



Curriculum 2019-20

Spring Term

Reception

Curriculum Vision

At Spixworth Infant School the outcomes of the EYFS and KS1 National Curriculum are upheld as a minimum entitlement for all of our children. To know more and remember more children must be inspired and engaged in purposeful, relevant experiences. At Spixworth Infant School we provide an enhanced and enriched curriculum that opens doors of opportunity to every learner. In practice, this means half termly, real-life visits and visitors and weekly sessions in areas such as first aid, French or photography. These opportunities support the development of a rich, broad vocabulary for all of our children based on real experiences that embed understanding and ignite curiosity across subjects; they allow us to recognise and celebrate children's strengths in all fields possible; they allow us to use all resources available to value how children learn best both within and outside of the classroom and they allow us to nurture learners that respect their own and others' rights; that are mentally, physically and academically confident and capable to continue their next phase of learning.

Coverage of the whole school curriculum has been carefully mapped to ensure that progression across year groups and across subjects is sequenced toward clear end points. Learning that takes place in the home and community, as well as that from nursery and at the junior school, is appropriately recognised.

Links are made that provide relevant, holistic accounts of the child's educational journey.

The curriculum at Spixworth Infant School supports and challenges all learners. Every child is enabled to shine.

Term	Autumn	Spring	Summer
Core Values	Safety, Teamwork, Achievement, Respect, Stimulating		
Whole School Approaches	Child Whispering, Growth Mindset, Learning Circles, Philosophy, Forest School, Intervention, Rights Respecting School, Learning Outside the Classroom school, Talk-Less Teaching, Tapestry		
Topic Title	Bright Lights Big City	Near and Far	Once upon a time in Spixworth
Subject Enquiry Questions	History – What do you know about the past? Geography – What would you see on a map of England? DT – Describe how you made your model. Art – What techniques have you used to make your work?	History – Why do we learn about the past? Geography – What would you see on a globe? DT – Talk about what makes your design work. Art – Why have you chosen those materials?	History – How do we find out about the past? Geography – How can we compare here and there? DT – How could you make this better? Art – What similarities / differences do you notice about this artist's work?
Topic Enhancements – experiences and vocabulary building	Baking bread Christingle Bonfire / burning London	World food Vet Pensthorpe	Jelly/chocolate/ice lollies (changes to food). Theatre experience

Enrichments – experiences and vocabulary building	Mindfulness, First Aid French, Forest School, 'Spixworth's Got Talent'	Charanga Music, Makaton signing Engineering, Forest School Child Whispering	Wool Craft, Photography, Spanish, Forest School Yoga
Objectives across all learning			
Science inc Forest School	<p>asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</p> <p>Seasonal changes, plants, living things and their habitats:</p> <ul style="list-style-type: none"> ● Identify and name a variety of common wild and garden plants, including deciduous, and ever green trees. ● Identify and describe the basic structure of a variety of common flowering plants, including trees. ● Observe changes across the four seasons. ● Observe and describe weather associated with the seasons and how day length varies. ● explore and compare the differences between things that are living, dead, and things that have never been alive. ● Pupils can identify and name a variety of plants and animals in their habitats, including micro-habitats. ● identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. ● Pupils can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 		
Computing: e-safety	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		
Cooking	<p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p> <p>Select from and use a wide range of ingredients, according to their characteristics</p>		
PSHE/RSE	See PSHE/RSE Curriculum document		
RE	Norfolk Agreed Syllabus		
	Multicultural awareness/celebration events		
	Harvest, Rosh Hashanah, Diwali, Christmas	New Year, Chinese new year, Holi, Easter	Buddha Day, Eid, Pentecoste

Communication and Language

Retelling the story of the Gruffalo

We will be discussing our favourite animals and share facts that we already know about them.

Sharing our own thoughts, opinions and ideas with others.

Personal, Social and Emotional Development

Beginning to reason feelings and explain why something discussed may make them feel a certain way.

Physical Development

Creating Gymnastics and Dance movements linked to animals

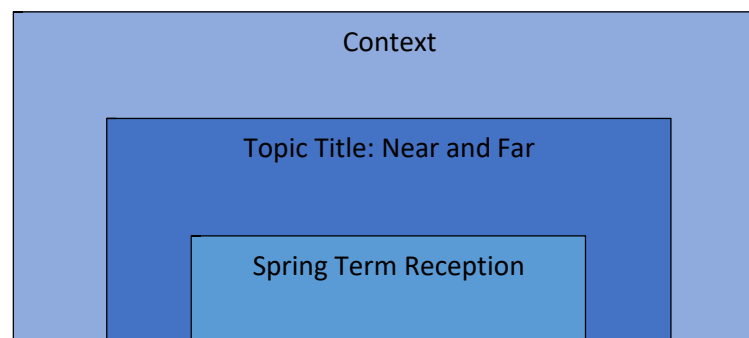
Using different tools safely to develop fine motor skills

Expressive Arts and Design

Listening to world music. Discussing similarities and differences, likes and dislikes.

Junk modelling

Using a range of resources to plan, create and evaluate a puppet of an animal.



Literacy

We will be reading the stories; The Gruffalo, Dear Greenpeace and Dear Zoo

We will listen out for rhyming strings in stories and poems.

Listen and recite animal poems.

We will receive and write letters

Understanding the World

Discussing animals and what they need to survive.

Looking at different places around the world, using a map. Discussing different animals and learning where they come from.

