

## Girton Glebe Primary School Curriculum Organiser

Reception (Ash Class)

Spring 1 2024

Each half term will have a succession of mini-topics within it. Within each topic we will use our professional knowledge to further the children's understanding and challenge them, we will also be listening carefully to their interests and incorporating them into the curriculum. The topics are broad to allow the children's interests to inspire all of our learning.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me Feelings Traditional Tales	Nursery Rhymes/Poetry Festivals	Animals at home and around the World- Animals	All around the World- People Farms and Growing	Growing Plants and Animals Dinosaurs	Sharing the Planet People who help us Living things in Water

<p><b><u>Characteristics of Effective Learning</u></b> This is one part of the Curriculum which supports all the others. Through the year we will focus on supporting your child to embed and develop their <b>Characteristics of Effective Learning</b>. These are the ways in which children engage with their learning.</p> <ol style="list-style-type: none"> <li><b>Playing and exploring</b> - Children investigate and experience things and 'have a go'.</li> <li><b>Active learning</b> - Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</li> <li><b>Creating and thinking critically</b> - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li> </ol> <p>Know what we want to learn next</p>	<p><b><u>Communication and Language</u></b> <b><u>Listening Attention and Understanding</u></b> Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage with non-fiction books. Talk about what they have read or has been read to them. Discuss things they have learned about animals at home or around the world Consider the listener and take turns.</p> <p><b><u>Speaking</u></b> Use talk to organise/stand for something else in play. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Tell peers about family pets or a favourite animals. Articulate ideas and thoughts in well-formed sentences. Consider the listener and take turns.</p>	<p><b><u>Personal Social and Emotional Development</u></b> <b><u>Self-Regulation</u></b> Show pride in achievements. Begin to talk about the learning they have been doing and what they need to learn next . Plan what they are going to do the next day and next week. <b><u>Managing Self</u></b> Explain right from wrong and try to behave accordingly and explain reasons for rules. Manage their own needs. Understand how to make healthy food and make healthy food choices – Chinese New Year</p> <p><b><u>Building Relationships</u></b> Identify kindness. Seek others to share activities and experiences and know how to work well in a group</p> <p><b>JIGSAW PSHE : DREAMS AND GOALS</b> We learn about challenge and persevering, setting goals and overcoming obstacles in the context of our learning now and future hopes and dreams.</p>
<p><b><u>Physical Development-(including P.E.)</u></b> <b><u>Gross Motor Skills</u></b> <i>Fundamentals</i>- develop balance, running and stopping , jumping in different ways, hopping, changing direction and exploring different ways to travel using equipment.</p>	<p><b><u>Literacy</u></b> <b><u>Comprehension</u></b> Begin to explain why and how with relation to stories. E.g why did he do that?</p>	<p><b><u>Maths</u></b> We will continue to build on the foundations necessary to be really confident and competent in number work <b><u>Number</u></b> Subitise within 5 focusing on die patterns. Match numerals to quantities within 5</p>

<p><b>Fine Motor Skills</b> Promote a comfortable and correct grip for a range of tools Develop use of a range of tools- scissors, pencils. Paintbrushes.</p>	<p><b><u>Word Reading</u></b> Know that rhyming words end with a similar sound e.g. cat, hat. Continue a rhyming string Recognise and read an increasing number of HRSW. Begin to explain which GPCs or HRSW they find tricky to spot.</p> <p><b><u>Writing</u></b> Write words representing the sounds with letters. Write Labels and mark make for different purposes. E.g. recipes, the role play area. Describe animals and pets and write about them. Make books including facts about animals.</p> <p>ELS- Phase 3 and 4 phonics Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2 . Know which sounds and harder to read and spell words are the next ones to learn</p>	<p>Counting –Focus on 5. Focus on 6 and 7 as ‘5 and a bit’ Compare sets and use language of comparison: more than, fewer than, an equal number to.</p> <p><b><u>Numerical Patterns</u></b> Focus on ordinality and the ‘staircase’ pattern See that each number is one more than the previous number Make unequal sets equal.</p>
<p><b><u>Understanding the World</u></b></p> <p><b><u>People Cultures and community</u></b> Chinese New Year</p> <p><b><u>The Natural World</u></b> Hibernating Animals- compare habitats. Animals which hibernate and don’t. Learn about animals from around the world and understand the different places they live in.</p> <p><b><u>Forest School-</u></b> Investigate and describe the forest in Winter. Consider which animals might be living in our forest school area. Understand what their homes/habitats might need during the winter.</p> <p><b><u>Computing</u></b> Pupils will learn how to create different 2D animations across two apps. They will learn how to record their voices into the animation, making it more of a story than a drawing. They will learn how to create a flip book and draw in a consistent manner with the use of an ‘Onion Skin’ to help with continuity. Pupils will also animate without the onion skin and learn how it aids with animation.</p>	<p><b><u>Expressive Arts and Design</u></b></p> <p><b><u>Creating with Materials</u></b> Understand how to manipulate and creatively use junk modelling materials Know which colours mix to make new colours . Explore colour and colour mixing Understand how to develop their drawing by adding detail Use a variety of tools to shape and assemble resources e.g. scissors, tape and glue Represent animals using different media. Explore different ways to represent animals including observational drawing and sculpting with clay</p> <p><b><u>Being Imaginative and Expressive</u></b> Use new imaginative story language/narration during role play <b><u>Music lessons-</u></b> Sing Up! The Cuckoo Polka &amp; Up and Down</p> <ul style="list-style-type: none"> <li>• Explore the range and capabilities of voices through vocal play.</li> <li>• Develop a sense of beat by performing actions to music.</li> <li>• Develop active listening skills by recognising the ‘cuckoo call’ in a piece of music (so-mi).</li> <li>• Enjoy moving freely and expressively to music</li> <li>• Make up new lyrics and accompanying actions.</li> <li>• Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</li> <li>• Use appropriate hand actions to mark a changing pitch.</li> </ul>	<p>Important Info:</p> <ul style="list-style-type: none"> <li>• Monday- P.E.</li> <li>• Tuesday – Forest School</li> <li>• Tuesday- Computing and Music</li> </ul> <p>Focus Children - Starting in Week 2</p>

