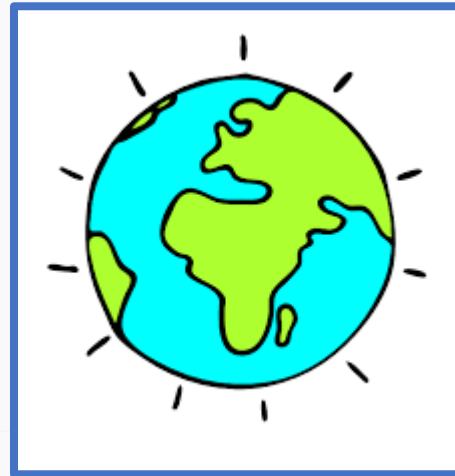


Reception Spring 1 Curriculum

What a Wonderful World!



Topic Overview

In this topic, children will **explore the differences between life in this country and life in other countries** using **stories, non-fiction texts and maps** to support their understanding. In learning about other countries, they will **explore and engage in music and dance** from different cultures.



Possible Enhancements and Activities

Provide the opportunity to celebrate Chinese New Year with the children. Discuss the ways in which the celebration is celebrated. Use the role play area to provide children the opportunity in setting up their own celebration using traditional resources.

Provide children with the opportunity to try a range of food from different cultures. Use this as an opportunity to talk about what they like and dislike about the food. Children could write a shopping list or menu of the food which they liked.

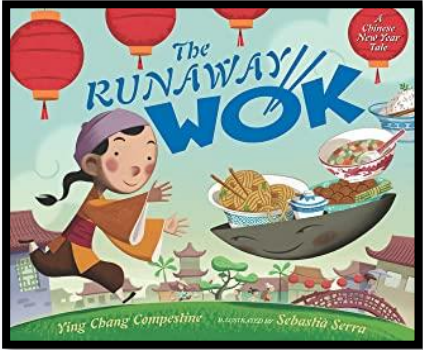
Provide children with the opportunity to listen to music from different cultures. Discuss with the children the different instruments they can hear and what they like and dislike. Have instruments available for the children to recreate the music independently.

Give the children access to maps, globes and atlases so that they can begin to look at the different countries of the world. Use photos and children's experiences to bring together a display of travel that the children have been on.

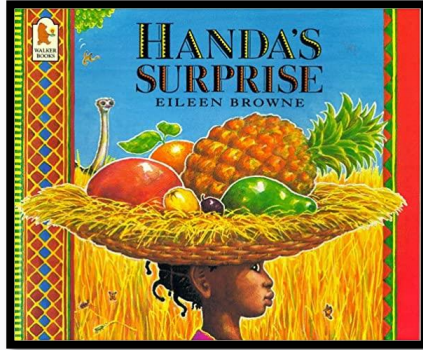
Provide children with the opportunity to discuss their own families and experiences of travel. Talk about what they saw that was similar and different to where they live. Discuss with children places they would like to visit and support them in finding photos and information about that area.

Find the opportunity to connect with another school to provide a meaningful context for the children to write letters. This will help them to understand what life is like for children in different countries.

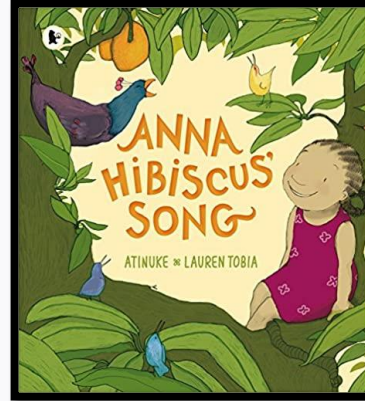
Book Hooks



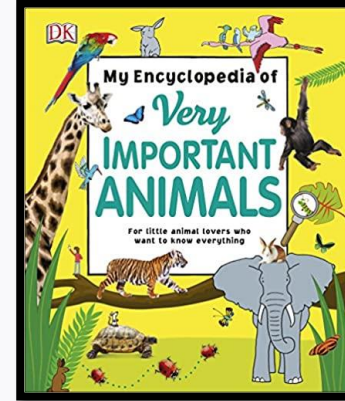
To support the children in understanding life in China through a story.



