



# Curriculum Half Termly Overview

Title -Let's Grow

Year group - Reception

Term - Spring 2



Literacy- Reading	Literacy- Writing	Communication and Language
<ul style="list-style-type: none"> <li>Children explore a range of stories linked to growing plants/vegetables and fruit:</li> <li>Jaspers Beanstalk</li> <li>The Enormous Turnip</li> <li>Farmer Duck</li> <li>Mr Grumpy's Outing</li> <li>Rosie's Walk</li> <li>The Very Hungry Caterpillar</li> </ul> <ul style="list-style-type: none"> <li>RWI reading corresponding letters/sounds.</li> </ul> <ul style="list-style-type: none"> <li>Children will be given opportunities to read a range of familiar and unfamiliar words. .</li> </ul> <p><b>Skill</b> - To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. Listens to stories and is beginning to anticipate what may happen next. <b>Knowledge</b> - Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To begin to know that a sentence starts with a capital letter and ends with a full stop. Knows how to spell some familiar words.</p>	<ul style="list-style-type: none"> <li>Children write and invent The Enormous Turnip story.</li> <li>Set out a long roll of paper with pots of brightly-coloured pens, pencils and felt tips. Draw a path down the middle of the piece of paper. Write 'Once upon a time' and 'The End', then add to the story map. Work with the children to retell the story creating class, group and individual story maps (if applicable).</li> <li>Write a sentence from dictation and from direction of a question e.g. What did you have for tea? What did you do at the weekend/yesterday?</li> <li>Children label key events and symbols of Easter</li> <li>RWI differentiated groups - writing letters.</li> </ul> <p><b>Skill</b> - To think of and write a short, simple sentence. Listening to and hearing sounds in CVC and CVCC words. Identifying sounds, including phonemes and other digraphs on a sound mat. Listens to stories and is beginning to anticipate what may happen next. <b>Knowledge</b> - Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To begin to know that a sentence starts with a capital letter and ends with a full stop. Knows how to spell some familiar words.</p>	<ul style="list-style-type: none"> <li>Children given opportunities to discuss how plants grow and what they need.</li> <li>Explore and play alongside others in areas.</li> <li>Explore a farm setting and talk with farmers/staff about animals and crops.</li> </ul> <p><b>Skill</b> - To describe familiar texts with detail and using full sentences. To being to ask questions about familiar aspects of their environment and their learning. <b>Knowledge</b> - To know different features of texts. To talk confidently about why things happen using new vocabulary learnt. To engage in meaningful conversations with others.</p>
Maths - Numbers		
<ul style="list-style-type: none"> <li>Growing 6, 7, and 8</li> <li>Building 9 and 10</li> <li>Combining 2 amounts</li> <li>Making pairs</li> <li>Comparing numbers to 10</li> <li>Bonds to 10</li> <li>Length and height</li> <li>Time</li> <li>3D shapes and patterns</li> </ul>	<p><b>Skill</b> - To use objects to solve addition and subtraction problems. To share objects between a group of people equally. To explore number bonds to 5. <b>Knowledge</b> - To know that addition involves combining two or more groups of objects. To read addition number sentences. To know that subtraction involves removing an object from a group. To know the names of some 3D shapes. (Sp2) To know that 3D shapes have faces, vertices and edges. To be able to count, order and recognise numbers to 20. To use a number line to help solve simple addition and subtraction number problems</p>	
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"> <li>Sunderland Football Academy multiskills</li> <li>Using tools by planting seeds</li> </ul> <p><b>Skill</b> - To handle tools, objects, construction and malleable materials safely and with increasing control. To be able to balance and coordinate safely. To negotiate space effectively. <b>Knowledge</b> - To know why it is important to handle different apparatus safely. To know how to use scissors effectively.</p>	<ul style="list-style-type: none"> <li>Jigsaw programme - Healthy Me</li> <li>Opportunities for Place2Talk</li> </ul> <p><b>Skill</b> - To understand that people need help. To identify ways of being helpful to others and how this will make them feel. <b>Knowledge</b> To talk about the effect my behaviour has on others.</p>	
Understanding of the World Peoples and Communities	Understanding of the World The World	
<ul style="list-style-type: none"> <li>Explore and discuss the Easter story and different ways Christians celebrate,</li> <li>Talk about the past visit to the farm and their experiences.</li> </ul> <p><b>Skill</b> - To identify and sort healthy/unhealthy foods. To talk about a special event in their life. To talk about the Easter story. <b>Knowledge</b> - To know that some foods are unhealthy. Sorting healthy and unhealthy foods. To know the names of common fruits and vegetables. To know that humans and other animals can grow. To know how Christians celebrate Easter and some key symbols.</p>	<ul style="list-style-type: none"> <li>Explore and sort different materials - using animal and plant derivative foods.</li> <li>Describe food that is familiar to them from snack time using description.</li> <li>Planting seeds and monitoring growth. Children take part in planting seeds in class, growing them to be planted outside including bulbs if possible. Begin with cress.</li> <li>Matching animals and their babies.</li> </ul>	
Expressive Arts and Design Exploring and Using Media and Materials /Being Imaginative		
<ul style="list-style-type: none"> <li>Observational drawing of fruits.</li> <li>Exploring artists (fruit drawing).</li> <li>Complete own aerial photographs of local land.</li> <li>Creating a tractor</li> <li>Farming songs - Old McDonald had a Farm, Dingle Dangle Scarecrow, The Farmer Gathers his Hay Today, Oats and Beans and Barley Grow.</li> </ul> <p><b>Skill</b> - To use a range of resources to create own props to aid role play. To plan, carry out and evaluate and change where necessary. Manipulates materials to achieve a planned effect. Perform and sing songs. <b>Knowledge</b> - To use a range of props to support and enhance role play. To identify and select resources and tools to achieve a particular outcome. Learn the words to various songs as a class.</p>		