

Spring Term Reception and Nursery Curriculum Overview – Once upon a Time...(Year A)



Themes/Interests/Lines of Enquiry:

Values Growth and Change Materials Healthy Lifestyles Team work Characters – Good/Bad New life

Seasonal Festivals/Celebrations/Events: Chinese New Year (17th Feb – 3rd March), Valentine's Day (14th February), World Book Day (5th March), Mother's Day 15th March), Shrove Tuesday (17th Feb), Easter (5th April).

		Three and Four Year Olds	Children in Reception
PSED	Development Matters Coverage	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.

	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Talking about good/bad characters and comparing between different stories. • Mothering Sunday- Talking about why Mum is special and the things that they enjoy doing together at home. What does your Mum do to help you? • Talking about feelings of the characters in the story and how to care for others when they are scared/upset. • Role play in the home corner. Items of interest added linked to books – e.g. frying pans, food packages, 3 bears, bowls, picnic basket for Little Red Riding Hood and capes. • Value of courage linked to key texts e.g. Billy Goats Gruff, Hansel and Gretel. • Talking about what makes the children special and the importance of being kind to others linked to The Ugly Duckling. 	
CAL	Development Matters Coverage	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts. • Understand 'why' questions. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives • Describe events in some detail. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes and songs.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Listening to a variety of traditional tales and recalling what happened using role play and story maps. • Learning new and ambitious vocabulary from key texts. • Answer simple questions about the stories read together. • Learn a range of songs and rhymes linked to taught stories e.g. Goldilocks and the Three Bears song • Sequence stories – what happened first/next/at the end? • Sharing information about books they have read at home – Talk about their favourite story, characters and the reasons why they like it. • Listening games (Phase One Letters and Sounds) • Using stick puppets to retell a story. • Using story telling words and phrases e.g. 'Once upon a Time', 'The End.' • Listening carefully to stories on the headphones and sharing what they have heard. • Listening to alternative versions of traditional tales and discussing the differences between them. Which one did you enjoy the most and why? • Creating our own stories using props in a story bag. 	

PD	Development Matters Coverage	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in team. • Decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. • Collaborate with others to manage or move large items • Use one-handed tools and equipment • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed • Be increasingly independent in meeting their own care needs, e.g using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food and drink 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Build homes/castles using construction and other materials • Move in different ways like the characters from a story e.g. Running like the gingerbread man. • Keeping Healthy - why is exercise important? • Looking at healthy eating linked to Hansel and Gretel • Using chopsticks linked to Chinese New Year • Cutting skills - Making stick puppets/character masks. • Play dough, tools and materials to decorate. • Putting on coats and role play clothes. • Using tools to make/decorate a Gingerbread man. • Dough disco • Funky Fingers activities • Soft play in P.E - Travelling around the different shapes e.g. under, over, in between, through. • Collage characters from the story e.g. Three Little Pigs houses. • Mark- making with different materials - chalk, pastels • Drawing the characters and key events from the story. • Making porridge and choosing a topping. • Messy play with porridge and tools - scooping and transferring 	

	Development Matters Coverage	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.
Literacy	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Sharing book skills with the children as we read e.g. turning pages, name of different parts of the book (page, blurb, cover) • Name recognition and writing. • Discussion around the key characters and events in stories. • Labelling characters with initial sounds or words. • Reading planting instructions linked to Jack and the Beanstalk and matching to the correct pictures. CVC words – pot, mud, dig, tap or short sentences 'Put in the seed', 'put in the mud', 'Get a pot' • Writing shopping lists/recipes/ingredients lists in the home corner. • Writing about toppings on a pancake e.g. choc, jam, lemon. • Character descriptions. • Identifying rhyming words in the stories we have read – covering up the words and children to guess them. • Making their own books using pictures, marks, initial sounds or words. • Practising writing sounds learnt in RWI/kinetic letters • Early reading activities and blending games. • Reading words on Easter eggs. • Drawing pictures and writing linked to the season of Winter/Spring • Labelling items to take to Grandma's house in Little Red Riding Hood's Basket – Initial sounds/CVC words/Sentence – I will pack a ... 	

Maths	Development Matters Coverage	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Ordering chairs/bears/bowls/beanstalks by height or size • Comparing shoes/footprints for the Giant • Building tall/short beanstalks • Capacity – Exploring and making comparisons between different containers. • Creating castles/houses using 2d and 3d shapes. • Subitising using flashcards/five frames/tens frames • Describing a familiar route linked to Goldilocks/Red Riding Hood • Number bonds to five using songs and rhymes e.g. Five Little Ducks. Looking closely at the pattern between the numbers. • Extending and creating patterns using sweets/smarties/leaves and sticks. • Comparing one more or less using objects. • Positional language – bears on top of the bed, underneath the chair. • Exploring fruits/vegetables using the balance scales – Which is heaviest/lightest? • Gingerbread man counting buttons game on Topmarks website. • Carefully counting buttons on snowmen or Easter eggs. 	

UW	Development Matters Coverage	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Using different materials to make the houses for the Three Little Pigs. • Spring walk – Talking about what they can see. • Planting beans/seeds and discussing the changes we can see. • Looking at the life cycle of a bean. • Compare and contrast different characters. • Drawing information from a map linked to the Little Red Riding Hood. • Creating a map to show the way to our own houses/school. • Looking at our local area on Google Maps and talking about what we can see. • Talking about festivals and celebrations in different cultures – Chinese New Year. • Reading the Easter Story and joining in with Easter themed activities. • Sharing Easter experiences – How do the children celebrate Easter. Discuss how Christians often go to church to celebrate. • Go on an Easter egg hunt around the classroom or outdoor area. • Looking at the settings in different stories and comparing e.g. woods, farm. • Making an animal/dragon linked to Chinese New Year. • Play instruments linked to different stories. • Chinese New Year dance workshop. • Learning about the life cycle of an Easter chick/ caterpillar. 	

EAD	Development Matters Coverage	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and colour-mixing. • Remember and sing entire songs. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Decorating Easter Eggs • Acting out stories using puppets, masks, props, small world. • Making houses for the Three Little Pigs using different materials. • Collaging characters from different stories. • Drawing or painting pictures of favourite characters. • Exploring colour mixing using paint. • Joining in with songs and rhymes linked to stories. • Learn Easter Workshop songs. • Jack and the Beanstalk pictures using different textures e.g. cotton wool, soil, cellophane. • Junk model houses. • Building houses, beanstalks, castles using construction. • Watching a video of a Chinese Dragon dance. Discuss how the dancing and music makes us feel. Have a go at dancing along to the music. • Chinese Dance workshop. • Studying the work of Jackson Pollack – Action splatter paintings. • Making Easter cards. 	