

Gordon Primary School Curriculum Map – Reception, Spring Term 2025

	SPRING TERM
TOPIC	<i>Traditional Tales</i>
KEY TEXTS	<i>Ladybird First Favourite Tales; The Three Billy Goats Gruff</i> <i>Chinese New Year</i> by Lisa J. Amstutz <i>Usborne Fairy Tales for Little Children</i> <i>The Gingerbread Man, The Magic Porridge Pot, Dragon's Tale, Little Red Hen, Busy Little Postman</i>
Literacy Development <i>Convention on the Rights of the Child (CRC) Articles 28, 29, 31</i>	<u>Philosophical thinking:</u> • What is family? • Does everyone in the family look the same? • Is it better to work alone or in a team? • Should we ever give up? • When should we wait? • Does size matter? • What is hunger? • What is enough to eat? Is enough the same for everybody? • Who can you trust? • Are all emotions helpful? • What is right and wrong? • Is it easy to do the right thing? • Is it okay to use something that doesn't belong to you? • Should you always think before you act? The children will continue to develop their knowledge and understanding of the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book (<i>including: the spine, front cover, back cover, blurb, illustrator, author</i>) and page sequencing. They will begin to secure their phonological (<i>Phonics</i>) awareness of Set 1 phonemes, so that they can: spot and suggest rhymes, count or clap syllables in a word (<i>incorporated as part of carrying out daily routines; 'line up', 'tidy up', 'jack-et' –and syllables in names</i>) and recognise words with the same initial sound, such as <i>money</i> and <i>mother</i>. In their Phonics lessons, the children

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	will begin to develop confidence in segmenting and blending sounds into words, so that they can read and begin to write short words and phrases made up of known letter-sound correspondences and a few common exception words (high frequency words). Over the course of the topic, the children will continue to engage in extended, language-rich conversations about stories, learning new vocabulary and begin to use some of their print and letter knowledge in their early writing, for a purpose. <i>For example: writing a shopping list, a list of ingredients and instructional writing (recipe) that starts at the top of the page; beginning to write taught high frequency words such as 'as, can, mix.'</i> Furthering this, the children will be developing their own confidence in writing their name, mostly independently, with special care to ensure letters are formed accurately. The children will write letters and invitations and design and make their own cards.
Mathematics Development <i>CRC Articles 28, 29, 31</i>	Through various mathematical concepts and topics, the children will secure their understanding and fast recognition of up to 6 objects, without having to count them individually (<i>subitising</i>), recite and count numbers up to 10 and say one number for each item in order: <i>1,2,3,4,5. ('Rules for counting')</i> They will develop confidence with comparing quantities using language such as, 'more than, less than' and link numerals to amounts. As well as this, the children will engage in various experiences to form numbers and begin to solve mathematical problems with numbers to 10. The children will begin to identify non-standard and standard units of measure to measure ingredients etc. Moreover, they will develop confidence with comparing quantities using language such as, 'more than, less than' and link numerals to amounts. The children will engage in various experiences to form numbers and begin to solve mathematical problems with numbers to 10. Through daily Maths sessions, the children will begin to talk about and explore 2-D and 3-D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. They will compose and decompose shapes so that they can recognise a shape can have other shapes within it, just as numbers can, and continue, copy and create repeating patterns. In developing their mathematical thinking, the children will develop a deeper understanding of number composition to 10. They will begin to explore and recall number bonds for numbers 0–10.

