



# 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><li>RWI reading corresponding letters/sounds.</li><li>Children will be given opportunities to read a range of familiar and unfamiliar words.</li></ul> <p><u>Skill</u> - To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p> <p><u>Knowledge</u> - Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To begin to know that a sentence starts with a capital letter and ends with a full stop.</p> <p>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 tot 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><li></li></ul> <p><u>Skill</u> - To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p> <p><u>Knowledge</u> - Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To begin to know that a sentence starts with a capital letter and ends with a full stop.</p> <p>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><u>Skill</u> - To describe familiar texts with detail and using full sentences.</p> <p>To being to ask questions about familiar aspects of their environment and their learning.</p> <p><u>Knowledge</u> - To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p>
Maths - Numbers		
<ul style="list-style-type: none"><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>Lrngth and height</li><li>Time</li><li>3D shapes and patterns</li></ul>	<p><u>Skill</u> - To use objects to solve addition and subtraction problems.</p> <p>To share objects between a group of people equally.</p> <p>To explore number bonds to 5.</p> <p><u>Knowledge</u> - To know that addition involves combining two or more groups of objects.</p> <p>To read addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To know the names of some 3D shapes. (Sp2)</p> <p>To know that 3D shapes have faces, vertices and edges.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>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><li></li></ul> <p><u>Skill</u> - To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p> <p><u>Knowledge</u> - To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively.</p>	<ul style="list-style-type: none"><li>Jigsaw programme - Healthy Me -</li><li></li><li>Opportunities for Place2Talk</li></ul> <p><u>Skill</u> - To understand that people need help.</p> <p>To identify ways of being helpful to others and how this will make them feel.</p> <p><u>Knowledge</u> To talk about the effect my behaviour has on others.</p>	
Understanding of the World Peoples and Communities	Understanding 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><u>Skill</u> - To identify and sort healthy/unhealthy foods.</p> <p>To talk about a special event in their life.</p> <p>To talk about the Easter story.</p> <p><u>Knowledge</u> - To know that some foods are unhealthy. Sorting healthy and unhealthy foods.</p> <p>To know the names of common fruits and vegetables.</p> <p>To know that humans and other animals can grow.</p> <p>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><u>Skill</u> - To use a range of resources to create own props to aid role play.</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Perform and sing songs.</p> <p><u>Knowledge</u> - To use a range of props to support and enhance role play.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p> <p>Learn the words to various sonas as a class.</p>		