



## Swavesey Primary School Early Years Reception Curriculum- Spring Term

Our Early Years curriculum is based on the **skills and knowledge** children need to acquire. This document maps out the basic skills and knowledge in the spring term within each area of learning. The themes, texts, topics etc that are used to support the teaching and learning vary dependent on the needs and interests of the children. We assess our children regularly and these assessments support how the skills and knowledge, set out below, are addressed during the term. Additional information on each academic year can be found on the Reception Newsletters or by contacting a member of the Early Years team.

### Events, special occasions, visitors across Autumn term

#### Spring 1

Seasons – Winter

Habitats- Cold and Hot

Festivals and celebrations may include Chinese New Year, New Year,

Valentine’s Day

Rosie’s Walk by Pat Hutchins (Reading Spine)

Number Day

Safer Internet Day

#### Spring 2

Seasons – Spring

Earth and Space

Book week/author visit/world book day

Festivals and celebrations may include Easter/ Holi, Pancake Day

Science Week- National science week focus and forces

RE Week

#### Characteristics of effective teaching and learning:

- **Playing and exploring**- children investigate and experience things and ‘have a go’
- **Active learning**- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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	Skills	Knowledge	Assessment Checkpoints
<b>Communication and Language</b>	<p><b><u>Listening, attention and understanding</u></b>                      During whole class and small group discussions children begin to:                      Listen attentively to the speaker                      Ask questions about what they have heard or to clarify understanding                      Respond appropriately to what they hear when being read to                      Engage in back-and-forth conversations</p> <p><b><u>Speaking</u></b>                      During whole class and small group discussions children begin to:                      Participate and offer their own ideas including explanations                      Use recently introduced vocabulary                      Use full sentences to express ideas and feelings                      Use past, present and future tense correctly                      Use conjunctions with support</p>	<p><b><u>Key texts and vocabulary are identified in relevant areas of learning on the LTPs.</u></b></p>	<p><b><u>Listening, Understanding and Attention</u></b>                      Listen to longer stories and to others in one-to-one or small groups.                      Listen to and talk about stories to build familiarity and understanding.                      Engage in a wide range of non-fiction books.                      Follow a set of instructions (2 or more steps) when not intently focused.</p> <p><b><u>Speaking</u></b>                      Learn and use new vocabulary                      Ask questions to find out more and to check they understand what has been said to them.                      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                      Use talk to help work out problems and organise things work and why they might happen.                      Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.                      Learn rhymes, poems and songs.                      Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary thinking and activities, and to explain how</p>

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<b>Personal, Social and</b>	<p>We follow the Cambridgeshire PSHE Scheme of work. This term the units of work are <i>Citizenship, Identities and Diversity</i> and <i>Keeping Safe</i>.</p> <p>Alongside PSHE sessions, children begin to follow school rules, routines and expectations. This will include the 5 Rs and understanding their rights as a Rights Respecting School.</p> <p>Additional sessions may also be planned and implemented based on needs of the children.</p> <p>PSHE unit: Citizenship, identities and diversity</p> <p>PSHE unit: Keeping Safe</p> <p>Children’s small group work will target different needs and areas for development therefore children will be expected to independently follow different instructions and begin to work independently at an activity.</p> <p>Children’s small group work is an expectation that children can follow instructions, consolidating input for a period.</p>		<p><b><u>Self- regulation</u></b></p> <p>Follow school/ class rules</p> <p>Use words to identify how they are feeling and use some strategies independently to support regulation.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p><b><u>Managing Self</u></b></p> <p>Identify hazards using their safety eyes and ears and begin to act accordingly.</p>
<b>Physical Development- Gross Motor</b>	<p>Children will be able to use balance-bikes and scooters independently and safely.</p> <p><b>Cambridgeshire PE Scheme of work- Fundamentals</b></p> <p>Children will begin to:</p> <p>Stop a ball with some control.</p> <p>Send a ball in the direction of another person.</p> <p>Control a ball on their own.</p> <p>Move with a ball safely.</p> <p>Handle equipment effectively such beanbags, hoops, quoits.</p> <p>Safely negotiate space whilst using equipment.</p> <p>Play cooperatively, taking turns</p> <p>Follow instructions with several actions e.g. aim, throw, collect.</p> <p>Work as a group/ class and follow rules e.g. sports day activities.</p>	<p>Rules and routines about using bikes and scooters safely e.g. wearing a helmet, negotiating space safely, taking turns, one child on a piece of equipment.</p> <p><b>Fundamentals</b></p> <p>Naming equipment- beanbag, quoit, hoop, target etc.</p> <p>Begin to keep a score for team games- tallying in outdoor provision.</p> <p><b>Being Healthy</b></p> <p>When exercising support children to become aware of their bodies by drawing attention to the changes in their body such as red face, sweating, heat beating faster and feeling hot and tired.</p> <p>Share reasons for why exercise is important.</p> <p>Can children think of an exercise they can do?</p>	<p><b>Fundamentals</b></p> <p>Children can:</p> <p>Balance on one foot to stop a ball with the other.</p> <p>Dribble a ball in and out of cones with some control.</p> <p>Send a ball to another person or at a target.</p> <p>Demonstrate awareness and show their understanding about how to play with a ball safely.</p> <p>Select and use equipment safely.</p> <p>Link different movements to respond to instructions, with or without equipment.</p> <p>Participate fairly in team activities in response to instructions, such as relay races or similar.</p> <p>Select and apply movement skills appropriate to the activity such as changing direction, fast and slow, forwards and backwards.</p> <p><b>Dance</b></p> <p>Children can:</p>



