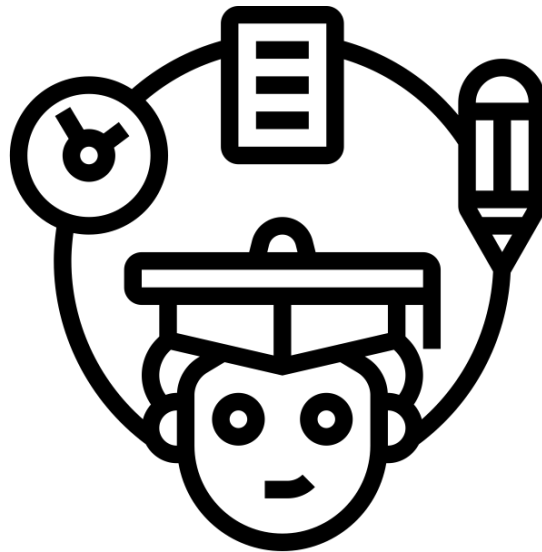


Reception Curriculum at William Davis

An information booklet for
parents and carers



Spring Term

The Reception Curriculum

Autumn 2024	Spring 2025	Summer 2025
RHYTHMS OF THE YEAR: <ul style="list-style-type: none"> New beginnings / transition Seasonal change: Autumn/Winter Festivals: Bonfire night/ Christmas/Diwali 	<ul style="list-style-type: none"> Seasonal change: Spring Festivals: Eid/ Easter 	<ul style="list-style-type: none"> Seasonal change: Summer Festivals: Eid Transition and moving on
WRITING OPPORTUNITIES <ul style="list-style-type: none"> Family trees – labelling Annotating cooking photos/ ingredients Recipes/shopping lists Class poem 	<ul style="list-style-type: none"> Thank you cards Labels for plants in garden Fact files about bees. Annotating pictures of Ghana Label body parts 	<ul style="list-style-type: none"> Rules for being a kind friend Kindness posters Labelling/drawing maps Labels/signs for their art gallery
MATHS (WHITE ROSE) <ul style="list-style-type: none"> Match sort compare Measure and pattern It's me 123 Circle and triangles 12345 Shapes with 4 sides 	<ul style="list-style-type: none"> Alive in 5 Mass and capacity Growing 678 Length, height and time Building 9 and 10 3D shape 	<ul style="list-style-type: none"> 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections
PHYSICAL DEVELOPMENT (PE) <ul style="list-style-type: none"> Early Years Stories 1 Early Years Stories 2 	<ul style="list-style-type: none"> Pirate and Jungle gymnastics Dance 	<ul style="list-style-type: none"> Fundamental Movement Ball skills
PSED <ul style="list-style-type: none"> Me and my family Rules and keeping safe Taking turns Zones / feelings 	<ul style="list-style-type: none"> Internet safety The human body Keeping healthy 	<ul style="list-style-type: none"> Zones / feelings Celebrating difference
THE NATURAL WORLD: SCIENCE <ul style="list-style-type: none"> Seasonal change How animals prepare for winter Changing materials - cooking 	<ul style="list-style-type: none"> Human body Seasonal change Plants Animal life cycles 	<ul style="list-style-type: none"> Forces Animals and habitats Materials
PEOPLE, PLACES AND COMMUNITIES: GEOGRAPHY <ul style="list-style-type: none"> Seasonal change Autumn walk mapping 	<ul style="list-style-type: none"> Place knowledge- investigating the world. Where are our grandparents from? Seasonal change 	<ul style="list-style-type: none"> Jobs in our community Maps
PEOPLE, PLACES AND COMMUNITIES : RE <ul style="list-style-type: none"> Where do we belong? What makes stories special? Christmas 	<ul style="list-style-type: none"> What is special about our world? What people are special? Easter +Eid 	<ul style="list-style-type: none"> What places are special?
PAST AND PRESENT: HISTORY <ul style="list-style-type: none"> Family trees Old and new objects Museum of the Home 	<ul style="list-style-type: none"> How was life different for our grandparents? 	<ul style="list-style-type: none"> Space explorers and inventors.
EXPRESSIVE ARTS AND DESIGN <ul style="list-style-type: none"> Self portraits Cooking (soup + gingerbread) 	<ul style="list-style-type: none"> Close observation drawing/painting of plants Make a bee hotel 	<ul style="list-style-type: none"> What is an art gallery? Sculptures/Henry Moore Making story props
MUSIC: SING UP <ul style="list-style-type: none"> I've got a grumpy face The Sorcerer's Apprentice Witch Witch Row Row Your Boat 	<ul style="list-style-type: none"> Bird Spotting Shake my Sillies Out Up and Down Five Fine Bumble Bees 	<ul style="list-style-type: none"> Down There Under the Sea It's Oh So Quiet Slap Clap Clap\Bow Bow Bow Belinda

Spring Term Learning

On the next few pages you will find KNOWLEDGE ORGANISERS for the autumn term learning for your child.

