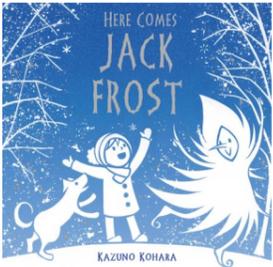
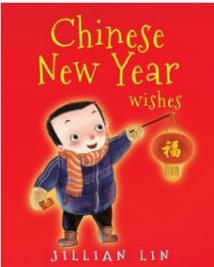
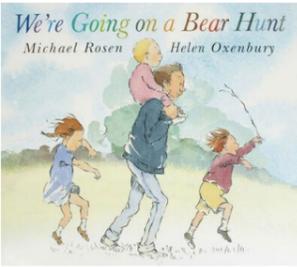


Reception Term 2 Curriculum Themes

Winter	Chinese New Year	We're Going on a Bear Hunt
		
<p>The children will learn:</p> <ul style="list-style-type: none"> * The weather is cold in winter and we might get frost and snow. * We wear warm clothes in winter because it is cold, such as hats, gloves, scarves, coats and boots. * Some trees lose their leaves in autumn and their branches are bare in winter. * Some animals hibernate in winter. <p>Our focus story is 'Here Comes Jack Frost' by Kazuno Kohara.</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> * Some ways different people and cultures celebrate. * Traditions linked to celebrating Chinese New Year, such as decorating a tree and lantern parade. * The story of Chinese New Year and how the years got their names. <p>Our focus story is 'Chinese New Year Wishes' by Jillian Lin.</p>	<p>The children will learn:</p> <ul style="list-style-type: none"> * The structure and language of our focus stories and apply this to their own story-telling and writing. * Names of different types of bears, what they look like and where they live in the world. <p>Our focus stories are, 'We're Going on a Bear Hunt' by Michael Rosen, 'Brown Bear, Brown Bear, What Do You See?', 'Polar Bear, Polar Bear, What Do You Hear?', 'Panda Bear, Panda Bear, What Do You See?', 'Baby Bear, Baby Bear, What do you See?' all written by Bill Martin and illustrated by Eric Carle. 'A Book of Bears: At Home with Bears Around the World' by Katie Viggers. 'Old Bear Stories' by Jane Hissey and 'Thredbear' by Mick Inkpen.</p>

Mathematics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths — No Problem! Area of learning	Number and Pattern	Number and Pattern	Number and Pattern	Number and Pattern	Number and Pattern	Number and Pattern
Maths — No Problem! Strand	Counting	Counting and Ordering	Counting	Addition	Comparing and Ordering	Counting
EYFS Early Learning Goal	Number: Have a deep understanding of numbers up to 10, including the composition of each number.	Numerical patterns: Compare quantities up to 10 in different contexts.	Numerical patterns: Compare quantities up to 10 in different contexts.	Number: Have a deep understanding of numbers up to 10, including the composition of each number.	Numerical patterns: Compare quantities up to 10 in different contexts. Number: Subitise up to 5.	Number: Have a deep understanding of numbers up to 10. Automatically recall

Understanding the World Past and Present
Old and New Teddy Bears

What is the end point? What will the children learn?
To comment on images of familiar situations in the past.
To compare and contrast characters from stories, including figures from the past.
ELG:
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Understand the past through settings, characters and events encountered in books read in class and storytelling.

What essential knowledge and skills do the children need to acquire?

- Key differences between old and new teddy bears:
 - Old teddies have been around for a long time and will have worn fur (threadbare).
 - New teddies are softer, have more fur and are often brightly coloured.

Understanding the World People, Culture and Communities
Chinese New Year

What is the end point? What will the children learn?
To notice differences between people.
To make connections between the features of their family and other families.
To talk about what they see, using a wide vocabulary.
To continue developing positive attitudes about the differences between people.
To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
To understand that some places are special to members of their community.
To recognise that people have different beliefs and celebrate special times in different ways.
To recognise some similarities and differences between life in this country and life in other countries.
ELG:
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

What essential knowledge and skills do the children need to acquire?