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	As children demonstrate confidence, they will be taught to understand position through words alone – for example, “The bag is under the table,” – with no pointing and describe a familiar route. (<i>taught using directional language with the support of Bee-bots</i>). They will be able to discuss routes and locations, using words like ‘in front of’ and ‘behind’ and make comparisons between objects relating to size, length, weight and capacity. Furthering this the children will be able to confidently select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc and combine shapes to make new ones – an arch, a bigger triangle etc. As they explore, the children will talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Additionally, they will begin to use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. The children will be taught to extend and create ABAB patterns – <i>stick, leaf, stick, leaf</i> and notice and correct an error in a repeating pattern. Towards the end of the term, the children will be able to confidently describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
Personal, Social and Emotional Development <i>CRC Articles 2, 6, 7, 12,</i> 13	The children will continue to develop their understanding of the 5Cs – commitment, cooperation, care, courtesy and consideration. They will demonstrate a secure understanding of the rules and routines they are familiar with, not needing an adult to remind them and will develop an understanding the importance of the rules. They will thrive in the safe context of their setting, showing confidence in developing and sharing their interests playing with one or more other children who share their interests, extending and elaborating play ideas. Throughout the Spring term, the children will be reinforcing and further developing key skills relating to the class rules and routines, discussing their thoughts, feelings and interests and knowing how to tidy away once they have finished using the saying, “<i>You choose it, you use it, you put it away</i>”. The children will confidently manage their own needs and show resilience and perseverance in the face of challenge. At the start of Spring 1, the children will continue developing their sense of personal identity, understanding responsibility and being a member of a community, especially their class and year group community. This will help them to set, plan and achieve a goal they have chosen, or one which is suggested to them. The children will continue to develop friendships with the other children in their class and year group and see themselves as a valuable individual, building constructive and respectful relationships. <u>Celebrating Differences</u>

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	• I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to stand up for myself when someone says or does something unkind <u>Dreams and Goals</u> • I understand that if I persevere I can tackle challenges • I can become more resilient • I can tell you about a time I didn't give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older • I can say how I feel when I achieve a goal and know what it means to feel proud
Communication and Language Development <i>CRC Articles 12, 13, 30</i>	As the children further develop and strengthen their friendships and relationships with the children and adults in the classroom, they will understand how to listen carefully and understand why listening is important. They will start conversations confidently, continuing them for many turns, be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. The children will demonstrate understanding a question or instruction that has two parts, such as "Get your coat and wait at the door". Over the course of the term, the children will begin to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." The adults will support children in providing a language-rich environment, introducing new vocabulary continuously and prompting children to talk in full, longer sentences of four to six words and use a wider range of vocabulary. During individual reading and daily story time, the children will demonstrate enjoying listening to longer stories and remember much of what happens. The children will enjoy and learn many rhymes, be able to talk about familiar books, and be able to tell a long story and sing a large repertoire of songs. They will listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

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Physical Development <i>CRC Articles 24, 27</i>	The children will continue to have daily opportunities to develop their fine and gross motor skills with weekly PE sessions. The children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. They will also explore skipping, hopping, standing on one leg and holding a pose for a game like musical statues. They will revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing, and progressing towards a more fluent style of moving, with developing control and grace. The children will develop their confidence and skills to combine different movements with ease and fluency. They will explore using a range of large and small apparatus indoors and outside, alone and in a group, both confidently and safely. As a result, the children will develop overall body-strength, balance, co-ordination and agility. In weekly PE sessions, the children will further develop and refine a range of ball skills including: throwing, catching, kicking, and passing, batting, and aiming. They will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball as they continue to explore <i>Multi-skills</i> and then progressing to <i>Athletics</i> in PE. As children explore, discuss and learn about different festivals and celebrations, they will learn about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. The children will continue to be supported to develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. The children will be able to go up steps and stairs, or climb up apparatus, using alternate feet and use large-muscle movements to wave flags and streamers, paint and make marks. They will match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. All children will be supported and encouraged to start taking part in some group activities which they make up for themselves, or in teams. They will collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks and will attempt to choose the right resources to carry out their own plan. When exploring writing and creative activities, the children will begin to show a preference for a dominant hand, using a comfortable grip with good control when holding pens and pencils and begin to use one-handed tools and equipment, confidently. Through development of their fine motor skills and daily Phonics sessions, the children will confidently develop the foundations of a handwriting style which is fast, accurate and efficient. The children will demonstrate becoming increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands thoroughly, eating independently using a knife and fork and make healthy choices about food, drink, activity and tooth brushing.