Mathematical Development

Adding and subtracting animals

Halving and doubling groups of animals

Using money practically and referring to language related to money

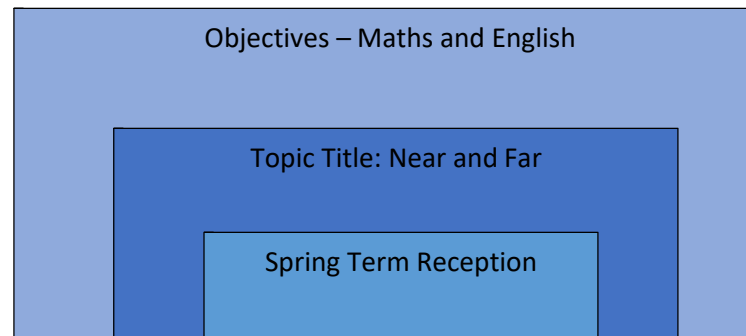
Exploring different ways of measure, weight and capacity

Communication and Language

- Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.
Responds to instructions involving a two-part sequence.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Mathematics

- Records, using marks that they can interpret and explain
- Says the number that is one more than a given number.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Estimates how many objects they can see and checks by counting them.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Orders two or three items by length or height and weight or capacity.



Literacy

- Continues a rhyming string
- Hears and says the initial sound in words and links sounds to letters, naming and sounding the letters of the alphabet.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Begins to read and write words and simple sentences.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.

Phonics

Phase 3

- Reading and spelling simple words that can be sounded out using the phonemes taught so far

Phase 3 phonemes

y, z, zz, qu, j, v, w, x
ch, sh, th, ng
ai, ee, igh, oa, oo, ar, or,
ur, ow, oi, ear, air, ure, er

Phase 3 tricky words

you, they, all are, my, her, he, she, we, me,
be, was

Personal, Social and Emotional Development

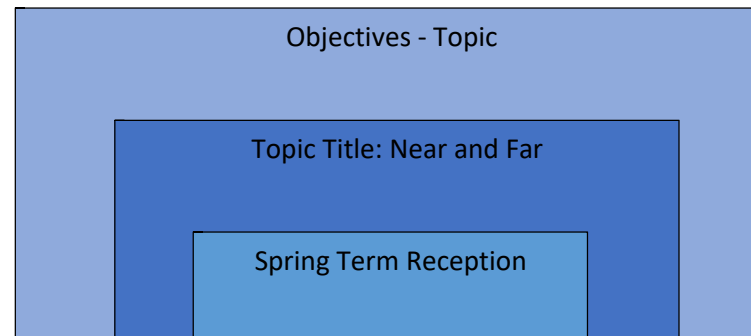
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise
- Initiates conversations, attends to and takes account of what others say
- Explains own knowledge and understanding, and asks appropriate questions of others.

Physical Development

- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Usually dry and clean during the day.
- Practices some appropriate safety measures without direct supervision.

Expressive Arts and Design

- Begins to build a repertoire of songs and dances.
- Experiments to create different textures.
- Manipulates materials to achieve a planned effect.
- Uses simple tools and techniques competently and appropriately.
- Create simple representations of events, people and objects.
- Chooses particular colours to use for a purpose
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.



Understanding the World

- Enjoys joining in with family customs and routines.
- Looks closely at similarities, differences, patterns and change.
- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

Communication and Language

Encourage your child to share what they have been doing at school, use tapestry as a talking tool.

Have a look at the enrichment activities they have done, can they explain clearly about their favourite enrichment so far?



Mathematics

Can you measure items around your house using paper clips, pencils, your hands etc

Find different ways of representing numbers inside and outside using twigs, stones, playdough, toys etc

Can you say one more or one less than a group of objects?

Estimate how many yogurt pots of water would be needed to fill a large container and enjoy testing it out!



Knowledge Organiser – Maths and English

Topic Title: Near and Far

Spring Term Reception

Phonics

Practise writing simple captions such as:

Tools in the shed

Boats on the river

I am in such a rush to get to the shops

Mark and Carl got wet in the train

Practise spelling the phase 3 tricky words
(you, they, all are, my, her, he, she, we,
me, be , was)

Can you write a simple caption including a
phase 3 trick word?

Complete the look, cover, write, check
sheets sent home.

Do not forget to look in your phonic folder
at the new phonemes we have learnt!



Literacy

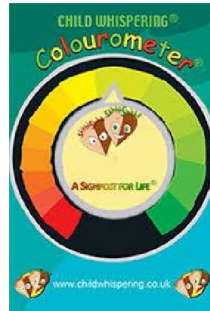


Read your phonic or library reading book and write a review for a friend

Play rhyming games such as slug in a jug or share a rhyming story with an adult- which words rhyme?

Personal, Social and Emotional Development

Why is it important to talk about our feelings? Share with an adult some of the child whispering we have done in school



Physical Development

Go to the park and use the play equipment to practise balancing

Practise riding a ride or maybe learn how to ride a bike without stabilisers or use a 2 wheeled scooter

Create an animal dance with your family



Expressive Arts and Design

Create a picture of a rainforest using the medium of your choice. For example, paint, crayons, felt tip, collage.

Build a shoebox diorama of a habitat (e.g. a rainforest, desert, etc)



Listen to a piece of music. What instruments can you hear?

Practice colouring different pictures staying in the lines

Knowledge Organiser – Topic

Topic Title: Near and Far

Spring Term Reception

Understanding the World

Draw and label an animal/pet in your house/garden

Use an electronic device to capture photos – add them to tapestry for us to share

