



# Winton Primary School



## Reception Spring Curriculum Overview

<b>Key Learning</b>	
<b>Communication and Language</b> 	<p><b>Listening, Attention and Understanding and Speaking</b></p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Learn and use new vocabulary.</p> <p>Use recently taught vocab:</p> <p>Spring 1 - connect, fresh, evening, shiver, through</p> <p>Spring 2 - annoy, nature, nibble, pale, same</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Articulate their ideas and thoughts in sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>
<b>Literacy</b>   	<p>Our stimulus in <b>writing</b> will be 'The Three Little Pigs', 'Mrs Wishy Washy', a poem based on the seasons and a poem called 'My Many Coloured Days'.</p> <p>The children will be retelling stories and poems using Talk4Writing actions.</p> <p>Learning to spell simple words using their phonic knowledge. For example, cat, rain, chick, tent.</p> <p>Spell tricky and helpful words, writing these with joined formation. Such as: 'was', 'are', 'he', 'she', 'we', 'me', 'be', 'you'.</p> <p>Writing captions and simple sentences including a capital letter, full stop and finger spaces between words.</p> <p><b>Phonics</b></p> <p>Decode words including Level 2 and 3 sounds in Floppy's Phonics lessons.</p> <p>Read the Level 2 and 3 tricky and helpful words in Floppy's Phonics lessons.</p> <p>Continue to sing nursery rhymes, read rhyming stories and identify rhyming words.</p> <p>Our texts in <b>Talk for Reading</b> will be 'We're Going on a Bear Hunt' by Michael Rosen and 'Whatever Next' by Jill Murphy.</p> <p>The children will be identifying the title, author and front and back cover. They will be predicting what might happen next, using descriptive language and developing an understanding of character.</p> <p>Each half term we will be reading Super Six titles.</p> 

<b>Mathematics</b> 	<p>In <b>maths</b>, we will be learning to:</p> <ul style="list-style-type: none"> <li>• Chant to 50.</li> <li>• Exploring numbers 5-10 identifying what is 1 more or 1 less than a given number. Relating the numeral to quantity. For example, what does 5 look like?</li> <li>• Ordering numbers 0-10.</li> <li>• Identifying odd and even numbers 0-10.</li> <li>• Exploring the composition of 5-10. For example, <math>0+5=5</math>, <math>1+4=5</math>, <math>2+3=5</math>.</li> <li>• Finding doubles.</li> <li>• Exploring mass by comparing and finding a balance using balance scales.</li> <li>• Exploring capacity using terms 'full' and 'empty' with various different containers.</li> <li>• Exploring length and height and finding the longest/tallest and shortest.</li> <li>• Naming days of the week, understanding the week is split into week days and the weekend. Using the vocabulary 'today', 'yesterday' and 'tomorrow'.</li> <li>• Naming and identifying 3D shapes.</li> <li>• Copying, continuing and creating repeating patterns.</li> <li>• Using vocabulary related to time; days of the week, morning, afternoon, evening and sequencing events.</li> </ul>
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	<b>Key Learning</b>
<b>Personal, Social and Emotional Development</b> 	<p><b>Self-Regulation</b>  Identify and moderate their own feelings socially and emotionally.  Give focused attention to what the teacher says, responding appropriately even when engaged in activity.  Follow instructions involving several ideas or actions.  Think about the perspectives of others.</p> <p><b>Managing Self</b>  Continue to be confident to try new activities.  Continue to show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> </ul> <p><b>Building Relationships</b>  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others' needs.</p>  
<b>Understanding the world</b> 	<p><b>Enquiry Questions</b>  Where do animals live?  What happens in the natural world?</p> <p><b>Past and Present</b>  Reading and learning about the lives and work of David Attenborough, Charles Darwin, Mary Anning and Albert Einstein.</p> <p><b>People, Cultures and Communities</b>  Recognise some similarities and differences between life in this country and life in other countries.</p> 

	<p>Learn about celebrations, including who celebrates them, where they are celebrated and why they are important to different people e.g. Chinese New Year, Holi and Easter.</p> <p><b>The Natural World</b></p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>
<b>Physical Development</b> 	<p><b>Gross Motor</b></p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body strength, co-ordination, balance and agility.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><b>Fine Motor</b></p> <p>Hold a pencil using a tripod grip.</p> <p>Form letters using cursive letter formation with lead it lines.</p> <p>Continue to develop their fine motor skills so that they can use a range of tools competently, safely and confidently. For example, scissors, knives, forks and spoons.</p>
<b>Expressive Art and Design</b> 	<p><b>Creating with Materials</b></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Including printing, scrunching, ripping, folding paper to create sculpture and using stencils.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Role play 'home' including celebrations, New Year, health and hygiene, baking, cleaning.</p> <p>Develop storylines in their pretend play.</p> <p>Sing nursery rhymes including, 5 Currant Buns, Jack and Jill and Humpty Dumpty.</p> <p>Use instruments to accompany songs and rhymes.</p> <p>Move to a steady beat.</p>
<b>Computing</b> 	<p>Use age-appropriate iPad apps to support the wider curriculum. Learn to use a mouse to click, drag and drop.</p>

Landing	Real World Outcome
<p><b>What happens in the natural world?</b> To land this topic, Reception will invite children from Year 3 and 4 to carry out experiments and talk about their learning. They will share and show the children the different processes they have learnt during the topic, such as floating and sinking, magnetism and shadows.</p>	<p><b>Where do animals live?</b> The children will use their knowledge of different animals to create an animal fact book which will be shared with the local community in Winton Library and Kingfisher Barn.</p> <p>They will make and sell a hedgehog pencil holder to raise money for Helpful Hounds.</p>
Home Learning	Spring Key Dates
<p>Spring 1</p> <p>Over the course of Spring 1 how many animals can you see in our local environment? You could make a poster of the animals you see or take photos and add them to Tapestry. You could be really creative and make them out of playdough!</p> <p>Due in Monday 9<sup>th</sup> February 2026.</p>	<p>Wednesday 21<sup>st</sup> January 2026 - Parent Curriculum Workshop - 6pm</p>

## Spring 2

Become a scientist and investigate the different objects/materials around your home. Can you complete one of the challenges below?



Challenge 1- Where will an ice cube melt the fastest in your home? Compare different locations and environments for your experiment.

Challenge 2- Make shadow puppets and explore shadows using a torch or other source of light.



Share your findings on Tapestry.

Due in Monday 16th March 2026

### Drivers Key:

**Enquiry:** We frame learning around questions. We promote curiosity and higher-order thinking.



**Aspiration:** We encourage pupils to aim high and believe in their abilities. We introduce role models to broaden horizons and inspire ambition.



**Community:** We foster a sense of identity and belonging. We build strong links with local geography, history, and people.



### Characteristics of Effective Learning Key:

I have my own ideas and thoughts. I plan what I am going to learn. I am independent like a cat.



I am listening and staying focused. I concentrate like an eagle.



I am keen to try new things and I am brave like a lion.



I am proud of my learning. I am proud like a peacock.



I keep trying, I don't give up.  
I persevere like a tortoise.