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Understanding of the World <i>CRC Articles 16, 18, 23, 30, 31</i>	The children will continue to explore all areas of learning, both in the classroom and outdoor play area, where they will be able to talk about what they see, using a wide vocabulary. The children will look at the life cycle of animals, how to care for pets and all living creatures. The children will visit a farm or zoo. They will look at camouflage and explore how and why animals use camouflage. All of the children will begin to understand the need to respect and care for the natural environment and all living things, using all their senses in hands-on exploration of natural materials. The children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos. They will continue to develop positive attitudes about the differences between people and show interest in different occupations. In exploring and learning about different festivals and celebrations, the children will understand that some places are special to members of their community. The children will visit a Mosque or Church. They will recognise that people have different beliefs and celebrate special times in different ways and recognise some similarities and differences between life in this country and life in other countries. The children will explore different professions of people who help us, different cultures, continents and where big cats live. They will be drawing and following simple maps, comparing our local environment with that of a different country and exploring differences in weather. All children will explore changes to substances/solutions during cooking and baking.
Expressive Arts and Designs <i>CRC Articles 29, 31</i>	In the Spring term, the children will explore, use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining ideas and developing their ability to represent them. The children will continue to explore different textures and materials, deciding what would be most suited to express their ideas the most. As well as this, the children will explore colour and colour-mixing, show different emotions in their drawings and paintings, like <i>happiness, sadness, fear</i> etc and create closed shapes with continuous lines, and begin to use these shapes to represent objects. The children will look at the artist ‘Henri Rousseau’ and create camouflage pictures. They will explore different patterns and create their own using a variety of resources and textures. During the Spring term, the children will be taught to draw with increasing complexity and detail, such as representing a face with a circle and including details alongside using drawing to represent ideas like movement or loud noises. Through Expressive

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	Arts and Designs, the children will develop their imaginative play ideas and take part in simple pretend play, using an object to represent something else, even though they may not be similar. The children will re-tell and act out stories in their role play. The children will respond to what they have heard, expressing their thoughts and feelings and develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. They will have opportunities to explore and make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. The children will be taught to play and sing entire songs. They will demonstrate listening with increased attention to sounds, sing the pitch of a tone sung by another person ('pitch match'), sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs and create their own songs, or improvise a song around one they know. All of the children will have opportunities to explore playing instruments with increasing control to express their feelings and ideas, both in the classroom and outdoor play areas. Additionally, the children will be learning songs about family, friends and people and will be listening to music from around the world. They will explore using their voices and musical instruments. As well as this, in Reception, the children will be learning to control their voices by singing Nursery Rhymes. They will learn to understand pitch and tempo and identify the sound of a number of musical instruments such as Piano, Drum, Guitar and Violin. They will learn to find the pulse in a song and to copy simple rhythms as well as listen to a wide range of genres of music.	
SUBJECT MFL <i>CRC Articles</i> <i>2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42</i>	<u>Transports</u> <u>(EYFS/KS1/LOS TRANSPORTES)</u> In this unit, the children will learn 7 modes of transport (nouns and definite articles) in Spanish. Each lesson will be accompanied by a song that will help the children to develop their understanding.	<u>Children's songs</u> <u>(EYFS/KS1/ NURSERY RHYMES)</u> In this unit, the children will learn 6 traditional nursery rhymes in Spanish.
Safeguarding <i>CRC Articles</i> <i>2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38</i>	As the Reception children continue to settle into their new school and setting, they will begin to develop professional, trusting relationships with the adults within their class and year group. They will be supported and encouraged to share their thoughts and feelings with staff, who will support and guide children in line with the school's policy.	

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	Safeguarding awareness will be continually revisited within Reception, especially as part of Road Safety Week and discussions drawn from pupils, developing knowledge and understanding. For example, using a computer or iPad to find out information using the internet and ensuring this is explored safely, and with a grown-up, when using any devices at school and at home. This will be further explored as part of computing sessions and 'online safety' awareness in the Spring and Summer terms.