

Richmond Hill Primary School		
Termly Curriculum Overview: Spring		Year: REC
Subject	Topic and content	EYFS coverage
Personal, Social and Emotional Development	<p>Jigsaw</p> <ul style="list-style-type: none"> <li>• Dreams and Goals</li> </ul> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>
Communication and Language Development	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>	
Physical development	<p><u>Get set 4 PE</u></p> <ul style="list-style-type: none"> <li>• Fundamentals Unit 2</li> <li>• Ball Skills Unit 2</li> </ul> <p>Outdoor play/Healthy</p>	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing</p>

	Movers/Toothbrushing	<p>acing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p>
Literacy	RWI - Ditties/Red Books	<p>Gives meaning to marks they make as they draw, write &amp; paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words &amp; blend them together.</p> <p>Links sounds to letters, naming &amp; sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable</p>

		<p>letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>
Mathematics	<ul style="list-style-type: none"> <li>• <b>Numbers</b> <ul style="list-style-type: none"> <li>• Recognises numerals 1 to 5.</li> <li>• Counts up to three or four objects by saying one number name for each item.</li> <li>• Counts actions, sounds or objects which cannot be moved.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Counts out up to six objects from a larger group.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Says the number that is one more than a given number.</li> </ul> </li> <li>• Counts reliably with numbers from one to 20, places them in order and says which number is one more or one less than a given number.</li> <li>• <b>Shape, Space and Measures</b> <ul style="list-style-type: none"> <li>• Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>• Selects a particular named shape.</li> <li>• Uses familiar objects and common shapes to create and recreate patterns and build models.</li> </ul> </li> <li>• Recognises, creates and describes patterns.</li> <li>• Explores characteristics of everyday objects and shapes and uses mathematical language to describe them. <i>Orders two or three items by length or height.</i></li> <li>• <i>Orders two items by weight or capacity.</i></li> <li>• Uses everyday language to talk about size, weight, capacity, position, distance, time and money to solve problems.</li> <li>• Explores characteristics of everyday objects and shapes and uses mathematical language to describe them.</li> </ul>	
Understanding the World	<p><b>Discovery RE</b> Celebrations Key Question: How do people celebrate? Religions: Hinduism</p> <p>Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity</p> <p><b>Topic Work</b></p> <ul style="list-style-type: none"> <li>• Under the Sea</li> <li>• Why do we get so many flowers in Spring?</li> </ul> <p>Other Celebrations</p> <ul style="list-style-type: none"> <li>• New Year/Chinese New Year</li> <li>• Pancake Day/Easter/Mothers Day</li> </ul>	<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>
Expressive arts	<ul style="list-style-type: none"> <li>• Wassily Kandinsky – line</li> </ul>	Begins to build a repertoire of songs and

<p>and Design</p>	<p>and shapes</p> <ul style="list-style-type: none"> <li>• Vincent Van Gogh - Sunflowers</li> </ul>	<p>dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using</p> <p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>
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