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	<p>Practise and refine the skills of running, throwing, catching, changing directions, accuracy and safety. Develop the ABCs- agility, balance and coordination.</p> <p><b>Dance</b> Children will be able to: Negotiate space effectively using a range of movements such as running, jumping, dancing, hopping and skipping. Show control over body movements to copy steps and actions. They will begin to control speed and direction through a variety of levels as they move. Link some body movements and actions together to practise, remember and perform simple movement phrases. Talk about and demonstrate an understanding of ways to keep healthy such as exercising and eating a healthy diet. Observe and respond to various stimuli such as stories and pictures to use movement imaginatively to link to a dance either independently or with a partner. Collaborate with others to create short dances.</p> <p><b>Gymnastics</b> Children will be able to: Confidently demonstrate strength, balance and co-ordination. Confidently build and use an obstacle course safely in outdoor provision. Show increased control over body movements to copy steps and actions.</p>	<p>What is a healthy diet? Create a balanced meal. Carbohydrates, protein, fruits and vegetables, dairy, fats.</p> <p>Other ways to stay healthy- personal hygiene, washing body and hair, brushing teeth, cutting nails etc.</p> <p><b>Dance</b> Knowing there are different ways to move To understand what a safe space is and what personal space is.</p> <p><b>Gymnastics</b> To know and understand how to safely move equipment and why that this is important for personal safety and looking after equipment.</p>	<p>Copy steps and actions with increased control and coordination. Confidently link individual and whole body movements together (e.g. moving to music fluidly) Observe others movements and choose actions to copy in their own movement phrase. Demonstrate an increased ability to negotiate space safely (e.g. not running into each other during warm ups etc.) Demonstrate an increased understanding of ways to stay healthy by talking about the importance of exercise, healthy eating and sleep.</p> <p><b>Gymnastics</b> Children will be able to: Copy individual and whole body movements with increased control and coordination (e.g. using arms to balance across a balance bar). Link individual and whole body movements together to make a sequence (e.g. slide, twist and hop). Actively observe their peers movements sequences. Move equipment safely e.g. 2 children to move a mat holding it thumbs up and fingers under, facing forwards as they move).</p>