- Some ways different people and cultures celebrate.
- Traditions linked to celebrating Chinese New Year, such as decorating a tree, making lanterns and taking part in a parade.
- The story of Chinese New Year and how the animals got their names.
- China is a different country.

Understanding the World The Natural World
Seasonal Changes: Winter

What is the end point? What will the children learn?
To explore the natural world around them and respond to different natural phenomena, such as frost and snow.
To talk about what they see, using a wide vocabulary.
To use all their senses in hands-on exploration of natural materials.
To describe what they see, hear and feel whilst outside.
To understand the effect of changing seasons on the natural world around them.
ELG:
Explore the natural world around them, making observations and drawing pictures of animals and plants.
Understand some important processes and changes in the natural world around them, including the seasons.

What essential knowledge and skills do the children need to acquire?

- It is cold in winter and we might get ice, frost and snow.
- We wear warm clothes in winter because it is cold, such as hats, gloves, scarves, coats and boots.
- Some trees lose their leaves in autumn and their branches have no leaves in winter.
- Hedgehogs hibernate (have a big sleep) in winter.

Communication and Language

Listening, Attention and Understanding:

The children will:

- Learn active listening skills
- Learn how to listen carefully
- Learn why listening is important to learning

Speaking:

The children will:

- Learn new vocabulary linked to stories and themes
- Learn language of opposites
- Learn to understand either/or sentences
- Ask and answer questions
- Use past, present and future tenses
- Use time words (first, next, then, after that, finally etc)

Physical Development

Gross Motor Skills:

The children will:

- Refine basic movement skills
- Develop core strength, balance and co-ordination
- How to be still and quiet

Fine Motor Skills:

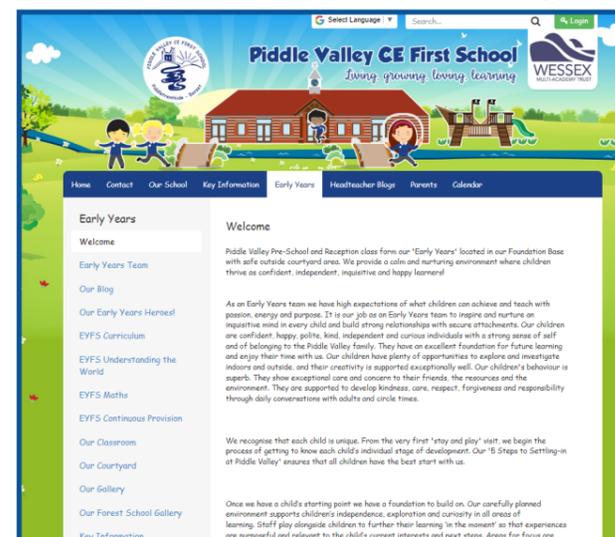
The children will:

- Use the correct pencil grip (dynamic tripod grip)
- Develop fine motor skills to use tools and scissors with care and greater accuracy

PE:

The children will:

- Explore different movements using different parts of the body with control.
- Learn to move to the beat of a drum and to stop and freeze their position.



Full EYFS curriculum information, our blog and galleries can be found via the Early Years tab on our website!
Please do take a look!

Personal, Social and Emotional Development

Self-Regulation:

The children will:

- Name feelings
- Understand how others may be feeling
- How to self calm through breathing
- Follow rules
- Stop and listen

Managing Self:

The children will:

- Learn what they can do to keep safe

Building Relationships:

The children will:

- Play co-operatively
- Develop skills of turn-taking
- Develop responsibility

Literacy

Comprehension:

The children will:

- Learn and use new words and develop vocabulary
- Identify/explain key aspects of fiction and non-fiction text
- Identify and explain the sequence of events in the text
- Infer and deduct
- Predict

Word Reading:

	Phase 3 Graphemes	Tricky Words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	Review weeks 1 and 2	Review all
Week 4	ur ow oi ear	my by all
Week 5	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 6	longer words	Review all

Writing:

The children will:

- Write lists, captions, letters, cards, and more!
- Rehearse sentences to write orally
- Segment to spell and use a sound mat
- Form letters correctly
- Sit letters on the line
- Re-read what they have written
- Develop story language and phrases