

CARDINAL NEWMAN CATHOLIC PRIMARY SCHOOL RECEPTION TERMLY OVERVIEW – SPRING 2022



Topic Outline Spring Term 2021 - 2022 Reception

	January	February	March
Weeks beginning	3/1 10/1 17/1 24/1	31/1, 7/2, 21/2 Half Term - 14/2	28/2 7/3 14/3 21/3 28/3
Topic	Winter	Jolly Postman - traditional tales	Animals / Spring
Events	Friday - whole school Mass – Epiphany- 7/1 Red Class Forest School 21/1 Orange Class Forest School 28/1	Life Bus 31/1 Chinese New Year 1 st Feb Children's Mental Health week 7/2 Parent Consultations Tuesday 8 th , Thursday 10 th Internet Safety Day 7 th Feb. First Aid week - week beg 21/2 Ashes service 24 th Feb.. Book Week- 28/2	St David's Day 1/3 Ashes Service 2/3 St Patrick's Day 17/3 Mothering Sunday - 27 th March Rec Forest School - 3 rd March 16 th Inset Day Holy Week in school 28/3
Books	Kipper's Snowy Day Percy's Park - One Winter's Day Lost Penguin One Snowy Night Winter Poems Talk for Writing: Billy Goat's Gruff	Jolly Postman Traditional Tales Postman Pat Traditional poems Chinese New Year books One Ted falls out of bed, Kipper's Toy Box	Dear Zoo Farmer Duck The pig in the pond Farm Hullabaloo Floss Mr. Gumpy's Outing

Experiences / Services

	Plant bulbs for the playground Write a thank you letter for Christmas presents. Life Bus Winter Walk	Lenten Promises Ash Wednesday 17th during Half Term	Mother's Day - thank our mothers with a card and present St. David's Day St. Patrick's Day Mission Weeks
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Values

Religious Education	Celebrations What a celebration is and when we celebrate Celebrating in church and recognise some parts Talk about belonging to a parish family <ul style="list-style-type: none"> • Story of the Presentation as a celebration 	Gathering Why people gather together The joy of gathering to listen to God's world The joy of gathering for Mass. The story of Jesus with the children To recognise the signs and symbols of Mass	Finish Gathering for 1 week Growing Making a Lenten Promise To recognise the stories of Good Friday and Easter Sunday To recognise that Christians try to grow more like Jesus during Lent To recognise signs of new life
Personal Social Emotional Development	Be aware of the boundaries set, and of behavioural expectations in the setting. Settling back in after break and review challenge and expectations for good learning •Be sensitive to the needs of others and can take turns and share resources, sometimes with support from others. Playing games - board games and outdoor games Resilience - keep trying and problem solving <u>Health Education:</u> Washing hands and good hygiene	Be able to negotiate and solve problems without aggression, Work alongside children in the outdoor area Takes steps to resolve conflicts with other children, e.g. finding a compromise. SEAL prog - Falling out and making up Aware of own feelings, and knows that some actions and words can hurt others' feelings. Response to various scenarios Listening to instructions Thinking about other people - Lent Other cultures - Chinese New Year Mental health Week: Relationships - Feelings book, Relaxation, Cosmic Yoga	Explains own knowledge and understanding, and asks appropriate questions of others. • Learning about people in other countries Explain how the chicks hatched and how to look after them. Mission Week, children talk about what they have done and why. Can describe self in positive terms and talk about abilities. - Children can describe themselves and what they are good at. Caring for others and recognising their needs Describe how families celebrate Easter -

	<p>First Aid - being safe Eats a healthy range of foodstuffs; understands need for variety in food. Shows some understanding that good exercise, eating, sleeping and hygiene contributes to good health. Visit from school nurse. Visit from life bus <u>RSE</u> We are each unique, with individual gifts, talents and skills God made our bodies and they are good We need to look after our bodies</p>	<p>Zones of Regulations Learning Powers <u>Health Education:</u> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Healthy foods and balanced eating Washing hands after being outside <u>RSE</u> We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc). A language to describe their feelings</p>	<p>differences between traditions <u>Health Education:</u> Practices some appropriate safety measures without direct supervision - ensure routines for safety are understood Shows understanding of how to transport and store equipment safely. <u>RSE</u> Simple strategies for managing emotions and behaviour.</p>
<p><u>Life Skills / Opportunities for Learning</u></p>			
<p>Communication and Language</p>	<p>Listens to others in small groups Show and Tell - outdoor things they like in winter Maintains attention, concentrates and sits quietly during appropriate activity - listening to stories •Links statements and sticks to a main theme or intention. - retell stories and give explanations Show and Tell - talk about a favourite event Focus Vocabulary; related to winter, ongoing topics and sensitivity to others' needs</p>	<p>Listens to stories with increasing attention and recall. Beginning to understand 'why' and 'how' questions Ask questions and answer questions Able to follow a story without pictures or props. Group stories and talk with an adult about what they have heard. Able to follow instructions without pictures Uses language to imagine and recreate roles and experiences in play situations. Talk about the chickens hatching. Role Play and small world Introduces a storyline or narrative into their play. - Talk for writing, role play pancake making, recreating stories and creating own stories Understands humour, e.g. nonsense rhymes, jokes. Talk about feelings</p>	<p>• Is able to follow directions - simple map making Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words - building up a vocabulary relating to travel, Lent, interests, families and positive feelings. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Relate to PE, Farmer Duck, Mr. Gumpy's Outing Talk about new life- plant seeds for instant growth and delayed growth. Focus Vocabulary: related to Spring, Easter, growing</p>

