate and count quantities to 20.
- I say the number that is 1 more than a given number to 20.
- I say the number that is 1 less than a given number to 20.
- I can compare equal and unequal groups.
- I can add and subtract 2 single digit numbers practically using real objects.
- I can use words like "more", "add", "less" and "takeaway".
- I use quantities and objects to count on and back to find an answer.
- I can represent and use number bonds within 5.
- I am beginning to explore counting reliably to 50 aloud.

#### **Knowledge and Key Skills (Shape, Space and Measure):**

- I can name and describe solid (3d) shapes such as cube and cylinder.
- I can talk about the properties of shape.
- I can use things to make patterns like buttons, bricks and shapes.
- 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 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 can talk about how things change, like the seeds growing into sunflowers.
- I can recognise simple seasonal changes.
- I can talk about the seasons and different types of weather.

#### **Activity Ideas:**

Explore and compare different everyday materials. Select materials using junk modelling to design and make their own invention. (Follow children's interests). Using school allotment area and natural environment to recognise and match common plants.

Use allotment area to observe changes to growing seeds – plant a tulip bulb for mother's day.

### Art and Design

#### **Knowledge and Key Skills:**

- I can use pencils to explore different lines and shapes.
- When I use a pen, pencil or paintbrush I am beginning to be able to 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 continue 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 together.
- I can use different things like scissors, paintbrushes and pens, to make the things I want.
- 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.

#### **Activity Ideas:**

Design and make project linked to local History – following the children's own interests.

E.g. Alexander Godefroy – hairdryer, William Henry-Hoover – vacuum cleaner, Robert Stephenson – North East Bridges.

### Physical Education

#### **Knowledge and Key Skills:**

- I like to move in different ways like running, skipping, hopping, jumping or rolling.
- When I use a pen, pencil or paintbrush I am beginning to be able to make anti clockwise circle marks and lines that go down and up and up and down.
- I write letters that you can begin to recognise. The letters I write are often a mixture of capital and lower-case letters.

### Early Geography

#### **Knowledge and Key Skills:**

- I can talk about the patterns in things I see around me, like bricks or leaves.
- 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 woodlands.

Complete a daily weather chart as part of our morning welcome routines.

### Early History

#### **Knowledge and Key Skills:**

- I can begin to use words and phrases like: old, new and a long time ago.
- I can compare and discuss old and new objects and pictures.
- I can 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.
- I can talk about how things change, like the seeds growing into sunflowers.

#### **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.

### 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.

#### **Activity Ideas:**

Change and growth in the natural world.

Bible story – 'Creation'

Exploring life and loss.

The Easter Story.

Holi theme day (Hindu Festival of colour)

### 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 with 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 web sites.
- 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.

#### **Activity Ideas:**

Record the growth of their own flowering plants.

### Music

#### **Knowledge and Key Skills:**

- I can copy and continue simple sound patterns.
- I can combine two or three sounds to make a pattern.
- I can recognise different moods in music.
- When I am singing rhymes or songs or sharing a story with a grown up, I am able to listen really carefully to what is happening.

#### **Activity Ideas:**

Compose a piece to accompany the story 'We're Going on a Bear Hunt.'