

## Literacy

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Continue a rhyming string and understand alliteration.
- Writing instructions using “bossy words”
- Writing for different purposes in play (Shopping lists, labels, designs for models etc.)

# GREENFIELDS COMMUNITY PRIMARY SCHOOL



## Foundation Stage 2 (Reception) Spring II CURRICULUM OVERVIEW

### What happens in the park?

## Expressive Arts and Design

- Hearing and singing songs and rhymes related to topic (Spring time songs) to perform to the parents.
- Taking digital photographs of their work and play.
- Make music and dance, and experiment with ways of changing them
- Construct with a purpose in mind, e.g making a Scarecrow for the garden
- Begin to adapt work where necessary
- Create simple representations of Percy's Hut and a picnic area.

## Communication and Language

- Listen with increasing attention and respond appropriately, to stories and rhymes (Percy the Park keeper)
- Retell a simple past event in correct order
- Build vocabulary that reflects a wide range of experiences.
- Learn and sing Spring time songs
- Follow instructions involving several ideas or actions.
- Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of listeners’ needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.

## Understanding of the World

- Show an awareness of how objects and materials can change e.g. regular healthy cooking opportunities
- Recognise that a range of technology is used in places such as homes and schools. Regular use of computers, iPads and programmable robots.
- Select and use technology for particular purposes.
- Design and make models using construction toys, junk boxes and card
- Planting seeds and tending to the garden area.
- Observe animals and plants in the garden, talking about changes
- Know about similarities and differences in relation to places, objects, materials and living things
- The Christian Easter Story.

## Physical Development

- Move confidently in a range of ways, safely negotiating space
- Show good control and co-ordination in large and small movements, including throwing, catching and rolling small balls, using bikes and scooters and outdoor play
- Handle equipment and tools effectively, including pencils for writing and digging/planting in the garden
- Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
- Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## Personal, Social and Emotional Development

- Play co-operatively, taking turns with others.
- Take account of one another’s ideas about how to organise their activity.
- Show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.
- Confident to try new activities, and say why they like some activities more than others.
- Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- Say when they do or don’t need help.
- Talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.
- Work as part of a group or class, and understand and follow the rules.
- Adjust their behaviour to different situations, and take changes of routine in their stride.
- Understanding our amazing brain – knowing what our brain needs to learn, what we are good at and how we learn best as individuals.

## Mathematics

- Counting on and back from individual numbers, including numbers beyond 20
- Counting in sets of 2 and 10
- Ordering numbers from 1 – 20 and beyond, saying which number is one more or less than a number
- Addition of two sets of objects and recording as a number sentence
- Reading and writing numbers 1-20
- Language of time, days of the week, understanding o’clock and half past.
- Language of measures (tall, taller, tallest / long, longer, longest etc)
- Measuring length/height using a more standard measure such as multilink cubes.
- Language of capacity (empty, full, overflowing) Filling and comparing containers.