

Reception Curriculum Summary – Spring Term

	Spring Term 1	Spring Term 2
Phonics	<p>Week 1 (4 Days)</p> <p>Phase 2 Consolidation Week</p> <p>Week 2</p> <p>Phase 3 - j, x, y, be, was</p> <p>Week 3</p> <p>Phase 3 - w, y, qu, his, my</p> <p>Week 4</p> <p>Phase 3 - z, zz, ch, you, so</p> <p>Week 5</p> <p>Phase 3 – sh, th, ng, do, of,</p> <p>Week 6</p> <p>Phase 3 Consolidation Week</p>	<p>Week 1</p> <p>Phase 3 Consolidation Week</p> <p>Week 2</p> <p>Phase 3 - nk, ai, ee, by, they</p> <p>Week 3</p> <p>Phase 3 - igh, oa, oo, her, all</p> <p>Week 4</p> <p>Consolidation Week</p> <p>Week 5</p> <p>Phase 3 - oo, ar, or, are, here</p> <p>Week 6</p> <p>Phase 3 - ir, ur, er, said, says</p>
Mathematics	<p>Week 1 (4 Days) - 3</p> <p>Numbers within 10</p> <ul style="list-style-type: none"> - Count up to 10 objects - Represent, order and explore numbers to 10 - One more or one fewer, one greater than, one less - Double/halving - Conceptual subitising <p>Week 4 - 6</p> <p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> - Addition and subtraction within 10 	<p>Week 1& 2</p> <p>Grouping and sharing</p> <ul style="list-style-type: none"> - Counting and sharing in equal groups - Grouping into 2's, 5's and 10's - Relationship between grouping and sharing <p>Week 3 – 5</p> <p>Numbers within 15</p> <ul style="list-style-type: none"> - Count up to 15 objects - Represent, order and explore numbers up to 15 - One more and one less

	<ul style="list-style-type: none"> - Explore concept of addition as combining and subtraction as partitioning/splitting - Explore addition as counting on - Explore subtraction as taking away <p>Number bonds to 10</p>	<ul style="list-style-type: none"> - Doubling and halving <p>Week 6</p> <p>Doubling and halving</p> <ul style="list-style-type: none"> - Concept of doubling and halving - Relationship between the two <p>Consolidation and Assessment</p>
Reading - Books	<p>Week 1 (4 Days)</p> <p>The Ugly Duckling</p> <p>Week 2</p> <p>The Owl Babies</p> <p>Week 3</p> <p>Can't you sleep little bear?</p> <p>Week 4</p> <p>The Three Little Pigs</p> <p>Week 5</p> <p>The Three Billy Goat's Gruff</p> <p>Week 6</p> <p>Goldilocks and the Three Bears</p>	<p>Week 1</p> <p>The First Hippo on the Moon</p> <p>Week 2</p> <p>Astro Girl</p> <p>Week 3</p> <p>Here We Are</p> <p>Week 4</p> <p>Whatever Next!</p> <p>Week 5</p> <p>How to Catch a Star</p> <p>Week 6</p> <p>Toys in Space</p>
Reading – Nursery Rhymes	<p>Week 1 (4 Days)</p> <p>Old King Cole</p> <p>Week 2</p> <p>Pat a Cake, Pat a Cake</p> <p>Week 3</p> <p>Rain, rain, go away</p>	<p>Week 1</p> <p>Little boy blue</p> <p>Week 2</p> <p>Mary had a little lamb</p> <p>Week 3</p> <p>Mary, Mary quite contrary</p>

