

Heathfield PRIMARY SCHOOL



Curriculum booklet

Reception

Spring 1

Maths

Keywords

Numbers to 10
Composition
Adding
Subitising
Order

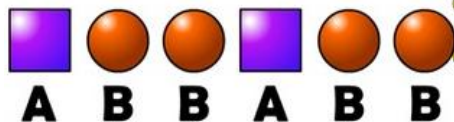
Sequence
Time
Times of the Day
Number Sentences
Patterns

ABB Pattern
ABBC Pattern

In school we will be learning

This term in Reception, children will focus on developing their understanding of numbers up to 10. They will explore the composition of these numbers, learn to add within this range, and practise subitising, which is the ability to instantly recognise the number of objects without counting. Additionally, the children will learn to order and sequence time, gaining an understanding of different times of the day. They will also be introduced to number sentences, helping to lay the foundation for mathematical reasoning and problem-solving.

The children will also continue developing their knowledge of identifying and exploring both 2D and 3D shapes, enhancing their spatial awareness and ability to categorize shapes by their properties. They will also learn to find number bonds up to 10 and continue building their knowledge of patterns. This will include recognising and creating more complex patterns, such as ABB and ABBC sequences, fostering their analytical and creative thinking skills.



At home you can

- **Composition of Numbers:** Use small objects like buttons, beads, or blocks to show how numbers can be split and combined (e.g., "Let's make 7 with 5 red blocks and 2 blue blocks").
- **Order and Sequence Time:** Create a daily schedule using pictures or drawings to represent different parts of the day, like breakfast, playtime, and bedtime. Discuss what comes first, next, and last.
- **Shape Art:** Cut out different shapes from paper and encourage your child to create pictures or patterns using 2D and 3D shapes..

Useful websites



maths games



BBC bitesize EYFS maths



numberbonds to 10 song

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Literacy

Keywords

traditional tales
retell
fiction
non-fiction
lower case

capital letters
character
CVC words
digraph
trigraph

segmenting
blending

In school we will be learning

Traditional Tales

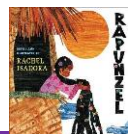
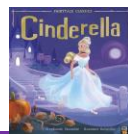
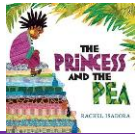
We will be reading the following traditional tales; Jack and Beanstalk, Rapunzel, Cinderella, Hansel and Gretel, Princess and the Pea. This will help to develop a love of traditional stories and reading. It encourages children to learn, retell and act out familiar and traditional tales. Every day, they will listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.

Phonics

This term the children will be continuing to learn Phase 3 sounds and consolidating the sounds they have already learnt in Phase 2. Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and begin to learn to spell some of these words.

Writing

In writing, they will continue to practise forming lower-case and capital letters correctly. They will write short sentences using words with known sound-letter correspondences. Children will be encouraged to use finger spaces to write clear sentences.



At home you can

- Read traditional stories and fairy tales to your child.
- [Practise Phase 2 and Phase 3](#) sounds at home
- Every week your child receives a guided reading book which corresponds to the sounds they have learnt. Please read this book with your child every day.
- Supporting your child to learn the 'Harder To Read and Spell' words by learning their weekly spellings.

Useful websites



Phonics Play



pronouncing sounds



free traditional tales

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Communication and language

Keywords

traditional tales beginning
before middle
then end
after
Once upon a time...

In school we will be learning

This term the children will be exposed to a range of traditional tales. The children will learn to sequence the stories they have read in order of events. This will help them with developing their understanding of a beginning, middle and end. They will also use sequencing words to help to describe events in order, such as 'before', 'then' and 'after'.



The children will be encouraged to articulate their ideas and thoughts in well-formed sentences, which will be developed through questioning. It is important the children have a good understanding that listening is important because it helps you to learn and know what to do.

They will demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. The children will learn to describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.

They will learn simple rhymes, poems and songs by heart. Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound. This helps to expand their vocabulary and language.

At home you can

- Visit your local library and choose picture books to share.
- Talk about the characters in stories and whether they like or dislike them.
- Read books together and ask open-ended questions about the story. Encourage your child to predict what might happen next or share their thoughts on the characters.
- Play games that involve communication, such as Simon Says, Hide And Go Seek, or Tag. These activities promote listening skills and following instructions.

Useful websites



libraries in Birmingham



describing characters game

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Understanding of the world

Keywords

past	Queen
present	similar
then	different
now	
King	

In school we will be learning

Once Upon A Time

This term, the children will explore and discuss similarities between aspects of their life and life in the past. This will be done through using books, stories and pictures. They will learn this through stories of the changes to schools, play activities, toys, food, transport and clothes. It will link to their topic of 'Once Upon a Time' and they will make observations about their clothing in traditional tales and compare how they are different from the clothes they wear today.



This will help to develop the children's knowledge on how the way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.



The children will also explore and talk about pictures, stories and information books on the theme of royalty. This will develop their understanding of Kings and Queens being rulers of a country.