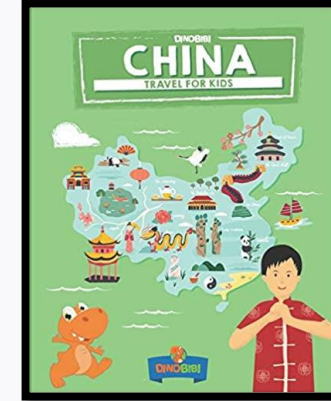
To support the children in understanding life in Africa through a story.



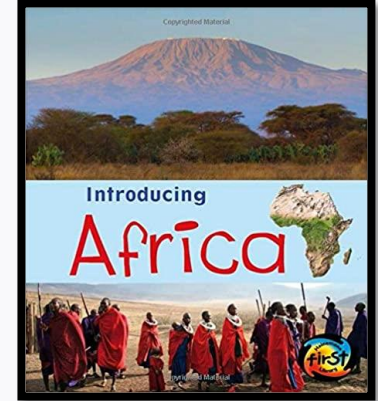
To support the children in understanding life in Africa through a story.



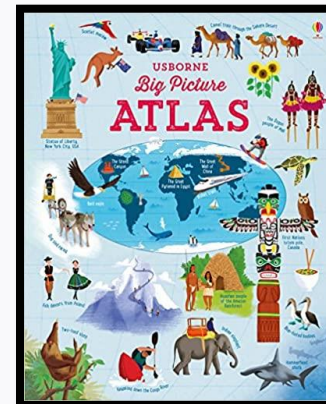
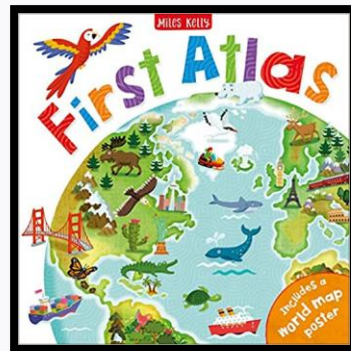
To support the children in learning about animals in this country and others.



To support the children in learning about the country China.



To support the children in learning about the continent Africa.

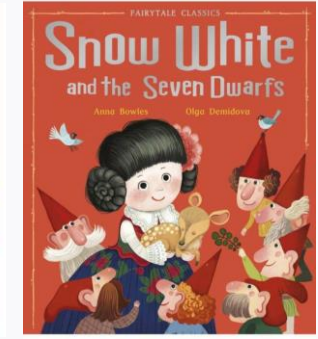
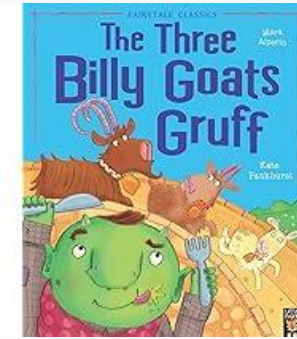
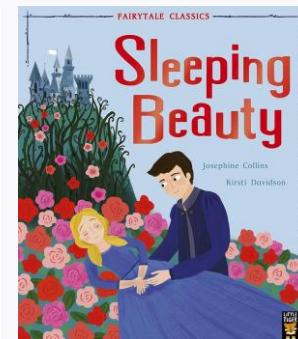
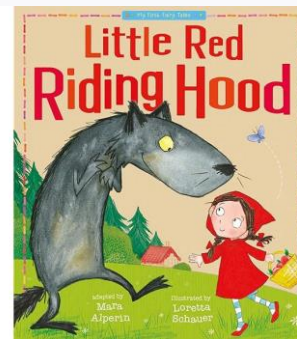
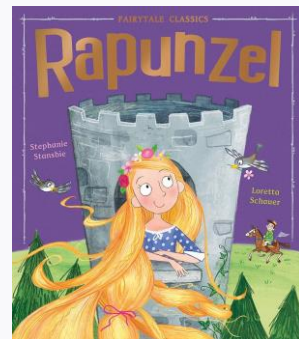
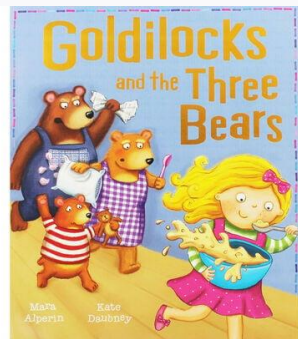


To support the children in understanding where different countries are in the world.



