



# Reception Curriculum Map Term: Spring 2

## Communication and Language

This half term the children will continue to engage in story times, joining in with repeated phrases and actions. They will develop their confidence to express their opinions in small groups and as part of a whole class. Children will be exposed to an increasing range of books, including fiction, non-fiction, poems, and rhymes. Through our Narrative Immersion approach the children will be gifted new vocabulary each day.

## Physical Development

To supplement the range of opportunities for Physical Education, the children will participate in a weekly PE lesson. This half term, the children will focus on dance. The children will be creating their own movements to music and perform their dance for each other. The children will then perform some familiar rhymes and songs with actions, before starting to think about different dance styles. The children will be taking part in a range of targeted fine motor activities daily during provision to aid them in their writing.

## Personal, Social and Emotional Development (PSED)

This half term we will be focusing on how to work as a team. We will be discussing what it means to work as a team and be putting this into practise in our outside activities, PE and in provision. We will continue to work on all areas of our PSED as required and following our RISE assessments.

**Enrichment:** The children will make their own pancakes. Will host a Mother's Day afternoon tea and a local litter pick.

## Mathematics

This half term the children will be exploring height, length and time by measuring a range of objects and timing actions and activities as well as looking at the days of the week. The children will be learning to recognise and represent 9 and 10 using a variety of resources and creating number museums. The children will find one more and one less than a number to 10. They will be exploring composition of numbers to 10 using real life objects in different contexts as well as using their own mathematical representations.

## Understanding the World

Children will be exploring how artifacts and processes have changed over time. For example, looking at how cleaning your clothes has changed over time and the development of the washing machine or how money and how we pay for things has changed over time. The children will explore the Easter story and how this links to signs of spring. The children will compare different counties and cities linked to stories.

## Expressive Arts and Design

The children will continue to use and develop their skills learnt in Spring 1 as well as learning about pattern and printing to create their own clothes like those from our story and make Mother's Day card. The children will be working in a team to design what they can create a patchwork sack. Our artist this half term is Richard Shilling, the children will learn about him and then create their own transient art using his style.

At Four Oaks, we use Development Matters to support our planning and teaching in the EYFS.

## Narrative Immersion Text

Each half term we have a focus text and plan aspects of our curriculum around an exciting story. Children will be taken to Magic Story World where they meet the characters! The idea is that the events of the book are slowly introduced, and we ask you help us to build suspense and don't let the secret out at home before we reach the end of the book in class together!

**This half term our book is: Jack and the Flumflum Tree**

## Literacy

Through our Narrative Immersion approach the children will be gifted four satellite texts a week from Magic Story World. These will be a range of fiction, non-fiction, poems and rhymes. The children have daily Read Write Inc lessons in small groups, they will read and spell 3 letter and 4 letter words and some Red Words (words that cannot be phonologically decodable). They will also receive a home reading book matched to their phonics ability. They will be read different stories throughout the day where they will answer different questions based on what they have heard. The children will continue to develop their letter formation and write captions and sentences, beginning to use capital letters and full stops.