What is a 'Knowledge Organiser'?

A Knowledge Organiser is a go-to document that identifies the key information that children need to refer to in lessons for a particular subject, and it also acts as a tool to support children in retaining and retrieving knowledge for life-long learning.

How do they help children?

They provide the essential knowledge that children need to be taught. Knowledge Organisers help them to remember key dates, key people, key events, vocabulary and definitions and key concepts.

They can be used as a fun assessment tool through quizzing, to help remember the learning.

How do they help parents?

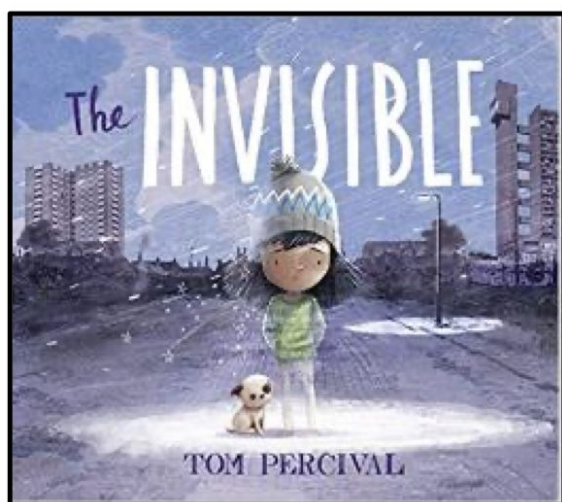
They can help parents have a better understanding of what their children are learning. They allow parents to build on this knowledge at home.

How should we use the knowledge organisers at home?

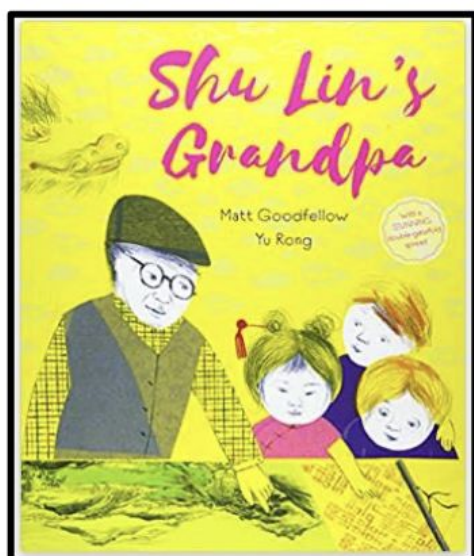
- Ask your child to talk to you about what they have learned using the knowledge organiser to support them.
- You can make up fun quizzes for your child using the information on the knowledge organiser.
- Ask your child to make a quiz for you too!
- It is particularly helpful if children can practise learning the key vocabulary at home. Vocabulary has been shown to be a key factor in children's overall progress.

Reading

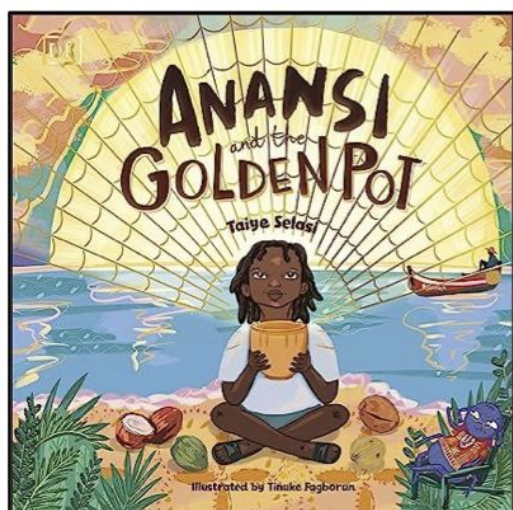
This term we will be reading the following books as a class:



