



## Long Term Curriculum Planning at Letchmore Infants' and Nursery School

Term	Spring 2	Topic	Jump into a book	Year Group	Reception
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Communication Language and Literacy	Inspirational Day	Mathematics
<p><b>Possible Lines of Enquiry -</b></p> <ul style="list-style-type: none"> <li>Fairy tales</li> <li>Traditional tales</li> <li>Goldilocks and the three bears</li> <li>Hot seating characters</li> </ul>	<p>Fairy tale ball</p>	<p><b>Possible Lines of Enquiry -</b></p> <ul style="list-style-type: none"> <li>Goldilocks and the three bears</li> <li>Potion Making</li> <li>Easter</li> <li>Numbers to 10</li> </ul>
<p><b>Skills -</b></p> <ul style="list-style-type: none"> <li>Joins in with repeated refrains and anticipates key events in stories</li> <li>Listens to stories with increased attention and recall</li> <li>Begins to understand how and why questions</li> <li>Introduce a storyline or narrative into their play</li> <li>Show an awareness of how stories are structured</li> <li>Describe main story settings, characters and events</li> <li>Breaks the flow of speech into words</li> <li>Attempts to write short sentences in meaningful contexts</li> </ul>	<p>Our aim is to provide our children with an <b>inspiring, creative and empowering</b> curriculum that equips them for today and tomorrow.</p> 	<p><b>Skills -</b></p> <ul style="list-style-type: none"> <li>Use mathematical names for 2d and 3d shapes</li> <li>Select a particular named shape</li> <li>Can describe their relative position such as behind, next to</li> <li>Order two to three items by length or height</li> <li>Order two items by weight or capacity</li> <li>Order and sequence familiar events</li> <li>Subitising</li> <li>1 more, 1 less</li> <li>Composition of number</li> <li>Continue and devise patterns</li> </ul>
Physical Development		Modern Foreign Language Opportunities
<p><b>Possible Lines of Enquiry -</b></p> <ul style="list-style-type: none"> <li>Target practice</li> <li>Writing Goldilocks story</li> <li>Creating props for story telling</li> <li>Creating castles</li> <li>Traditional dancing</li> </ul>	<p><b>Skills -</b></p> <ul style="list-style-type: none"> <li>Uses simple tools to effect change to materials</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control</li> <li>Uses a pencil and holds it effectively to form recognisable letters most of which are correctly formed</li> <li>Move in a range of ways</li> </ul>	<p>Hello to all the children of the world song</p>

Personal, Social and Emotional Development	Local Links	Understanding of the World
<p><b>Possible Lines of Enquiry -</b></p> <ul style="list-style-type: none"> <li>• Exploring fairy tale characters and our own values</li> <li>• Working as a team to create board games</li> </ul>	<p>Visit from local vicar - Easter</p>	<p><b>Possible Lines of Enquiry -</b></p> <ul style="list-style-type: none"> <li>• Festival of Holi</li> <li>• Easter and associated symbols</li> <li>• Seasons including exploring feelings of awe and wonder that come from the natural world.</li> <li>• Mouse paint story</li> </ul>
<p><b>Skills -</b></p> <ul style="list-style-type: none"> <li>• Play co-operatively, taking turns with others</li> <li>• Explain own knowledge and understanding and ask appropriate questions of others</li> <li>• Can describe self in positive terms and talk about abilities</li> <li>• Beginning to be able to negotiate and solve problems</li> </ul>	<p><b>Let's Inspire</b></p> 	<p><b>Skills -</b></p> <ul style="list-style-type: none"> <li>• Recognise and describe special times or events</li> <li>• Remember and talk about significant events in their own experience</li> <li>• Enjoy joining in with family customs and routines</li> <li>• Find out about similarities and differences between themselves and others and among families, communities and traditions.</li> <li>• Show awareness of symbolism linked with Easter story</li> <li>• Reflect on the wonder of the natural world</li> <li>• Completes a simple programme on the computer</li> </ul>
<b>Expressive Arts and Design</b>		<b>Global Learning Goals</b>
<p><b>Possible Lines of Enquiry -</b></p> <ul style="list-style-type: none"> <li>• Elmer the elephant</li> <li>• Holi</li> <li>• Easter</li> <li>• Fairytale props/ roleplay/dance</li> <li>• Mondrian</li> </ul>	<p><b>Skills -</b></p> <ul style="list-style-type: none"> <li>• Follows instructions and joins in with dancing</li> <li>• Explores what happens when they mix colours</li> <li>• Understands that different media can be combined to create new effects</li> <li>• Manipulates materials to achieve a planned effect</li> <li>• Constructs with a purpose in mind</li> <li>• Uses simple tools and techniques competently and appropriately</li> </ul>	
<p><b>Other -</b> Dinosaurs - Be co-operative Tyrannasaurus twins Tim and Tina</p>		