

## Reception curriculum map: Spring term

Term and theme	Spring term one = The local environment. Spring term two = Colour and pattern
<b>Key skills</b> Personal, social and emotional development	<ul style="list-style-type: none"> <li>• To take account of one another's ideas about how to organise activities.</li> <li>• To be able to describe themselves in positive terms and discuss their abilities.</li> <li>• To have the confidence to speak to others about their own needs, wants, interest and opinions.</li> <li>• To be respectful of the needs, wants, interest and opinions of others.</li> </ul>
<b>Key skills</b> Physical development	<ul style="list-style-type: none"> <li>• To jump off and objects and land appropriately.</li> <li>• To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• To use simple tools to effect change in materials.</li> <li>• To begin to form recognisable letters.</li> </ul>
<b>Key skills</b> Communication and language	<ul style="list-style-type: none"> <li>• To develop their two channelled attention – can listen and do for a short span.</li> <li>• To listen to stories, anticipating key events and respond to what they hear with relevant comments.</li> <li>• To be able to follow a story without pictures and props.</li> <li>• To be able to follow instructions involving several ideas or actions.</li> </ul>
<b>Key skills</b> Literacy	<ul style="list-style-type: none"> <li>• To be able to read some key words on sight.</li> <li>• To know that information can be retrieved from books.</li> <li>• To begin to read simple sentences.</li> <li>• To use phonics knowledge to write words in ways they match their spoken sounds.</li> </ul>
<b>Key skills</b> Mathematics	<ul style="list-style-type: none"> <li>• To be able to recognise and order the numbers 1 to 20.</li> <li>• To be able to find one more and one less of a number to 20.</li> <li>• To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.</li> <li>• To recognise, create and describe patterns.</li> </ul>
<b>Key skills</b> Understanding the world	<ul style="list-style-type: none"> <li>• To recognise that a range of technology is used in places such as homes and schools.</li> <li>• To select and use technology for particular purposes.</li> <li>• To talk about features of their own immediate environment and how environments might vary from one another</li> </ul>
<b>Key skills</b> Expressive art and design	<ul style="list-style-type: none"> <li>• To explore the different sounds of instruments.</li> <li>• To explore what happens when they mix colours.</li> <li>• To manipulate materials to achieve a planned effect.</li> <li>• To introduce storylines and narratives into their play.</li> </ul>