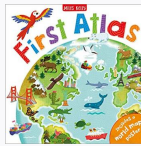

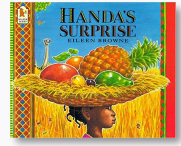

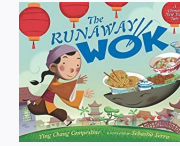






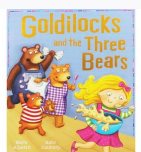



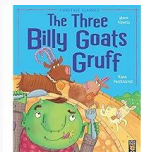

Traditional and Fairytale Focus

This half term, the focus of the fairytale and traditional tales will be on creating story maps that the children can use independently to retell the story. They will continue to compare the traditional and fairytales focusing on key points in the plots. The children will return to these key texts:



Half Term overview



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Book Hook						
Curriculum Focus	<p>Know there are five continents and England is in Europe.</p> <p>Know New Years Resolutions help us to set a goal and achieve something.</p>	<p>Know that Kenya is in Africa and the climate is hot and dry in Africa.</p> <p>Learn how to copy a beat using an African drum.</p>	<p>Know that lions, giraffes, zebras, cheetahs, and African Elephants live in Africa.</p>	<p>Know that China is in Asia and the climate in China can be very dry or very rainy in different seasons.</p>	<p>Know that Tigers, Pandas, Leopards, Asian Elephants and brown bears live in China.</p>	<p>Chinese New Year is celebrated when there is a new moon. It is celebrated on Tuesday 17th February 2026</p>
Phonics	Spring 1 Week 1	Spring 1 Week 2	Spring 1 Week 3	Spring 1 Week 4	Spring 1 Week 5	Review
Mastering Number	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17
Literacy Tree						
Traditional Tale / Fairytale						

Curriculum Links – Prime Areas

	Reception children will be learning to:	Examples of how to support this:
C & L	<ul style="list-style-type: none"> Learn new vocabulary and use new vocabulary throughout the day and in different contexts. Ask questions to find out more and to check they understand what has been said. Articulate their ideas and thoughts in well-informed sentences. Connect one idea or action to another using a range of connectives. Retell the story, once they have developed a deep familiarity with the text, sometimes using their own words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Identify new vocabulary you want the children to learn in new activities and books. Use pictures to support the children in understanding of the new vocabulary and model using it in a range of sentences and contexts. Use the vocabulary repeatedly throughout the week and model using it within play situations in the setting. Explain new vocabulary in the context of the story rather than in isolation so that the children have a hook and real example of the words use. Use non-fiction books to support the children in learning new vocabulary related to the topic. Use this opportunity to discuss how fiction and non-fiction books are different. Make links to the fiction books such as the animals in Handa's Surprise or the different foods that are eaten. Narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat." Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!" Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?"
PSED	<ul style="list-style-type: none"> Build constructive and respectful relationships. Build constructive and respectful relationships Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	<ul style="list-style-type: none"> Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions. Model positive behaviour and highlight exemplary behaviour, narrating what was good about the behaviour. Encourage children to express their feelings if they feel hurt or upset. Use books to talk about characters feelings and support the children in comparing this to familiar contexts. Encourage children to think about their own feelings and the feelings of others by giving explicit examples of how others might feel. Model practices that support good hygiene and narrate your own decisions about healthy foods. Provide opportunities for children to try a wider range of foods to expand their pallet and healthy eating choices. Use stories to support children in understanding the perspective of others using 'how' and 'why' questions to develop this.
PD	<ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace and combine different movements with ease and fluency. Develop their small motor skills so that they can use a range of tools competently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay. Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children? Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practise, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic. Create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto a chair, jumping into a hoop and running and lying on a cushion. Provide opportunities to move that require quick changes of speed and direction. Suggestions: run around in a circle, stop, change direction and walk on your knees going the other way. Encourage precision and accuracy when beginning and ending movements.