	<p>Week 4 Sing a song of sixpence</p> <p>Week 5 Ladybird, ladybird</p> <p>Week 6 Tadpole</p>	<p>Week 4 Old MacDonald had a farm</p> <p>Week 5 Humpty Dumpty</p> <p>Week 6 She'll be coming round the mountain</p>
Art/DT	<p>Week 1 (4 Days) To know neutral Colours: grey, black, white and brown</p> <p>Week 2 To know how to make a tint by adding white.</p> <p>Week 3 To know how to make a shade by adding black.</p> <p>Week 4 Art Assessment</p> <p>Week 5 DT - Design and plan how to make a planet</p> <p>Week 6 To know how to make a planet</p>	<p>Week 1 To know how to create an observational drawing.</p> <p>Week 2 To know what warm colours are and how they make us feel.</p> <p>Week 3 To know what cold colours are and how they make us feel.</p> <p>Week 4 To know the Russian Artist – Wassily Kandinsky and to appreciate his artwork.</p> <p>Week 5 To know how to create a piece of artwork in the style of Wassily Kandinsky.</p> <p>Week 6 Art Assessment</p>
Computing	<p>Week 2 Keychain Computing</p> <p>Algorithms</p>	<p>Week 2 Keychain Computing</p> <p>Sorting</p>

	<p>Week 4</p> <p>Keychain Computing</p> <p>Algorithms</p> <p>Coding Blocks</p> <p>Week 6</p> <p>Safer Internet Day 2025 (Tuesday 11th February 2025)</p> <p>(Link to PSHE objective)</p>	<p>Week 4</p> <p>Keychain Computing</p> <p>Patterns</p> <p>Week 6</p> <p>Online Safety – online bullying</p>
Music	<p>Week 1</p> <p>To know notation.</p> <p>To listen and appreciate.</p> <p>Week 3</p> <p>To perform using voice and body percussion.</p> <p>To compose a piece of music.</p> <p>Week 5</p> <p>To identify musical elements in a given piece.</p>	<p>Week 1</p> <p>To know notation.</p> <p>To listen and appreciate.</p> <p>Week 3</p> <p>To perform using voice and body percussion.</p> <p>To compose a piece of music.</p> <p>Week 5</p> <p>To identify musical elements in a given piece.</p> <p>Spring Term Assessment</p>
PSHE	<p>Week 1 – PSHE</p> <p>Go-givers Saving Energy</p> <p>Week 2 - RSHE</p> <p>EYFS Pupils know that different food and drink contains varying amounts of sugar, explaining why it is important to make healthier choices.</p>	<p>Week 1 – PSHE</p> <p>Go-givers The Police and What They Do</p> <p>Week 2 – PSHE</p> <p>British Value:</p>

<p>Week 3 – PSHE</p> <p>British Value</p> <p>Revisit Rule of Law (Class Rules)</p> <p>Week 4 – RSHE & PSHE</p> <p>EYFS Pupils know the importance of basic personal hygiene and understand how hand washing helps to prevent the spread of germs, bacteria and viruses.</p> <p>Health</p> <p>Go-givers – Why do we wash our hands?</p> <p>Week 5 – PSHE</p> <p>Character</p> <p>Pastoral/Go-givers: Animals that Help One Another</p> <p>Week 6 - RSHE</p> <p>My Feelings</p> <p>I can identify comfortable and uncomfortable feelings. (Educator Solutions)</p>	<p>Mutual Respect</p> <p>Week 3 – Asking for Help</p> <p>Week 4 – RSHE</p> <p>EYFS Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings. (RSHE)</p> <p>Week 5 – PSHE</p> <p>Health</p> <p>Go-givers – Healthy Eating (Links to Science)</p> <p>Week 6 – PSHE</p> <p>Safeguarding/Go-givers: Medicines and Drugs: Get Better Soon</p>	
<p>PE</p>	<p>Balls Skills</p> <p>Introduction to Football</p>	<p>Bike Skills</p> <p>Dance</p>
<p>RE</p>	<p>Week 1</p> <p>Celebrations – Happy New Year</p> <p>Week 2</p> <p>Celebrations – Chinese New Year</p> <p>Week 3</p>	<p>Week 1</p> <p>Easter – Signs of Spring</p> <p>Week 2</p> <p>Easter – Springing into Life</p> <p>Week 3</p>