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	Skills	Knowledge	Assessment Checkpoints
<b>Physical Development-</b>	<p>Skills and knowledge will be planned from the progression maps, based on children’s needs and interests. These are mostly embedded across the curriculum and within many areas of the provision.</p> <p><a href="#">PENCIL GRIP PROGRESSION MAP.pdf</a>  <a href="#">EAD and fine motor skills progression.pdf</a>  <a href="#">EAD Skills Progression with Access Art.pdf</a></p>		<p>Use scissors to cut around 2D shapes as well as non- standard shapes</p> <p>Trace over more complex shapes and lines. Follow instructions to draw a specific object.</p> <p>Use tripod grip confidently and consistently when make making.</p> <p>How to correctly form phase 2 letters and numbers to 10. They will write letters in the correct order for digraphs and trigraphs.</p> <p>Independently do up and undo buttons and zips</p> <p>Use a range of tools- paintbrushes, tweezers, threading (set out as part of early morning rotation to target fine motor skills).</p>
<b>Literacy</b>	<p><b>Comprehension</b>                      Begin to understand what has been read to them                      Begin to retell stories and narratives using their own words and recently introduced vocabulary.                      Begin to anticipate key events in some stories.                      Begin to use and understand recently introduced vocabulary in different contexts</p> <p><b>Word Reading</b>  <a href="#">Little Wandle Reception Progression.pdf</a></p> <p><b>Writing</b>  <a href="#">Use Little Wandle formation phrases to support letter formation.</a>                      Write recognisable letters                      Begin to use capital letters at the beginning of a sentence and names.                      Begin to use finger spaces between words                      Begin to finish sentences with a full stop.</p>	<p><b>Comprehension</b>                      Children acquire knowledge through key texts, reading spine texts and reading practice sessions to demonstrate the comprehension skills.</p> <p><b>Key reading spine texts and vocabulary-</b>  <i>Six Dinner Sid</i> – slip out, rounding off, neighbours, swanky, smooched, damp, suspicious, future, minded  <i>Rosie’s Walk</i> – mill, farm, prey, predator, positional language, first, next, last  <i>Goodnight Moon-</i> young, mush, whispering, stars, air,  <i>Whatever Next-</i> moon, rocket, helmet, colander, journey, chimney, smart, passengers, millions, dripped, gasped, state.</p>	<p><b>Comprehension</b>                      Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Word reading</b>                      Little Wandle assessment</p> <p><b>Writing</b>                      Write recognisable letters, some correctly formed.                      Form lower-case and capital letters correctly.                      Begin to independently spell words by identifying the sounds and then writing the sound with letter/s.                      Children will be able to write their first name (and begin to write their surname if ready).</p>

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	<p>Know how to use grapheme mats to support spelling Re-read what they have written to check that it makes sense</p>	<p><b><i>Coming to England by Floella Benjamin-</i></b> beautiful, newspaper, advert, jazz, musician, suitcase, British Empire, saxophone, market, mangoes, grapefruit, sweet potatoes, wicked, joy, sail, skyscraper, cabin, mischief, iceberg, history, dock, expected <b>Word Reading</b> <a href="#">Little Wandle Reception Progression.pdf</a> <b>Writing</b> <a href="#">Use Little Wandle formation phrases to support letter formation.</a> Understand the difference between lower case and capital letters and their use Know that sentences begin with a capital letter and finish with a full stop Know how to use grapheme mats to support spelling</p>	<p>Write short sentences with words with known sound-letter correspondences, beginning to use a capital letter and full stop.</p>
<b>Maths</b>	<p><a href="#">Mastering number reception termly overview.pdf</a> Know that 3D shapes have 2D shapes within them Select, rotate and manipulate shapes to develop spatial reasoning skills Continue, copy and create repeating patterns.  To develop spatial reasoning skills by: comparing and exploring length and height</p>	<p><a href="#">Mastering number reception termly overview.pdf</a> Explore 3D shapes and explore 2D shapes within them <b>Vocabulary:</b> 2D shapes, rectangle, square, circle, oval, triangle, pentagon, hexagon, corners, sides, pattern, repeat, same</p>	<p>Count objects, actions and sounds. Subitise Link the number symbol (numeral) with its cardinal number value Count beyond ten Compare numbers and say when groups are equal and unequal 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 0–5 and some to 10</p>

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	<p>Using non-standard measures for length and height</p> <p>Sequence events in chronological order using language</p>	<p>more than, fewer than, equal, whole, part, odd, even, doubles, order, sequence first, second, third, pattern</p> <p>Language of comparisons – longer, long, short, shorter, taller, tall, tallest, small, smaller, smallest, length, height</p> <p>Before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening</p>	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length and height.</p>
Understanding the World	<p><b><u>Past and Present</u></b> To explore famous artists from past and present. Artist focus: <i>Van Gogh</i></p> <p><b><u>People, Culture and Communities</u></b> <b>Reading spine- Rosie's Walk</b> Use knowledge from hot and cold habitats work to compare environments and create simple maps.</p> <p><b>RE week- celebrations and festivals</b> Explore, compare and discuss how and where different festivals are celebrated.</p>	<p><b><u>Past and Present</u></b> To know famous artists from past and present. Artist focus: <i>Van Gogh</i></p> <p><b><u>People, Culture and Communities</u></b> <b>Reading spine- Rosie's Walk</b> Create a simple map <b>Key Vocabulary:</b> Rosie's Walk – mill, farm, prey, predator, positional language, first, next, last own maps of journey to school.</p> <p><b>RE week- celebrations and festivals</b> How are different festivals celebrated? Are there any comparisons to celebrations we have learnt about already?</p>	<p><b><u>Past and Present</u></b> Know similarities and differences between things in the past and now Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities</u></b> Talk about members of their immediate family and community. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Draw information from a simple map.</p>