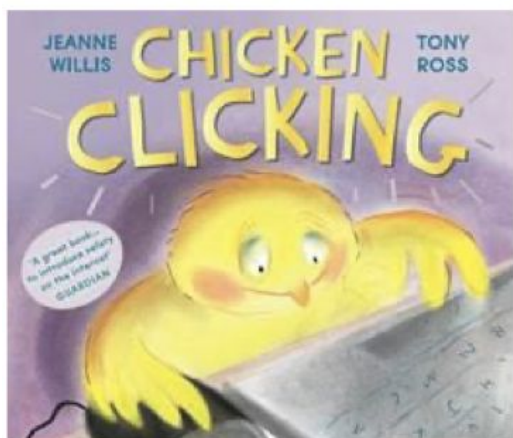
This is a story about Isabel and her family. They have to move house because they do not have enough money to stay in their home. When Isabel moves she begins to feel invisible, like she doesn't belong in the new place. Other people just ignore her like she isn't there. Then she starts to see other people who seem invisible too and she starts to help them. The more she helps people, the more they can all be seen. Isabel makes a real difference to other people's lives



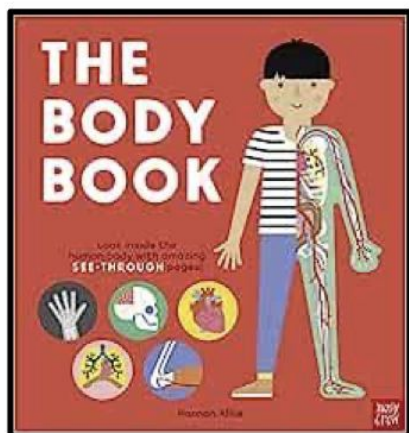
This story is about a girl called Shu Lin. She has just started at a new school. She stands alone in the playground and at lunchtime she eats by herself from little boxes of brightly coloured food. But when Shu Lin's grandpa comes to school and shows the class his Chinese paintings, everything changes



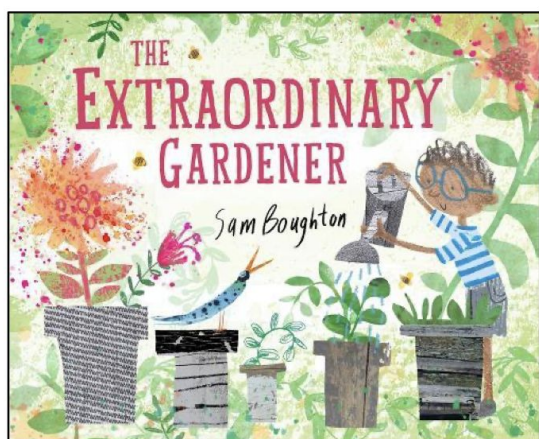
This story is about a boy named Kweku. He has grown up hearing stories about the clever spider Anansi. He is given the nickname Anansi by his father because of his sparkly eyes and spider leg- like eyelashes. Anansi and his family go on a holiday to Ghana to visit his beloved Grandma. In Ghana, Anansi the boy meets Anansi the spider who gives him a magical pot that can be filled with whatever he wants. Anansi fills it again and again with his favourite red-red stew and eats so much that he gets a tummy ache. Will he learn to share the magic with the people that he loves?



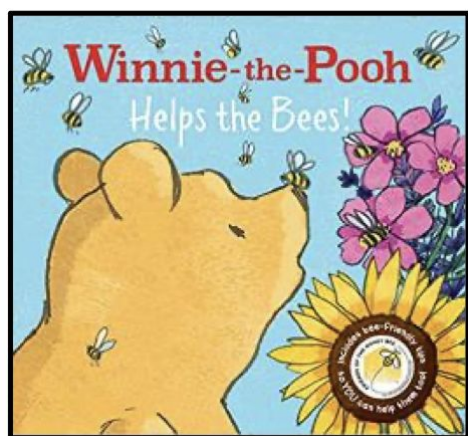
Our story is about a cheeky little chick. One night, Chick hops onto the farmer's computer and – CLICK! – she's soon shopping online for the whole farm! She buys things for all the different animals and for herself. But when she arranges to meet up with a friend she's made online, she realises she has made a big mistake!



