

High Ham Primary School Spring Term 2025 Learning Overview Ash Class (Reception)

		Spring 1		Spring 2	
Topic		People who help us		Homes and Habitats	
Literacy Communication and language	English	<p>The Tiger who came to tea Making tea and Designing sandwiches</p>	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Write recognisable letters, most of which are correctly formed; Write simple sentences that can be read by others. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses. 	<p>The Walker book of First Rhymes</p> <p>Rhyme Poetry</p>	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Write recognisable letters, most of which are correctly formed; Write simple sentences that can be read by others. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.
		<p>The Gingerbread Man Instructions (how to make gingerbread)</p> <p>Animals/ cooking Non-fiction</p> <p>Doctorsaurus People who help us</p>		<p>The Three Little Pigs Report (All about wolves)</p> <p>Homes Non-Fiction</p> <p>Brown bear, brown bear Eric Carle</p>	

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<p>Mathematics</p>	<p>Maths</p>	<p>Numbers to 5 Numbers 6,7,8</p> <p>Compare mass, capacity, Length and Height time</p>	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Verbally count beyond 20, recognising the pattern of the counting system • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity • Automatically recall number bonds up to 5 and some number bonds to 10, including double facts • Compare length, weight and capacity. 	<p>Building 9 and 10 Bonds to 10</p> <p>3Dshapes Spatial awareness Patterns</p>	<ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise (recognise quantities without counting) up to 5 • Automatically recall number bonds up to 5 and some number bonds to 10, including double facts • Continue, copy and create repeating patterns.
<p>Understanding the world</p>	<p>Science</p>	<p>Human body</p>	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • To know the basic parts of the body and their uses 	<p>Animals and where they live</p>	<ul style="list-style-type: none"> • 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
	<p>Geography and History</p>	<p>Peek into the past: Inventions over time</p>	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and difference between things in the past and now. 	<p>Seas and Oceans</p>	<ul style="list-style-type: none"> • Recognise some similarities and differences between life in this country and life in other countries • Explore the natural world around them

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	Computing	Online safety	<ul style="list-style-type: none"> Use rules given to me by a trusted adult when I use technology. To be kind to my friends when online To use a safe part of the Internet to play and learn. To know who a trusted adult is and make sure they are around. 	Multimedia	<ul style="list-style-type: none"> To move objects on a screen. To create shapes and text on a screen. To use technology to show my learning.
	RE	Special places- church building and synagogue	<ul style="list-style-type: none"> To support children to develop emotionally, spiritually and morally To 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; 	Special times- Easter and Passover	<ul style="list-style-type: none"> To support children to develop emotionally, spiritually and morally To develop their views and beliefs about themselves, their family and community.
Being imaginative and expressive.	Music	Exploring sound	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. To explore aspects of pitch, duration and recognising timbre 	Music and movement	<ul style="list-style-type: none"> Listening and responding to different styles of music Improvising, leading to playing classroom instruments Singing and learning to play instruments within a song.
	DT/Art	Paint my world	<ul style="list-style-type: none"> To explore paint through finger painting. To describe the texture and colours as they paint. To talk about their work and decide whether it is abstract or figurative. To use nature to create tools and art. To respond to music through the medium of paint. To use paint to express ideas and feelings To use mixed media to create artwork To create artwork inspired by successful artists 	Structures Bug hotel	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To design and make a hibernation box. To understand what hibernation needs and why some animals hibernate. To create a picture with a simple sliding mechanism. To understand what waterproof means and to test waterproof materials To design and create a boat

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			<ul style="list-style-type: none"> To experiment with colour, design and painting techniques. To create large pieces of art as a group 		
Personal, social and emotional development	PSHE	<p>People who help us.</p> <p>What are special places in our community?</p>	<ul style="list-style-type: none"> Understand that some places are special to members of their community Draw information from a simple map 	What makes us different and unique?	<ul style="list-style-type: none"> Show sensitivity to their own and to others' needs Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Think about the perspectives of others See themselves as a valuable individual
	No outsiders	<p>Blue Chameleon by Emily Gravett</p> <p>To make a new Friend</p>	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others See themselves as a valuable individual 	<p>Hello Hello by Brendan Wenzel</p> <p>To say Hello</p>	<ul style="list-style-type: none"> Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others See themselves as a valuable individual
Physical development	PE	<p>Introduction to PE: Unit 2</p> <p>Gymnastics: Unit 1</p>	<ul style="list-style-type: none"> To make independent choices. To negotiate space safely with consideration for myself and others. To follow instructions involving several ideas or actions. To play co-operatively and take turns with others. To understand the rules and can explain why it is important to follow them. To be confident to try new challenges. To combine movements, selecting actions in response to the task and apparatus. 	<p>Fundamentals: Unit 2</p> <p>Dance: Unit 2</p>	<ul style="list-style-type: none"> I can make independent choices. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively and take turns with others. I understand the rules and can explain why it is important to follow them. I am confident to try new challenges and perform in front of others.

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			<ul style="list-style-type: none">• To confidently and safely use a range of large and small apparatus.• To use movement skills with developing strength, balance and co-ordination showing increasing control and grace.		<ul style="list-style-type: none">• I can combine movements, selecting actions in response to the task.• I show respect towards others when providing feedback.• I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.
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