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	Skills	Knowledge	Assessment Checkpoints
	<p><b><u>The Natural World</u></b>  <b>Winter- Seasons</b>                      Observe living things in each season                      Listen to sounds outside and identify the source</p> <p><b>Habitats- cold and hot</b>                      Explore plants and animals in a contrasting environment</p> <p><b>Earth and Space-</b>                      Observing that the Sun appears to move across the sky                      Observing that they can see the Moon at night and sometimes in the day                      Observing that they can only see the stars at night                      Talking about what happens and what they can see and hear in the daytime and at night</p>	<p>Make links to Churches and Temples as places of worship. Link back to Diwali and Christmas. Identify countries on world map.  <b>Vocabulary-</b> Easter/Holi- celebration, festival, Easter, Jesus, eggs, cross, Holi, colour                      Chinese New Year – celebration, China, red, Mandarin/ Cantonese, dragon, Emperor, Zodiac</p> <p><b><u>The Natural World</u></b>  <b>Winter- Seasons</b>                      How do we know its Winter? Identify signs of winter including plants and animals.                      Observe living things in each season  <b>Key vocabulary-</b> seasons, change, cold, snow, frost, ice, snowflakes, freezing, melting, evergreen/ deciduous.  <b>Habitats- cold and hot</b>                      Compare the environments, animals that live there, food that grows?  <b>Key vocabulary-</b>                      Habitats- Artic, Antarctic, rainforest, desert, ocean, forest, jungle, habitat</p> <p><b>Earth and Space-</b>                      To know that the sun moves across the sky during the day, the moon is visible at night and sometimes in the day and stars are only visible at night.                      To know when animals are active and explain different activities that occur at</p>	<p><b><u>The Natural World</u></b>                      Explore the natural world around them.                      Describe what they see, hear and feel whilst outside.                      Recognise some environments that are different from the one in which they live.                      Understand the effect of changing seasons on the natural world around them.                      Recognise some similarities and differences between life in this country and life in other countries.</p>



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	<p><b>Science week including forces</b>                      Change objects to make them float or sink                      Explore how many small objects different 'boats' can hold before they sink                      Explore how to change cars rolling down ramps/gutters.                      Explore how objects fall, including with or without parachutes.                      Encourage children to ask questions about forces, such as "What happens if I ..."</p> <p><b>Spring- Seasons</b>                      Observe living things in each season                      Listen to sounds outside and identify the source</p>	<p>different times of day e.g. sleeping, getting ready for school etc.</p> <p><b>Key vocabulary-</b>                      Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float</p> <p><b>Supplementary vocabulary-</b>                      Sunrise, sunset, astronaut, astronomer, constellation, orbit, nocturnal, slow-motion, magnify</p> <p><b>Science week including forces</b>                      Know what floating and sinking                      Means and how to change whether an object floats or sinks                      Know ways to change the speed, distance etc of objects travelling down a ramp such as changing the gradient etc.                      Know ways to change the speed of a falling object</p> <p><b>Vocabulary:</b>                      float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce</p> <p><b>Supplementary vocabulary:</b>                      force, rotate, solid, liquid, gravity</p> <p><b>Spring- Seasons</b>                      How do we know its Spring? Identify signs of winter including plants and animals.                      Observe living things in each season</p>	

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		<b>Vocabulary-</b> seasons, change, warm, blossom, buds, bulbs, daffodils, tulips, soil, water, sun, nutrients.	
<b>Expressive Arts and Design</b>	<p><a href="#">EAD and fine motor skills progression.pdf</a>  <a href="#">EAD Skills Progression with Access Art.pdf</a></p> <p>Explore, use and begin to refine a variety of artistic effects to express their ideas and feelings.                      With support, return to and build on their previous learning, refining ideas and developing their ability to represent them.                      Begin to create collaboratively, sharing ideas, resources and skills.</p> <p>To explore and describe techniques used by famous artists from past and present.                      Artist focus: <i>Van Gogh</i></p> <p><b>Charanga music scheme</b>  <b>Spring 1: Everyone!</b>  <b>Spring 2: Our World</b></p>	<p><a href="#">EAD and fine motor skills progression.pdf</a>  <a href="#">EAD Skills Progression with Access Art.pdf</a></p> <p>To know techniques famous artists from past and present.                      Artist focus: <i>Van Gogh</i></p> <p><b>Charanga- main songs include:</b>                      Wind The Bobbin, Up, Rock-a-bye Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle, If You're Happy And You Know It, Head, Shoulders, Knees And Toes, Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels On The Bus, The Hokey Cokey.</p>	<p>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.</p>