

Infants 1 (Reception) Curriculum Overview Spring Term



Subject	Spring 1		Spring 2
Personal, Social and Emotional Development	To encourage children to continue to follow the rules of the classroom and encourage the children to use their manners and be polite. Begin to find compromise with peers and understand the effect of their actions on others. To encourage children to be confident to speak about their own needs/opinions and share their thoughts in front of the group.	H A L F T E R M	To encourage children to take turns, be kind, and polite to their peers. To be able to express their opinions freely and choose activities independently. To be able to discuss their reasons for their choices. Encourage children to be helpful in the classroom and to help others. Understanding rules and boundaries and that certain behaviours are unacceptable.
Physical Development	To continue to develop fine motor skills and work on pencil grip, and pencil control when writing. To work on writing some letters and copying their name. To carry scissors safely around the classroom and be able to use scissors independently to cut card. Can stand on one foot momentarily and catch a large ball from a short distance. Experiment moving in different ways as well as climbing on and jumping safely off equipment. Manages own risk assessment and begin to put away equipment correctly.		To continue to develop fine motor skills, working on pencil grip, and show more control when writing. To write their name and other words, using the correct formation of some letters. Demonstrate increasing control over objects. Use simple tools to effect changes to materials. To continue to develop gross motor skills with weekly sessions, and outdoor play. To move confidently in different ways, negotiating space. To use safety measures without direct supervision. To be able to put on/take off coats and attempt fastenings.
Communication and Language	To continue encourage good listening in the classroom. To encourage children to sit quietly, while listening attentively and then complete activity. To begin to understand humour. To begin to ask questions to clarify their understanding. To broaden their vocabulary, to encourage children to enjoy a broad range of books and handle books with care.		To continue to work on good listening within the classroom and in a range of situations. To follow more complex instructions. To continue to introduce new words and broaden vocabulary. To continue the weekly sessions with the Librarian and begin to be able to follow a story without pictures or props. When speaking begin to link thoughts and ideas in an organised way. Begin to use different tenses in conversation.
Literacy	To review Phase 2 sounds and introduce Phase 3 sounds. To encourage children to continue to work on letter formation with Busy Literacy books, Name books and in their writing in all areas of the curriculum. To continue to read the ORT series of books. Introduce more high frequency words and Phase 3 tricky words. To encourage children to listen to rhymes and complete a rhyming string. Begin to discuss stories and be able to describe different parts of the story. To segment and blend sounds in words. To use their phonic knowledge when writing and begin to write		To continue to introduce Phase 3 sounds and use their phonic knowledge when writing and begin writing words and phrases independently. Continue to introduce more high frequency words and tricky words. To continue to read the ORT series of books. To begin to show an understanding of what they have read and be able to discuss the characters and story.

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	some letters and words independently.		
Maths	To focus on numbers 10-20 including recognition formation and counting quantities. To add two quantities together to find the total. Begin to record simple sums. To be able to work out one more or one less than a certain number using a number line. To understand the concept of taking away using objects. Recognise simple 2D shapes. To look at the properties of 3D shapes and find 3D shapes in the environment. Making patterns with shapes. Order items by weight/capacity. Order time by sequencing events.		Counting to 20 and ordering numbers to 20. Working on forming numbers correctly to 20. To estimate and then count to check quantities of objects. To use more and fewer when comparing two groups of objects. To understand subtraction and begin to record simple subtraction sums using objects. Begin to use everyday language relating to time and money. Recognising patterns and creating patterns.
Understanding the World	To discuss Winter as a season, talk about the weather and what we wear. To discuss how animals live in cold climates and through the Winter. Make bird feeder and look for birds in the garden. Learn about Chinese New Year and other special days and celebrations. To know that information can be selected from the computer and be able to complete a simple program on the computer.		To discuss Spring as a season and look at the changes. Discuss what plants need to grow and plant a bean. Look at the different parts of a flower. To understand and sequence life cycles. To celebrate Mother's Day and other special days. To understand the Easter story. To use the computer independently and appropriately.
Expressive Arts and Design	To encourage children to copy repeated rhythms and making up their own rhythms. To learn a wide variety of songs and rhymes. Constructing with a purpose in mind using a range of different resources. Express themselves through art, music and dance.		Develop their role play ideas by selecting props and introducing storylines. Selecting appropriate tools needed for activity and using tools with more control. Exploring different textures and techniques in art.
RE	The Way the Truth and the Life Foundation Stage, F3 Getting to Know Jesus.		The Way the Truth and the Life Foundation Stage, F4 Sorrow and Joy and the Easter Story.
Music Express	Exploring and copying patterns.		Exploring loud and quiet.
French	Days of the week, the weather, parts of the body, facial features.		Clothing, basic directions (for Easter Egg hunt) Easter activities.