



Curriculum Planner

Term: Spring 1 2025

Year: Reception

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Perseverance	Tolerance of different faiths and beliefs

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
Key books Drawing Club Working together Whole group book shares Class library to encourage home reading Confidence in sharing and talking about books Phase 1 phonics and beginning phase 2 for some children / Talk for Writing / Story sacks / Re-telling stories/Story listening station Descriptive language: characters. Story and character focus on topic: repetitive phrases. Respecting each other's views and opinions in P4C discussions. Aspirations – we can be a hero too Learning about different jobs Dreams for our future	Perseverance and never giving up – Collective worship focus Class collective worship book Class reflection area Whole school collective worship once weekly after week 3 Watching the seasons change Caring for plants as they grow End of day and lunchtime prayers Godly play Litter picking Discussions about feelings	Fruit, milk and water – keeping our bodies healthy Keeping our bodies healthy - exercise Family traditions Gross motor skills on climbing equipment Zipping our own coats/buttoning our own cardigans - independence Cleaning teeth as part of a weekly routine Washing hands before eating and after toileting Being aware when the toilet is needed Going to the toilet independently Modelling play for new children TastED

People who help us - Heroes

<p style="text-align: center;"><u>Communication and language</u></p> <p>Nursery use Elklan activities to support children’s understanding and verbal reasoning. Nursery and reception use Wellcomm to support children with English as an Additional Language. All adults model good spoken English and develop children’s vocabulary using quality texts, discussions and modelling. Modelling – Adults model one word to convey need eg drink; they then add a word on eg more drink, drink please; extending the sentence at the pace of the child eg can I have a drink please until the child is able to communicate need.</p>	<p style="text-align: center;"><u>Physical development</u></p> <p>See pre-writing skills progression document for details of how we support children’s fine motor development and early writing skills. Develop the overall body strength, co-ordination, balance and agility needed to support future gross motor activities.</p> <p>Develop the small motor skills so that they can use a range of tools, competently, safely and confidently. Develop core muscle strength to achieve a good posture when sitting at a table or on the floor</p>	<p style="text-align: center;"><u>Personal, social and emotional development</u></p> <p>Nursery New children throughout the year Settling in / Building relationships / Social interactions</p> <p>Reception: Children supported in friendship choices, self-regulation, working together and valuing each other’s point of view. Following the rules of the classroom and understanding why they are important for all of us.</p>	
<p>Nursery</p>	<p>Develop repertoire of songs Respond to instructions and begin to respond to questions. Talk about what I am doing. Developing vocabulary – wide range in correct context. Understanding two-part questions. Sorting objects based on properties. Elklan Information Carrying Words in daily communication ECAT top tips strategies used in daily conversation Word Aware Wellcomm groups</p>	<p>Gross motor – Use large muscle movements – waving flags, scarves etc Moving to music Negotiation space Fine motor – One handed tools Dominant hand Dough disco Mark making focus – side to side Name writing Squiggle while you wiggle – mark making Independently brushing teeth/using the toilet. Choosing appropriate resources for task Safe use of equipment Being healthy Describe what happens to our bodies when we exercise.</p>	<p style="text-align: center;">Focus on settling in new intake</p> <p>Empathy Feelings - talk about in circle time. Learning about others Oral health Independent sharing of resources. Turn taking – waiting for their turn. Play in a group. Looking after resources – respect Independently follow rules.</p>
<p>Reception</p>	<p>Talk about how different people help us Ask and answer simple questions Listen and respond to answers</p> <p>All adults model a good standard of spoken English and develop children’s vocabulary using quality texts, discussions and modelling. (Support for adults in all areas of the classroom) Modelling – Adults model one word to convey need e.g. drink; they then add a word on e.g. more drink, drink please; extending the sentence at the pace of the child e.g. can I have a drink please until the child is able to communicate need independently. Drawing club – developing story language and creative vocabulary.</p>	<p>Manipulation and Coordination Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts such as hand-eye, foot-eye over a variety of activities and in different ways. Gross Motor – Use climbing equipment safely and competently. Negotiate space effectively. Fine Motor- Begin to use a dominant hand Begin to form recognisable letters. Use scissors and equipment effectively Independently – Attend to toileting needs Wash hands independently Brush teeth, use the toilet and wash hands independently. Healthy choices – Start to think about healthy food choices, exercise and hygiene can contribute to good health.</p>	<p>Understanding how to make right choices and consequences Making good choices Understanding when and how people need help Talk about people who help us</p>

