



Title - Are carrots orange?

Curriculum Half Termly Overview

Year group - Reception

Term - Spring 2



Literacy- Reading	Literacy- Writing	Communication and Language - Listening and Attention / Understanding / Speaking
<ul style="list-style-type: none"> Read the enormous turnip - children to retell the story using a story map and prompts. Children to create their own story based on the story of the enormous turnip. Listen to a range of stories with a food theme. Explore the way information books are set out. Find out information about a variety of foods using information books. 	<ul style="list-style-type: none"> Children continue to label creations using simple sentence ie. I have made. Children create their own story maps based on the story of The Enormous Turnip. Children use their own story map to support them to write a story with repeated phrases. Children use finger spaces, a capital letter at the beginning of a sentence and a full stop at the end. Children to write a set of instructions on how to plant vegetable seeds. Children to use all areas within the setting to develop their writing skills. 	<ul style="list-style-type: none"> Listen carefully to clues -Collect a variety of food items and hide them in a bag. Choose one item and give the children some facts about it. Can they guess what it is? For example, you could say 'I am green. I am juicy. I have a sweet taste. I grow in bunches.' Allow the children time to think before revealing the food to them. Sing and recite a range of food-related songs and poems with the children. You could include <i>Oranges and Lemons</i>, <i>One Potato Two Potato</i>, <i>Five Currant Buns</i> and if you're feeling brave, the tongue twister, <i>Betty Botter!</i> Add actions or props and encourage the children to join in. Working with a small group, read <i>Handa's Surprise</i> by Eileen Browne. After reading the story, show the children Handa's basket and allow them to explore the seven types of exotic fruit. Ask each child to take on a role of a character from the story, either an animal or Handa and Akeyo. Encourage the children to retell the story, using the props. Can they tell it in the right order?
Maths - Numbers	Maths - Shape, Space and Measures	
<ul style="list-style-type: none"> Working within 10 - number bonds to 10. Adding and subtracting within 10. Combining two groups to find the whole. Using 10 frames and part part whole models. 	<ul style="list-style-type: none"> Explore spatial awareness in a variety of ways. Identify 2d shapes and their properties. Identify 3d shapes and their properties. 	
Physical Development - Moving and Handling / Health and Self Care	PSED - Making Relationships / Self-Confidence and Self - Awareness / Manage Feelings and Behaviours	
<ul style="list-style-type: none"> Fundamental skills with sports coach - John Thinking about the different ways that we can work together as a team and explore different games. Managing own personal hygiene and getting dressed for PE independently. 	<p><i>Spring 2 - Good to be me</i> <i>What makes me special?</i> <i>What makes my friend special? (cloud with rainbow)</i> <i>What impact can I Have on others? (black cloud - negative impact - white cloud - positive impact - linked to the inside out characters)</i> <i>How are we the same/ different?</i></p> <ul style="list-style-type: none"> Talk to the children about foods they eat for breakfast. Discuss ways that they could make healthier choices such as having porridge or wholewheat cereal instead of sugary cereals. Follow the Simple porridge recipe to make porridge with the children and provide a variety of toppings such as raisins, honey, berries and seeds. Ask them to select tools to make the porridge and add different toppings according to their preferences. Explain to the children that they are going to work together to create a lovely, fresh salad. They will share tools and ingredients so that everyone gets a turn. Ask each child to pick a vegetable that they would like to prepare and provide adult support to help them peel and cut. When the salad is ready, mix it well and share it out, praising children for their teamwork. Hide pictures of different coloured foods around the indoor and outdoor space. Explain to the children that they need to work together in small groups to find food of a particular colour. Give each group a Food hunt sheet that shows them which food to look for. Allow the children time to find and collect the food then work together as a larger group to lay them out in a food rainbow using colour food cards. 	

Understanding of the World Peoples and Communities	Understanding the World The World	Understanding the World Technology
<ul style="list-style-type: none"> • Show the children an image of a family at mealtime, ideally your own or someone the children know well. Encourage them to talk about what they see and then to make some comparisons with their family mealtime. For example 'What is your family's favourite meal? Who usually prepares the meal? Where do you eat?' Invite the children to draw a picture showing their family mealtime or a favourite meal. Encourage the children to compare and talk about similarities and differences between their own mealtimes and those of others in the group. 	<ul style="list-style-type: none"> • Display a range of fruits including oranges, lemons, bananas, kiwi, pear, strawberries and melon. Begin by allowing the children to explore the skin of each fruit by running their fingers over it and feeling its texture. Encourage the children to observe the fruits and look for similarities and differences. Ask 'Which fruits can you eat with the skin on?' and 'Which skins can you peel with your fingers?' Investigate further by cutting, slicing and peeling the fruits to see what's inside. Children can also find out the similarities and differences between the pips of different fruits. • Explore how some foods change during cooking. Begin by looking at the properties of pasta. Set out a range of different coloured and shaped pasta pieces for the children to handle and sort. Then, cook the pasta and observe it at the various stages of cooking. Once the pasta is soft, drain it and allow the children to explore it, feeling the texture and tasting, if appropriate. Ask 'How has the pasta changed?' Encourage the children to use vocabulary such as hard, soft, cook, boil and cool. 	<ul style="list-style-type: none"> • Children to use ipads and cameras to take photos. • Use the keyboard to type words and simple sentences. • Use drawing and paint packages to create pictures.
Expressive Arts and Design Exploring and Using Media and Materials /Being Imaginative		
<ul style="list-style-type: none"> • Ask the children to help you make a range of edible paints, by following the Edible paint recipes. Provide clean brushes, spoons, forks, syringes and squeeze bottles to encourage different mark making on plastic mats or trays. Ask the children questions as they work. What colours can you see? What patterns can you make with the paint? What happens when you mix the colours? • Provide washed potatoes and carrots and black marker pens. Encourage the children to draw faces and other features onto the vegetables to create characters. Add other loose parts such as stick on eyes, ears and lips for interest. Ask 'What is the name of your character?' • Make veg and fruit prints. 		
<p>Notes</p> <p>RRSA family groups St David's Day Shrove Tuesday Easter activities</p>		