	<p>Celebrations – Chinese New Year</p> <p>Week 4</p> <p>Celebrations - Nowruz - Persian New Year</p> <p>Week 5</p> <p>Celebrations - Holi - Hindu Festival of Colour</p> <p>Week 6</p> <p>Assessment Week</p>	<p>Easter – What is Easter?</p> <p>Week 4</p> <p>The Easter Story: The Beginning</p> <p>Week 5</p> <p>The Easter Story: The Middle</p> <p>Week 6</p> <p>The Easter Story: The End</p>
Understanding the World	<p>Week 1</p> <p>To know that all animals have babies.</p> <p>Link to PSHE area of learning of lifecycles and human reproduction.</p> <p>To know that not all animal babies look like their parents.</p> <p>Sort animals into metamorphic and not</p> <p>Week 2</p> <p>To know that some animals live on farms.</p> <p>To know that many farm animals are born in spring time.</p> <p>Week 3</p> <p>To know that many different animals live in woodlands.</p>	<p>Week 1</p> <p>To know that we live on Earth.</p> <p>Fieldwork - Explain why people live on Earth</p> <p>Week 2</p> <p>People have been looking into space and asking questions for many years.</p> <p>People who travel into space are called astronauts.</p> <p>Week 3</p> <p>Astronauts live and work on the International Space Station.</p> <p>There are planets in our solar system.</p> <p>The planets in our solar system are very different.</p>

<p>Science Investigation – How many woodlice can you find in the forest in 5 minutes?</p> <p>To know that we must protect these habitats.</p> <p>Week 4</p> <p>To know that many wild animals live around the world.</p> <p>To know that some animals are endangered and need protection.</p> <p>Week 5</p> <p>To know that some animals live in extremely cold places on Earth.</p> <p>Science Investigation – how does ice change?</p> <p>To know that people around the world are trying to protect animal homes.</p> <p>Week 6</p> <p>End of unit quiz/assessment</p>	<p>Week 4</p> <p>The stars we see in the sky are very far away.</p> <p>To know that people have told stories about the stars for many years. Who was Galileo and what did he discover?</p> <p>Week 5</p> <p>To know that astronauts have walked on the moon.</p> <p>To know that the Mars Rover is a robot that is exploring Mars. Science investigation – why does the Mars Rover have large wheels?</p> <p>End of unit quiz/assessment</p>
--	--

Science	<p>Week 1 (4 days)</p> <p>Changes in Winter</p> <p>-Winter seasonal changes</p> <p>To identify changes in Winter.</p> <p>To know what hibernation means and what animals will do this in winter.</p> <p>Week 2</p> <p>Let it flow</p> <p>-floating and sinking</p> <p>To know that some objects will float on water and some will sink.</p> <p>From desert to jungle</p> <p>-environment differences</p> <p>To know that different environments have different features.</p> <p>Week 3</p> <p>From desert to jungle</p> <p>-animal differences</p> <p>To know that different environments are home to different animals.</p>	<p>Week 1</p> <p>Watch it grow</p> <p>-Seasonal spring changes</p> <p>How does a runner bean grow overtime?</p> <p>To predict what might happen to our planted bean.</p> <p>Week 5</p> <p>Watch it grow</p> <p>-Seasonal spring changes</p> <p>How does a runner bean grow overtime?</p> <p>What changes have happened to our bean now?</p> <p>To observe the changes to bean since planting.</p>
---------	--	---

<p>Week 4</p> <p>Animal detectives</p> <p>-sorting by habitat</p> <p>To remember vocabulary to identify animals that may live different parts of the world.</p> <p>Animal detectives</p> <p>-sorting animals by features</p> <p>To remember vocabulary to identify animals that may live different parts of the world.</p>	
<p>Week 5</p> <p>Animal detectives</p> <p>-making bird feeders</p> <p>To know how to make a bird feeder to help animals in the winter.</p> <p>Week 6</p> <p>Pushes and Pulls</p> <p>-ramps</p> <p>To investigate ramps and how they work.</p> <p>Does the car go further on a tall ramp or a short ramp?</p>	

Pushes and Pulls

-Magnets

To investigate magnets and how they work.