

# Heathfield PRIMARY SCHOOL



Curriculum booklet

Reception

Spring 1

# Maths

## Keywords

Numbers to 10  
Composition  
Adding  
Subitising  
Order

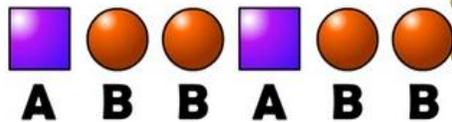
Sequence  
Time  
Times of the Day  
Number Sentences  
Patterns

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



[Counting games](#)



[Subitising](#)



[Number bonds to 10](#)

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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

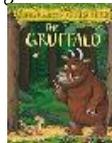
We will be reading the following traditional tales; The gingerbread man, Little Red Riding Hood, we're going on a bear hunt and the Gruffalo. This will help to develop a love of traditional stories and reading. It encourages children to learn, retell and act out familiar and traditional tales. Every 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 practice 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 practice 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](#)



[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

Nature  
Twigs  
Conker  
Walk

Pinecone  
Compare  
Celebrate  
Festival

Leaf Lunar New Year

## In school we will be learning

This term, the children will deepen their understanding of the world by exploring the natural environment around them. They will investigate living creatures and handle natural objects such as pinecones, leaves, conkers, and twigs, developing curiosity and respect for nature. As part of this learning, the class will go on another local walk, where they will observe and compare what they see with their previous school walk. Together, we will discuss the changes that have taken place since their last visit, encouraging the children to notice seasonal differences, growth, and transformation in their surroundings.

This term, the children will also listen to the story of Lunar New Year and explore the traditions linked to this celebration. They will discuss how people mark Lunar New Year through family gatherings, special foods, decorations, and cultural customs. The children will then compare these traditions with other celebrations they know, such as Eid, Christmas, Birthdays, and Diwali, noticing similarities and differences in how people come together, share food, give gifts, and enjoy special activities.



## At home you can

- Nature treasure hunt: Collect pinecones, leaves, conkers, leaves and twigs from a park.
- Mini beast hunt: Look under rocks and stones to spot mini-insects and discuss where they live.
- Twig building challenge: Build small structures using twigs and natural resources.
- Create decorations: Make paper lanterns or dragon masks.
- Music and dance: Listen to traditional music or watch video clips of dragon dances.

## Useful websites



[Nature activities](#)



[Festivals and celebrations](#)

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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 on 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 learn 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

The children will develop a clear understanding of the term choice and reflect on the many choices they make each day, such as how to treat others. They will learn to distinguish between good and bad choices, recognising how their decisions can affect themselves and those around them. Alongside this, the children will explore the concept of trust, discussing who we can trust and why and learn about the importance of keeping safe through conversations around stranger danger.

The children will also have opportunities to talk about emotions, identifying what makes them feel sad or angry and consider appropriate and inappropriate ways to respond. They will be introduced to simple strategies to help regulate their emotions in times of challenge, such as taking deep breaths, asking for help, or using calming activities.

The children will also explore what it means to work cooperatively, recognising that listening, sharing, and helping one another are important parts of being a team.



## 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

Balancing  
Jumping  
Land  
Fundamental skills  
Height

Safe  
Coordination  
Control  
Hop

## In school we will be learning

This term in PE, the children will focus on locomotion through jumping. They will explore a range of strategies and techniques to jump safely and effectively, developing control and coordination. Opportunities will be provided to apply their learning in games and challenges, encouraging them to practise their skills in fun, active contexts. Children will also experiment with jumping at different heights and try combinations such as jumping on one foot and landing on two. They will explore different combinations of jumping and landing for height as they move around the space and respond to commands. They will be encouraged to jump high in the air, reflect on whether it was well balanced.

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



## At home you can

- Jumping patterns: Ask children to jump forwards, backwards and sideways in different patterns.
- One foot challenge: Practice hopping on one foot and then landing on two, counting how many hops they can do.
- Obstacle course: Set up a simple course with safe objects to jump over in a safe space.
- Story jumps: Link jumps to a story. For example; jump like a frog. Hop like a bunny. Get creative!

## Useful websites



[Obstacle courses](#)



[Jumping movements](#)

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