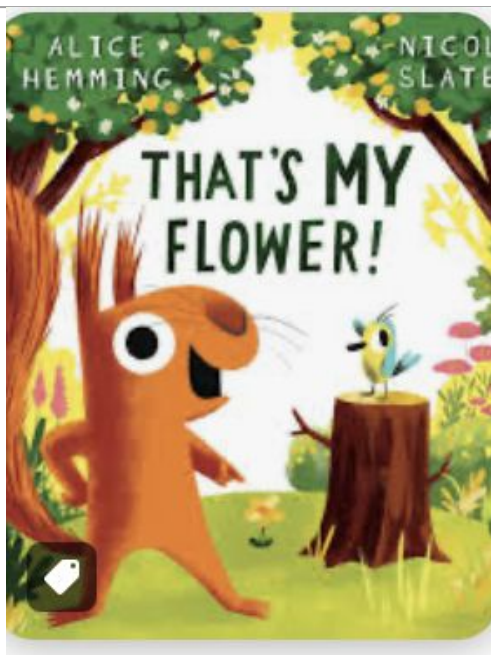
Our bodies are amazing! This is a really exciting book all about our bodies. It is what we call a non-fiction book, which means it is full of true facts and is not made up like a story. We can read books like this in any order we like. Can you see on the front cover that some of the pages are see-through and we can see inside the boy's body? Let's look at and read the first page, Inside your Body. Now let's look at the page next to it to see how the book is organised.



This story is about a little boy called Joe, who lives in a flat in a city. Joe has a big imagination. He imagines all sorts of wonderful things and wishes they would come to life. One day, he has an idea and decides to plant a seed on his balcony. He waits and waits but nothing happens! Joe gives up and goes back to imagining. Then, one day, he sees that the seed has turned into the most beautiful tree.



In our story Winnie-the-Pooh has run out of honey. He goes with Piglet to ask the bees for some more but he realises the bees are not happy so they are not making much honey. Winnie-the-Pooh learns all that he can about bees, so that he can make things better for the bees that live in Hundred Acre Wood. This book also contains lots of bee facts and tips from The British Bee Keepers Association, so that you can help bees that live near you too

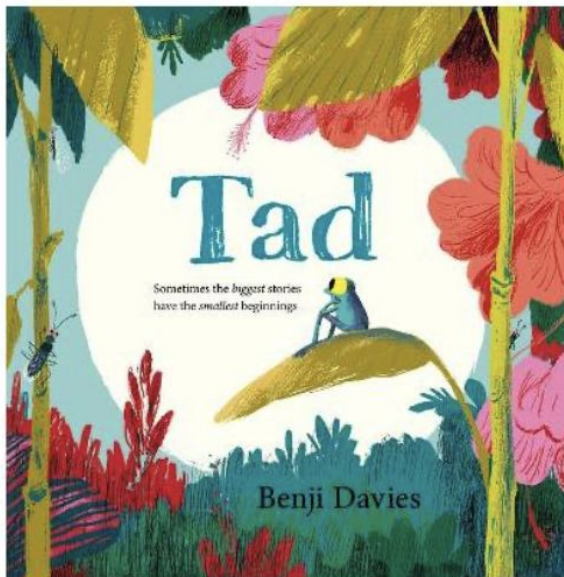


Squirrel is so excited. It's spring and the most perfect flower has started to blossom – and Squirrel has decided the flower is HIS.

After what happened to the leaves in autumn (THEY ALL DISAPPEARED), Squirrel's not taking any chances. . . He MUST keep the flower safe, and he needs his best friend Bird to help him!

But perhaps Squirrel wants to protect the flower a little too much. . . After all, even flowers want a little space sometimes.

Join Squirrel and Bird as they discover and explore the wonderful nature of spring . . . and learn a few things along the way



Meet Tad.

She's the smallest tadpole in a big pond, and lives there with all her tadbrothers and tadsisters.

Although something else lives there too... BIG BLUB! And when everyone else starts to disappear, Tad starts to wonder if Big Blub will get her too...

Or is everyone else going somewhere else; somewhere better? And if so, will Tad ever get there too?

A big story about a tiny tadpole – about growing up, branching out, and taking a leap into life.

We will also be continuing to learn to read using phonics and will have a daily 45 minute phonics lesson.

We will be sending home weekly reading books for children to practice their phonics.

Please ensure your child reads EVERY NIGHT.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

<https://www.ruthmiskin.com/parents/>

Animals including humans

Talk about some similarities and differences in animals including humans.