<u>Literacy</u>		<u>Mathematics</u>	<u>Understanding the World / People and communities</u>
Reception follow Ruth Miskin's Read, Write Inc as our systematic synthetic phonics programme			
Nursery	<p>Book corner Daily story time – joining in with repetitive stories Talk for writing – understanding story structure Poems and extend rhymes Rhyming books Weekly book focus – extended conversations and expanding vocabulary. Discuss title/cover/pages Pointing to text when reading. Winter books: Non-fiction and fiction books about people who help us. Name writing Identify name Use recognizable sound shapes in their independent mark making. Independent marks for a purpose e.g. Shopping lists in the role play. Confidently talk about marks – give meaning to their own mark making Drawing club – writing for a purpose (codes) <u>Word Aware</u></p>	<p>One more/less. Size. Recognising and counting numbers beyond 5. Representing numbers. Subitising. Patterns. Positional Language. Understanding Zero Identifying numerals</p> <p>One is a Snail, Ten is a Crab We all went on Safari Ten Little Dinosaurs Number songs</p>	<p>Continuing our research into Bulgaria Exploring natural materials with senses. Talking about what can be seen Changing weather and seasons – understanding why Fire, police, nurse visits Learning about other people and occupations. Use of technology where possible TastEd</p>
Reception	<p>Read write Inc phonics Find information from non-fiction books. Retell traditional tales Talk for writing Begin to be aware of capital letters and full stops Awareness of a sentence Demonstrating understanding of what has been read/heard Non-fiction books Books about people who help us Holiday recount What would I like to be when I grow up Describe a character Design a super-hero Retell story Character description Instructions for making porridge</p>	<p>Representing numbers. Subitising to 10 Understanding and comparing mass and capacity Measure: Length, height and time Introducing zero Comparing numerals to 5 Composition of 4 and 5 Making pairs Combining two groups</p> <p>Squash and a Squeeze Room on a Broom Anno's counting book Kippers toybox Noah's Ark Jack and the Beanstalk Jaspers Beanstalk</p>	<p>Fire, police, nurse visits Learning about other people and occupations Asking and answering questions</p> <p>Reception RE: Unit 11 our special books</p>

Expressive arts and design		Cultural capital	Global learning																				
Nursery	Involve others in imaginative play Developing own ideas and express using materials. Draw enclosed spaces and represent objects. Images of people's faces Using paint to mix colours Listen with increased attention to sounds. Sing a range of songs. Use instruments in different ways. Dressing up as people who help us – role play Images of visitors Artist and composer of the month	Use of outside space. High quality language and communication skills modelled. Access to high quality text within books throughout the curriculum Meals together Stories Visitors – police, paramedic Explore emergency vehicles – possible visit	Continuing to look at England and the English culture Exploring other cultures and traditions through stories Celebrating traditional festivities and clothing in our multi-cultural phase																				
Reception	Developing imaginative play to include a narrative Making props to use within play Accessing art and crafts areas independently Everyone! – exploring family, friends, people and music from around the world Lincolnshire music service – weekly session Artist and composer of the month	<p style="text-align: center;">Core texts</p> <table border="0"> <tr> <td colspan="2">Nursery</td> </tr> <tr> <td>The Very Hungry Caterpillar</td> <td>The Three Little Pigs</td> </tr> <tr> <td>The Gingerbread Man</td> <td>Whatever Next!</td> </tr> <tr> <td>Little Red Riding Hood</td> <td>Peace at Last</td> </tr> <tr> <td>Noah's Ark</td> <td>Owl Babies</td> </tr> <tr> <td colspan="2">Reception</td> </tr> <tr> <td>Goldilocks and the Three Bears</td> <td>Oi Frog!</td> </tr> <tr> <td>We're Going on a Bear Hunt</td> <td>Jack and the Beanstalk</td> </tr> <tr> <td>How to catch a star</td> <td>The Tiger who came to Tea</td> </tr> <tr> <td>The Gruffalo</td> <td></td> </tr> </table>	Nursery		The Very Hungry Caterpillar	The Three Little Pigs	The Gingerbread Man	Whatever Next!	Little Red Riding Hood	Peace at Last	Noah's Ark	Owl Babies	Reception		Goldilocks and the Three Bears	Oi Frog!	We're Going on a Bear Hunt	Jack and the Beanstalk	How to catch a star	The Tiger who came to Tea	The Gruffalo		Continuing to look at Bulgaria and the Bulgarian culture Exploring other cultures, countries and traditions through stories Celebrating traditional festivities and clothing with children in our multi-cultural phase
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<p><u>Parental engagement:</u> Tapestry Reading at home Phonics 'homework' Asking parents questions about the jobs they have</p>	<p><u>Visits and visitors:</u> PCSO visit 30.1.2:5 Reception Paramedic to visit TBC: Reception Lincolnshire Smiles visits: Reception</p>
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<p><u>Caring for the environment and each other:</u> Looking after our outside space Making sure we are all safe inside and outside Caring for each other if we are upset/hurt Looking after new plant growth in the garden Planting bulbs in the boxes for the late Spring/Summer Keeping our area free of litter</p>
