

Literacy

- To act out stories.
- To begin to predict what might happen in the story.
- To suggest how the story might end.
- To retell a story.
- To follow a story without pictures or props.
- To talk about the characters in the books they are reading.
- To form lower case letters correctly.
- To begin to write sentences using finger spaces.
- To understand that sentences start with a capital letter and end with a full stop.
- To spell words using vowel digraphs (set 2).
- To spell some tricky words correctly.
- To write a recount.



Reception Curriculum Map Spring Term Year 2024-25

Mathematics

- To explore the composition of numbers to 10.
- To find one more and one less of a given number.
- To practise number bonds to 10.
- To apply subitising skills.
- To estimate a number of objects.
- To begin to understand the difference between odd and even numbers.
- To combine two groups of objects for addition.
- To count to 20.
- To take away objects and count how many are left.
- To find the missing numbers.
- To order objects by height and length.
- To begin to name and explore the properties 3D shapes.

Communication and Language

- To ask questions to find out more.
- To begin to understand humour.
- To understand a range of complex sentence structures.
- To retell a story.
- To follow a story without pictures or props.
- To develop the confidence to talk to adults they see on a daily basis.
- To talk in sentences using conjunctions.
- To share their work to the class.
- To use new vocabulary in different contexts.

Physical Development

- To hold scissors correctly and cut out a circle.
- To thread small beads.
- To use small pegs.
- To form recognisable letters, most of which are correctly formed.
- To use a range of tools safely and effectively.
- To use anti-clockwise movements and retrace vertical lines.
- To use zips and fastenings independently.

P.S.H.E

- To focus during longer whole-class lessons.
- To follow two-step instructions.
- To identify and moderate their own feelings socially and emotionally.
- To consider the feelings and needs of others.
- To begin to show resilience and perseverance in the face of challenge.
- To develop independence for Welly Wednesday and choosing appropriate clothes.
- To begin to work as a group, with support.
- To use taught strategies to support turn taking.
- To listen to the ideas of other boys and agree on a solution and a compromise.
- To continue to develop friendships.

Understanding of the World

- To talk about lives of people around us.
- To know that the emergency services exist and how they help us.
- To know about the past through settings, characters and events in books and through storytelling.
- To talk about Chinese New Year.
- To know about people who help us in the community.
- To know how Christians celebrate Easter (around the world).
- To know and recognise the signs of Winter.
- To know some important processes and changes in the natural world including states of matter (freezing and melting).
- To know and recognise the signs of Spring.
- To understand the range of technology in the classroom.
- To use the board to play games and understand interactivity.

P.E.

- To explore ways of travelling in a space.
- To link movements within simple gymnastics sequences.
- To identify ways of climbing on and off pieces of gymnastics equipment safely.
- To create short sequences using shapes, balances and travelling actions.
- To balance and use apparatus safely.
- To jump and land safely from a height.
- To explore travelling around, over and through apparatus.

Art

- To develop cutting, weaving and ruler use skills.
- To explore simple line art.
- To develop the use of mixed media artwork.
- To explore the work of focus artists.
- To create a printing design.
- To create celebration themed artwork (Easter).

Ways to support your son at home:

- To read to your son every night before bedtime and talk about the story.
- To listen to your son read every night.
- To practise correct letter and number formation.
- To continue to develop your son's independence, for example, dressing and feeding self.

Spanish

- To learn about 'El Dia de los Reyes Magos' which is celebrated in Spain.
- To learn the names for some family members in Spanish.
- To say how many brothers and sisters I have.
- To learn the names of some colours.
- To say the colours that I like using the phrase 'me gusta...'
- To learn about how Easter is celebrated in Spain.

Music

- To be able to use different types of voice for different expression when singing.
- To be able to maintain a steady tempo when singing and to be able to move to a steady pulse.
- To be able to recognize changes in tempo and express whether these are slower or faster.
- To be able to recognize changes in dynamics and express whether these are louder or quieter.