



Ash

# Girton Glebe Primary School Curriculum Inquiry

Class (Reception) – Spring 1

<h2>How We Express Ourselves</h2>	<p><b>Central Idea:</b> People have different interests, feelings, and needs that help them connect with others.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• An inquiry into different ways people can share their ideas and feelings (form)</li> <li>• An inquiry into how people can use their imagination to make stories or create things (function)</li> <li>• An inquiry into how people feel or what they think when they see art, music or stories (perspective)</li> </ul>	
<p><b>Characteristics of Effective Learning</b></p> <p>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>1. <b>Playing and exploring</b> - Children investigate and experience things and 'have a go'.</li> <li>2. <b>Active learning</b> - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</li> <li>3. <b>Creating and thinking critically</b> - Children have and develop their own ideas, make links between</li> </ol>	<p><b>Physical Development-(including P.E.)</b></p> <p><b>Gross Motor Skills</b> <i>Fundamentals</i>- balance, run, jump, hop, change direction</p> <p><b>Fine Motor Skills</b> Promote a comfortable and correct grip for a range of tools Begin to draw with care</p>	<p><b>Personal Social and Emotional Development</b></p> <p><b>Self-Regulation</b> Show pride in achievements. Plan what they are going to do the next day</p> <p><b>Managing Self</b> Can explain right from wrong and try to behave accordingly and explain reasons for rules. Manage their own needs. Understand how to make healthy food – Chinese New Year</p> <p><b>Building Relationships</b> Can identify kindness.</p>
	<p><b>Communication and Language</b></p> <p><b>Listening Attention and Understanding</b> Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage with non-fiction books. Consider the listener and take turns.</p> <p><b>Speaking</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 Articulate their ideas and thoughts in well-formed sentences. Consider the listener and take turns.</p>	



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<p>ideas, and develop strategies for doing things.</p>		<p>Seek others to share activities and experiences and know how to work well in a group</p> <p><b>JIGSAW: DREAMS AND GOALS</b></p>
<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form: What does it look like?</li> <li>• Perspective: What is my opinion on this?</li> <li>• Perspective: What do different people think about this?</li> </ul>	<p><b>Key Vocabulary</b></p> <p><b>Emotions feelings happy sad calm tranquil excited interested intrigued ideas imagination</b></p> <p><b>Painting sculpture modelling collage</b></p> <p><b>Music tempo beat rhythm high low fast slow loud quiet soft pattern repeat.</b></p>	<p><b>Approaches to Learning:</b></p> <ul style="list-style-type: none"> <li>• Research Skills- Information Literacy- Gathering and recording.</li> <li>• Thinking skills – Creative- Considering new perspectives</li> <li>• Social Skills: Intrapersonal- Emotional Intelligence</li> </ul>
<p><b>Line of Inquiry:</b> An inquiry into different ways people can share their ideas and feelings (form)</p> <p><b>In this Line of Inquiry, we will cover the following :</b></p> <p>Sharing feelings through writing, drawing, painting, sculpture, music and speaking.</p>	<p><b>Line of Inquiry:</b> An inquiry into how people can use their imagination to make stories or create things (function)</p> <p><b>In this Line of Inquiry, we will cover the following :</b></p> <p>We will be reading “Halibut Jackson” and create our own designs for clothes.</p> <p><b><u>Being Imaginative and Expressive</u></b></p>	



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<p><b><u>Creating with Materials</u></b></p> <p>Understand how to manipulate and creatively use junk modelling materials</p> <p>Understand how to develop their drawing by adding detail</p> <p>Use a variety of tools to shape and assemble resources e.g. scissors, tape and glue</p>	<p>Use new imaginative story language/narration during role play</p> <p><b><u>Creating with Materials</u></b></p> <p>Sculpt Woodland animals (hedgehogs)- Adding detail using clay tools</p> <p>Represent the woodland through art.</p>
<p><b>Line of Inquiry:</b> An inquiry into how people feel or what they think when they see art, music or stories (perspective)</p> <p><b>In this Line of Inquiry, we will cover the following :</b></p> <p>We will learn about art from different artists focusing on the perspective of the viewer and artist.</p> <p><b><u>Creating with Materials</u></b></p> <p>Explore colour and colour mixing</p> <p>Know which colours mix to make new colours</p>	<p>Important Info:</p> <ul style="list-style-type: none"><li>• Tuesday- Forest School</li><li>• Monday- P.E.</li></ul> <p>Focus Children – These will be sent out in the first week. During this week we spend time learning alongside your child and hope to post some of this on Tapestry</p>



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<p><b><u>Understanding the World</u></b> <b><u>People Cultures and community</u></b></p> <p>Chinese New Year</p> <p><b><u>Forest School-</u></b></p> <p>Develop our fire making skills and use the fire to cook food from different countries.</p> <p>Investigate and describe the forest/Woodland in Winter. Observe, describe and understand the changes since Autumn.</p> <p><b><u>The Natural World</u></b></p> <p>Hibernating Animals- compare habitats. Animals which hibernate and those which don't.</p>	<p><b><u>Literacy</u></b> <b><u>Comprehension</u></b></p> <p>Begin to explain why and how with relation to stories. E.g why did he do that?</p> <p><b><u>Word Reading</u></b></p> <p>Know that rhyming words end with a similar sound e.g. cat, hat. Continue a rhyming string.</p> <p>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></p> <p>Write words representing the sounds with letters. Write Labels and mark make for different purposes. E.g. recipes, the role play area, writing part of a book, describing animals.</p> <p>Little Wandle Phonics Phase 3 Focus: Read Phase 3 GPCs (ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er, ure) Read and spell words with digraphs and trigraphs Introduce words with double letters (dd, mm, tt, bb, rr, gg, pp, ff) Read and spell longer words New tricky words:</p> <ul style="list-style-type: none"><li>• was, you, they, all, are, my, by, sure, pure</li></ul>	<p><b><u>Maths</u></b></p> <p>Mastering Number/White Rose <b><u>Number</u></b></p> <p>Subitise within 5 focusing on die patterns Match numerals to quantities within 5 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></p> <p>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>Mass</u></b></p> <p>Compare and explore mass in different ways</p>
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