		Focus Vocabulary: related to Lent, Chinese New Year, culture and feelings	
Role Play	Indoors: Percy's hut Outdoors: 3 Billy Goats Gruff	Inoor: 3 Bears Cottage Outdoors: Cinderella's kitchen / castles	Indoors: Vet's Office Outdoor: Farm shop - gardening
Literacy	<p><u>Phonics / Word Reading:</u> Teach: ear, air, ure, ea, ur, ir, oe, al, oy, ow, and all of Phase 5 Letters and sounds Blending and Segmenting cvc, cvcc, ccvc</p> <p><u>Key Words:</u> writing the first ten key words and names - ensure all children can read all 45.</p> <p><u>Writing Focus:</u> Capital letters for names, begin to use digraphs in writing All children to write a simple sentence independently. Break the flow of speech into words using finger spaces Use letters to communicate meaning, representing sounds correctly, including at least initial and final sounds. Can segment the sounds in simple words and blend them together.</p> <p><u>Hand writing:</u> Writing recognisable letters and correctly forming most of them</p> <p><u>Additional Reading:</u> Enjoys an increasing range of books relating to winter.</p>	<p><u>Phonics / Sounds / Word Reading:</u> Teach Split digraphs Revise all with c/k, e, d, r, h, m, g, o, u, l, f, b, ai, j, oa, ie, ee, or Read Write Ink programme</p> <p><u>Key words:</u> Write "like my big cat" and all of second set</p> <p><u>Writing Focus:</u> Spell words by identifying sounds and representing the sounds with letters and digraphs Put words together to make simple sentences Use sounds to write independently Attempts to write short sentences in meaningful contexts. Embed use of full stops Continue a rhyming string.and can use the pattern to write rhyming words accurately •</p> <p><u>Hand writing:</u> Embed correct pencil grip; air writing and correct formation writing letters and digraphs accurately.</p> <p><u>Additional Reading:</u> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</p>	<p><u>Phonics / Sounds / Word Reading:</u> Revise:all with "z, w, ng, v oo/oo, y, x, ch, sh, th/th, qu, ou, oi, ue, er, ar</p> <p><u>Key Words:</u> Write "play, up, and, for, go, away, going, to, in, of, it, come, you, yes, no, dog"</p> <p><u>Writing Focus:</u> Continue to identify sounds within words and to write the sounds they hear correctly. Continue to use Key Words to write independently.</p> <p><u>Handwriting:</u> (See PD) Forming letters "i, l, r, t, h, n, m" correctly Write second and third sets of key words Links sounds to letters, naming and sounding the letters of the alphabet and digraphs taught to date. Children write simple phonetically regular words correctly. They also write some irregular common words. They write simple sentences which can be read without mediation. Some words are spelt correctly and others are phonetically plausible. Ext: using descriptive words Make Easter books</p> <p><u>Additional Reading:</u> Knows that information can be retrieved from books and computers.</p>
Physical Development	<u>Gross Motor Skills:</u> Travels with confidence and skill	<u>Gross Motor Skills:</u> Large gross motor skill movements	<u>Gross Motor Skills</u> Correct running - different speeds

	<p>around, under, over and through balancing and climbing equipment. Use anticlockwise movement and retrace vertical lines.</p> <p>Form recognisable letters.</p> <p><u>Fine Motor Skills:</u> Embed and develop painting, using pencils, drawing Pincer grip with good control</p>	<p>Dragon dance</p> <p><u>Fine Motor Skills:</u> Catch a large ball</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Use simple tools to effect changes to materials.</p>	<p>Stopping and starting, changing direction - going sideways etc.</p> <p>PE multisports Day</p> <p><u>Fine Motor Skills:</u> Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Fine motor activities, including malleable materials - play dough Photo frames</p>
Maths	<p><u>Number / Numerical Patterns:</u> Use Mastering Number programme to develop number and numerical pattern skills. Use White Rose framework to guide Mastery. Selects the correct numeral to 10 / 20 objects. Counts an irregular arrangement of up to ten / 20 /30 objects. Estimate how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. •Finds the total number of items in two groups by counting all of them.</p> <p><u>Shape / Space / Measure:</u> Use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Select a particular named shape. Beginning to use everyday language related to money.</p>	<p><u>Number / Numerical Patterns:</u> Use Mastering Number programme to develop number and numerical pattern skills. Use White Rose framework to guide Mastery. Says the number that is one more than a given number. •Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Problem solving</p> <p><u>Shape / Space / Measure:</u> Use familiar objects and common shapes to create and recreate patterns and build models. Use everyday language related to time. Order and sequence familiar events. Measure short periods of time in simple ways.</p>	<p><u>Number / Numerical Patterns:</u> Use Mastering Number programme to develop number and numerical pattern skills. Use White Rose framework to guide Mastery. Records, using marks that they can interpret and explain. Introduce doubling Begins to identify own mathematical problems based on own interests and fascinations. Saying numbers which are more, less or between</p> <p><u>Shape / Space / Measure:</u> Building with 3D shapes Describing 3D shapes - faces, edges, vertices, curved, round, flat. Positional language. Describe their relative position such as 'behind' or 'next to' Use language of weight and capacity Order two or three items by length or height. Order two items by weight or capacity.</p>