At home you can

- Gather family photos from different time periods. Create a timeline on a wall or poster board, placing the photos in chronological order. Discuss the changes and growth over the years.
- Ask family members to share items from their childhood (toys, books, etc.) and compare them with similar items from today. This can spark conversations about changes over generations.
- Research how life has changed from the past (clothes, play activities, toys) – You can use this knowledge to create an information poster!
- Visit a local museum such and take photographs of objects you see from the past!

Useful websites



local museum



song about the past



What is the past?

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Expressive art and design

Keywords

pulse
rhythm
pitch
tempo
dynamics

timbre
create
nursery rhymes

In school we will be learning

This half term, the children will make up their own stories based of the traditional tales they are reading. They will be creating masks, props and puppets to act out their stories. This will support them with developing their vocabulary and language. Creating these props will also develop their cutting skills, folding skills and fine motor.

The children will be listening and responding to different styles of music. They will also be learning to sing along with nursery rhymes and action songs. The children will be learning some of the following songs; Wind The Bobbin Up; Rock-a-bye Baby; Five Little Monkeys Jumping On The Bed; Twinkle Twinkle; If You're Happy And You Know; and Head, Shoulders, Knees and Toes.

They will be introduced to the glockenspiels and learning to play the instrument within a song. The children will learn more about the interrelated dimensions of music (pulse, rhythm, pitch and tempo, dynamics, timbre, structure, texture), singing and playing instruments and learn that they are all linked. At the end of the unit, they will share and perform the learning that has taken place.



At home you can

- Create crafts related to nursery rhymes. For instance, make a paper plate clock for "Hickory Dickory Dock" or create a collage for "Hey Diddle Diddle."
- Make simple musical instruments, such as shakers or drums, and use them to accompany singing nursery rhymes. Decorate the instruments with artwork related to the rhymes.
- Hide pictures or small objects related to nursery rhymes around the house. Provide clues or recite parts of the rhymes to guide your child in finding them.
- Encourage your child to produce their own rhymes. Start with simple words and build on them. This activity promotes language development and creativity.

Useful websites



nursery rhyme and songs



making instruments

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psed

Keywords

negotiate
solve problems
independence
understanding
feelings

regulation
behavior
identity
self-awareness
appreciation

name
date of birth
nationality

In school we will be learning

Children will be encouraged to negotiate and solve problems independently (by themselves). This will support them with understanding their own feelings and those of others and begin to regulate their behaviour accordingly. They will also explore how their name, date of birth, and nationality contribute to their unique identity, promoting a sense of self-awareness and appreciation.

The children will be engaged in activities that focus on their safety and social development. They will learn and follow rules and instructions to ensure a safe environment. Additionally, the activities will encourage them to play cooperatively with their peers, fostering teamwork and social skills. Taking turns will also be emphasised, teaching valuable lessons in patience and consideration for others. Through these experiences, we aim to create an environment that supports not only their individual growth but also their ability to thrive in a collaborative and respectful community.



At home you can

- Act out different scenarios with your child, emphasizing the importance of following safety rules. This hands-on approach allows them to experience and understand the consequences of different actions.
- Create a visual chart or poster that outlines safety rules at home. Include illustrations and simple language. Display the chart in a prominent place and review it regularly with your child.
- Learn about children's rights with your child
- Set up a mini obstacle course at home that incorporates different safety scenarios. Guide your child through the course, discussing safety rules at each station.

Useful websites



[UN Convention on the Rights of the Child - UNICEF UK](#)

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Physical development

Keywords

gymnastics	balancing
animals	jumping
habitats	rocking
fundamental skills	rolling
shaping	spatial dynamics

In school we will be learning

Gymnastics – Animals and their Habitats

This term, the children will embark on an exciting gymnastics unit centered around the theme of 'Animals and their Habitats.' Throughout this unit, children will delve into the world of gymnastics, honing their fundamental skills. They'll actively engage in shaping, balancing, and jumping, gradually mastering the art of rocking and rolling. The exploration extends to understanding spatial dynamics, emphasizing safe utilization of space while executing basic maneuvers on both the floor and apparatus.

Gymnastic lessons will involve a dynamic mix of imitating, creating, remembering, and repeating short sequences. This will support their understand of using levels and directions when traveling and balancing.

PE will continue to be every Friday and please ensure you have the correct P.E kit (see below).



At home you can

- Introduce yoga poses inspired by animals. This not only encourages flexibility and balance but also ties into the theme of animals. For example, imitate a cat's stretch or a bird's balancing pose.
- Create a mini obstacle course at home using household items. Incorporate elements that mimic animals and their habitats. Children can practice balancing, jumping, and moving through the course creatively.
- Invent a creative gymnastics story with animal characters. As you narrate the story, have your child act out the movements of each animal in the gymnastics routine.

Useful websites



[Cosmic Kids Yoga – YouTube](#)



[67 Animal Yoga Poses for Kids](#)

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