Askam Village School Curriculum Plan – 2026 Reception Spring Term

Communication and Language	Literacy	Maths
➢ Use picture clues to help read a simple text. ➢ Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. ➢ Show understanding of some words and phrases in a story that is read aloud to them. ➢ Express a preference for a book, song or rhyme, from a limited selection. ➢ Retell stories in the correct sequence, drawing on language patterns of stories. ➢ With prompting, show understanding of many common words and phrases in a story that is read aloud to them. ➢ Suggest how an unfamiliar story read aloud to them might end. ➢ Give a simple opinion on a book they have read, when prompted. ➢ Recognise repetition of words or phrases in a short passage of text.	➢ RWI ➢ Read CVC words and simple sentences. ➢ Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words. ➢ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ➢ Write short sentences / captions with words with known letter-sound correspondence. ➢ Re-read what they have written to check that it makes sense. ➢ Build words using known letter-sound and correspondences in own writing.	➢ Explore the composition of numbers to 10. ➢ Compare mass and capacity. ➢ Compare length, weight and talk about time. ➢ Introduce doubles and combining groups. ➢ Find and recognise 3D shapes ➢ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ➢ Look at, copy and continue patterns ➢ Consolidate learning from previous term.

Personal, Social and Emotional Development	Understanding the World
➢ Can show concern for others and show awareness of how their actions may impact on others and talk with others to solve conflicts. ➢ Can identify how they are feeling on the emotions board. ➢ Begin to express their feelings and consider the perspectives of others. ➢ Can show pride in achievements by showing work to others. ➢ Begin to take turns and share resources. ➢ Can usually tolerate delay when needs are not immediately met. ➢ Can talk about what they are doing and why. ➢ Understand behavioural expectations of the setting. ➢ Understand why listening is important and attend to other people both familiar and unfamiliar. ➢ Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly. ➢ Happy to stand up in front of the class and share achievements with others. ➢ Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Can talk about healthy and unhealthy foods. ➢ Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.	➢ Compare and contrast characters from stories, including figures from the past eg. Explorers ➢ Understand the past through settings, characters, and events encountered in books read in class and storytelling. ➢ Recognise some environments that are different from the one in which they live. ➢ Recognise some similarities and differences between life in this country and life in other countries. ➢ Draw information from a simple map. ➢ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. ➢ 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. ➢ 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.

➢ Can get dressed and undressed for PE sessions. Begin to show persistence when faced with challenges. ➢ Knows it is important to work together to look after our classroom resources and our school grounds. ➢ Can keep play going by cooperating, listening, speaking, and explaining. ➢ Can reflect on the work of others and self-evaluate their own work. ➢ Seek others to share activities and experiences. ➢ Use language to negotiate, play and organise.	➢ Recognise that people have different beliefs and celebrate special times in different ways. ➢ Reflect upon the things that are special to them and why they value these things. ➢ Learn about key religious symbols, some ceremonies and celebrations for Christians, Muslims and Hindus. ➢ Recognise some similarities and differences between life in this country and life in other countries. ➢ Explore the natural world around them. ➢ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. ➢ Describe what they see, hear and feel whilst outside. ➢ Recognise some environments that are different to the one in which they live. ➢ Explore the natural world around them, making observations and drawing pictures of animals and plants. ➢ 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.
Expressive arts and design	**Physical Education**
➢ Learn to sing and play Nursery Rhymes ➢ Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art ➢ Focusing on traditional children's tales and songs, learning about how music and instruments can be used to convey moods or represent characters ➢ Explore and create music using their voices and playing instruments ➢ Explore, use and refine a variety of artistic effects to express their ideas and feelings ➢ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ➢ Create collaboratively, sharing ideas, resources and skills	➢ To develop skills travelling, copying and performing actions. ➢ To develop co-ordination. ➢ To develop respect and co-operation with respect. ➢ To develop skills of counting, observing and providing feedback. ➢ Selecting and applying actions. ➢ To develop skills of working independently and with confidence. ➢ To develop skills of rocking, balancing, travelling, jumping, making shapes and rolling. ➢ To develop skills of communication, co-operation, taking turns and supporting and encouraging each other. ➢ To develop confidence and determination. ➢ To develop ability to select and apply skills and create sequences. ➢ Develop changing direction, speed and level ➢ Develop an awareness of spaces and how to use if safely ➢ Use equipment appropriately, travelling and balancing on floor level and apparatus ➢ Copy, create, remember and repeat shirt sequences ➢ Develop fine motor skills through activities, and the correct pencil hold ➢ Develop and practise threading and weaving techniques using various materials and objects