<p>Understanding the World</p>	<p><u>People, Culture and Communities</u> Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Talk about Christmas traditions Chinese New Year - Life in China and compare with life in Surrey <u>Past and Present:</u> Talk about a favourite event - e.g. Christmas a trip or holiday Talk about how people celebrate now and in the past Provide ways of preserving memories of special events or activities - use tablet to take photos, <u>The Natural World:</u> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Go to field to look at signs of winter to compare with very cold areas Ice experiments- changes - paint with frozen paint - like lollies</p>	<p><u>People, Culture and Communities</u> Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. Ask parents to come and speak to children Provide role-play areas with a variety of resources reflecting diversity. <u>Past and Present</u> Traditions - Traditional tales from other countries Noting changes in their own lives as they have grown <u>The Natural World</u> Watching eggs hatching video and talking about change and the need to care for creatures and needs. Simple birds eye view of 3 Bears table</p>	<p><u>People, Culture and Communities</u> Discuss photos of different parts of the local community, including areas where some children may be very knowledgeable, - use google maps and / or digimaps to look at school - lead to do a map of outdoor area <u>The Natural World:</u> Can talk about some of the things they have observed such as plants, animals, natural and found objects. Children to visit Environmental Area and find objects using a simple birds eye view or simple map. Talk about why things happen and how things work. <u>Past and Present</u> Easter traditions - talk about how people celebrate Talk about how things were different in the past Story of St. Patrick and life in those times <u>The Natural World</u> Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment - bread experiment</p>
<p>Expressive Arts and Design</p>	<p><u>Creating with Materials</u> Explores what happens when they mix colours. Adding white to colours - snowy pictures / using lines Experiments to create different textures. Using tissue paper in a variety of ways; folding paper - chinese lanterns Threading around a shape <u>Technology:</u></p>	<p><u>Creating with Materials</u> Constructs with a purpose in mind, using a variety of resources. Design and build a 3D Bear's cottage in the outdoor area, make bridges, Make an object from a traditional tale; Compare sizes and discuss techniques, fixings, balance, strengthening and outcome. Uses simple tools and techniques competently and appropriately.</p>	<p><u>Creating with Materials</u> Understands that different media can be combined to create new effects. - Manipulates materials to achieve a planned effect. Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. Celtic patterns using black felt tips</p>

	<p>Familiar with remote control toys Bee Bots Taking a photo <u>Being Imaginative and Expressive</u> Begins to build a repertoire of dances - Chinese dragon dance. Explores the different sounds of instruments.chinese music for the dance and children create own instruments Printing and cutting snowflakes <i>Drama:</i> Problem Solving strong female role models - Anya in Frozen Wet footprints <i>Music:</i> Whatever the Weather - Winter - learn song and introduce pulse by playing djembe drum Billy Goats Gruff song (link with Talk for Writing) - Introduce tempo and pitch; introduce and extend glockenspiel</p>	<p>Simple sewing - running stitches Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Playdough tools, needles, sellotape, fixings to choose and use independently <u>Technology</u> Use interactive whiteboards Become familiar with class equipment Become familiar with Paint Use hand held voice recorders to record instructions to follow and to give. Computer suite lesson <u>Being Imaginative and Expressive</u> Creating own Chinese music Creating dragon / lion dances Paint along with music <i>Music:</i> Goldilocks and the three bears (rap plus instruments)</p>	<p>Design and make a photo frame Draw mother and add collage / texture to picture <u>Technology</u> Uses ICT hardware to interact with age-appropriate computer software. Take a photograph using a tablet Make Easter card using Paint program <u>Being Imaginative and Expressive</u> Describing music and expressing opinions Sketching to Carnival of the Animals in Art/DT log books - listen to swan and chickens parts of the music, discuss, listen again and then sketch to the music using crayons Irish dance steps and leads to a formation dance of children's choice</p>
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