Curriculum Links – Specific Areas

	Reception children will be learning to:	Examples of how to support this:
L	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words. Read simple phrases and sentences made up of words with known letter-sound correspondences and exception words. Re-read decodable books to build their confidence in word reading. Write short sentences with words with known-letter correspondences. 	<ul style="list-style-type: none"> Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ or ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night. Have words that apply their taught GPC’s in the environment that link to the current topic e.g. chop, stick. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Find opportunities within the timetable for 1:1 and small group reading sessions using the Bug Club Phonics Books. Support children to form the complete sentence before writing. Help children memorise the sentence before writing by saying it aloud. For sentences that have words that include unknown GPC’s, write these words for the children and encourage them to write words they are confident with.
M	<ul style="list-style-type: none"> Explore the composition of numbers to 10. Compare numbers. Understand the ‘one more than/one less than’ relationship. Begin to recall some number bonds for numbers 1-10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 	<ul style="list-style-type: none"> Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Model conceptual subitising: “Well, there are three here and three here, so there must be six.” Emphasise the parts within the whole: “There were 8 eggs in the incubator. Two have hatched and 6 haven’t yet hatched.” Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don’t? Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials. Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided by knowledge of learning trajectories: “I bet you can’t add an arch to that,” or “Maybe tomorrow someone will build a staircase.” Teach children to solve a range of jigsaws of increasing challenge.
UTW	<ul style="list-style-type: none"> Draw information from a simple map. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live in. 	<ul style="list-style-type: none"> Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Discuss with the children the colours they would use to represent different areas on their maps. Discuss how maps look different and what they are showing us. Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children may begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom, listen to what children say about what they see. Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.
EAAD	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining and developing their ability to represent them. 	<ul style="list-style-type: none"> Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Notice and encourage children to keep a steady beat, this may be whilst singing and tapping their knees, dancing to music, or making their own music with instruments and sound-makers. Play movement and listening games that use different sounds for different movements. Suggestions: march to the sound of the drum or creep to the sound of the maraca. Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song. Play music with a pulse for children to move in time with and encourage them to respond to changes: they could jump when the music suddenly becomes louder, for example. Encourage children to create their own music.

Knowledge Organiser

History	Geography	Art	D.T	Music	Science	PSHE	R.E
	<ul style="list-style-type: none"> • There are five continents. • China is in Asia. • Kenya is in Africa. • England is in Europe. • The climate is hot in Africa. • The climate in China can be very dry or very rainy in different seasons. 	<ul style="list-style-type: none"> • Use materials to create different textures to create a picture or model of an animal. 	<ul style="list-style-type: none"> • Know how to create texture by moulding dough and using tools. 	<ul style="list-style-type: none"> • Copy a beat using and African drum. 	<ul style="list-style-type: none"> • Tigers, Pandas, Leopards, Asian Elephants and brown bears live in China. • Lions, giraffes, zebras, cheetahs, and African Elephants live in Africa. • England has four seasons. (winter, spring, summer, autumn). 	<ul style="list-style-type: none"> • New Years Resolutions help us to set a goal and achieve something. 	<ul style="list-style-type: none"> • Chinese New Year is celebrated when there is a new moon. • It is celebrated on February 1st 2022.

Reading Practice Timetable



Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Erin / Laura	Read 1	Read 2	Read 3	Read 1	Read 2
Steph	Read 1	Read 1	Read 2	Read 3	Read 3
Steph (Story Time)	Read 1	Read 2	Read 2	Read 3	Read 3

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Erin / Laura	Read 1	Read 2	Read 3	Read 1	Read 2
Steph	Read 1	Read 1	Read 2	Read 3	Read 3
Steph (Story Time)	Read 1	Read 2	Read 2	Read 3	Read 3

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Erin / Laura	Read 1	Read 2	Read 3	Read 1	Read 2
Steph	Read 1	Read 1	Read 2	Read 3	Read 3
Steph (Story Time)	Read 1	Read 2	Read 2	Read 3	Read 3