Name all basic parts of the human body that they can see and the brain and heart.

Observe different animals and their body parts and talk about why they have them, e.g. beak, wings, legs.

Begin to talk about what their body needs, e.g. food, water exercise and sleep.

Talk about animal life cycles.

Understanding the World: Science

Plants

Name some common plants / vegetation, e.g. grass, tree, bush, daisy, dandelion (and other plants and tree names local to their environment)

Examine change over time, for example, life cycle of different plants / fruit / vegetables, growing plants from seeds.

Talk about simple plant parts and what happens to them. Use language, e.g. leaves, roots, stem, petal.

Talk about simple similarities and differences in plants.

Location and Place

Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park, playground, road and road signs.

Name, locate and talk about one other country, linked to what they have read, e.g. Anansi and the Golden Pot (Ghana)

Name and describe human and physical features of the places they have visited and places from stories, e.g. beach, island, fields, mountain

Our special world

Consider what is special about our world.

Celebrate the wonders of nature.

Learn about the creation stories from Christianity and Islam.

Listen to the story of Muhammad and the Kittens and consider what it teaches Muslims about caring for animals.

Understanding the World: Geography , History + RE

Seasons

Know the names of the seasons and what the weather is / can be like in each.

Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants.

Describe how trees and plants change in different seasons

Families and changes within living memory;

Compare life for their family now compared to life for their family in the past, e.g. their lives full of technology compared to their grandparents' lives with little technology.

Explore the ways in which life has changed over the time of our parents, grandparents and great-grandparents

Expressive Arts and Design – Being Imaginative and Expressive Music, Dance and Drama

Using voices: - What changes can you hear in this song? Where is it high / low / fast / slow?
singing songs in different languages

Playing Instruments: Accompany songs with simple instruments, keeping a steady beat.

Listening with concentration: Listening to different instruments around the world. Listen to the music. What movement could we put to it and why? How should we move to this music?

Expressive Arts and Design

Expressive Arts and Design – Creating with Materials – Art and DT Focus

Develop their own ideas through experimentation with a diverse range of materials. Increasingly choose more appropriate materials for the job, e.g. cotton reels / lids for wheels, wool / thread for hair.

Use a range of fixings explaining their choices – staples / stapler, hole punch, treasury tags, split pins, different glues, Sellotape, masking tape.

Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary).

Self-select different types of paint for a purpose, e.g. ready mix, watercolour, powder paint

Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas

Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey

Maths

Alive in 5

- Step 1 Introduce zero
- Step 2 Find 0 to 5
- Step 3 Subitise 0 to 5
- Step 4 Represent 0 to 5
- Step 5 1 more
- Step 6 1 less
- Step 7 Composition
- Step 8 Conceptual subitising to 5

Mass and capacity

- Step 1 Compare mass
- Step 2 Find a balance
- Step 3 Explore capacity
- Step 4 Compare capacity

Growing 6, 7, 8

- Step 1 Find 6, 7 and 8
- Step 2 Represent 6, 7 and 8
- Step 3 1 more
- Step 4 1 less
- Step 5 Composition of 6, 7 and 8
- Step 6 Make pairs-odd and even
- Step 7 Double to 8 (find a double)
- Step 8 Double to 8 (make a double)
- Step 9 Combine 2 groups
- Step 10 Conceptual subitising

Length, height and time

- Step 1 Explore length
- Step 2 Compare length
- Step 3 Explore height
- Step 4 Compare height
- Step 5 Talk about time
- Step 6 Order and sequence time

Building 9 and 10

- Step 1 Find 9 and 10
- Step 2 Compare numbers to 10
- Step 3 Represent 9 and 10
- Step 4 Conceptual subitising to 10
- Step 5 1 more
- Step 6 1 less
- Step 7 Composition to 10
- Step 8 Bonds to 10 (2 parts)
- Step 9 Make arrangements of 10
- Step 10 Bonds to 10 (3 parts)
- Step 11 Doubles to 10 (find a double)
- Step 12 Doubles to 10 (make a double)
- Step 13 Explore even and odd

Explore 3-D shapes

- Step 1 Recognise and name 3-D shapes
- Step 2 Find 2-D shapes within 3-D shapes
- Step 3 Use 3-D shapes for tasks
- Step 4 3-D shapes in the environment
- Step 5 Identify more complex patterns
- Step 6 Copy and continue patterns
- Step 7 Patterns in the environment