



Reception (FS2) Curriculum Map

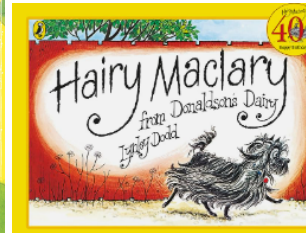
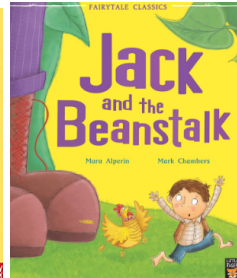
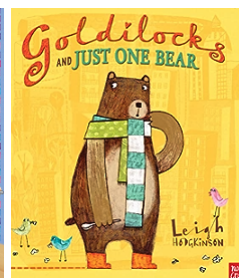
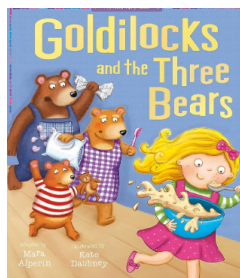
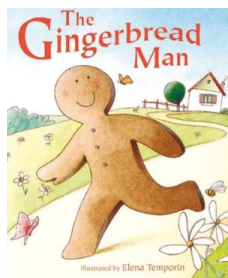
Spring 1, 2026

Topic Theme- Traditional Tales

This half term our topic is 'Traditional Tales'. We will be reading a selection of well known stories to develop our understanding and use of vocabulary. We will also be reading some tales from other countries.

Traditional Tales Core Books

We will be reading these fiction and nonfiction books to support our 'Traditional Tales' topic lessons and learning.



Prime Areas of Learning

Personal, Social and Emotional Development (PSED)

Our focus this half term is to help your child to;

- Set and work towards personal goals.
- Respond appropriately when engaged in an activity.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Communication and Language (CL)

We will learn keywords, vocabulary and Makaton signs linked to our topic, Traditional Tales.

To develop early language and oracy skills, we will continue to;

- Expand our sentences using colourful semantics,

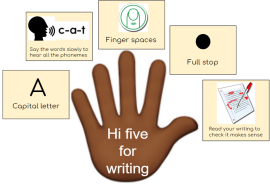
Physical Development (PD)

Fine Motor skills we are developing:

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Gross Motor skills we are developing:

- Act and retell stories to develop oracy.	listening comprehension and sentence repetition activities. - Continue to use NELI and Chatterbox to develop vocabulary. - Talk for Writing (T4W) in Literacy sessions	- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing.
Specific Areas of Learning		
<u>Literacy (L)</u> We will be reading a selection of stories together about our 'Traditional Tales' topic. Here is how we will support Literacy this term: <u>Comprehension</u> - Retell a selection of Traditional Tales. - Practice listening comprehension in small groups using questions relating to the stories we read. - Use Talk for Writing sequences to become more familiar with spoken stories. <u>Word Reading</u> - Say the sound for each taught letter, digraph and trigraph. - Read words linking to their phonics knowledge by sound- blending and decoding. - Identify repeated refrains in stories. - Develop an awareness of rhythm and rhyme in stories and songs. <u>Writing</u> - Write recognisable letters, most of which are correctly formed. - Model and use a tripod pencil grip - Use phonics to spell words by using sounds we have learnt. - Practice writing learnt 'tricky words' and high frequency words linking to our phonics lessons. - Write a simple sentence using the High 5's for writing:	<u>Maths (M)</u> We follow White Rose Maths (WRM) which teaches maths using a mastery approach. The WRM topics we will cover this term are; - Zero, comparing and composing 4 and 5 using 5 frames, rekenreks, Numberblocks and objects for counting - Comparing mass and capacity - Representing, comparing and composing 6-8 and using 10 frames - Making pairs and combining groups We will be developing our skills further by using; - 5 and 10 Frames: https://apps.mathlearningcenter.org/number-frames/ - Rekenreks: https://mathsbot.com/manipulatives/rekenrek - Numicon Number Frames: https://mathsbot.com/manipulatives/numberFrames - Number fans: https://tpet.co.uk/downloads/number-fans/ - Number lines: https://mathsframe.co.uk/en/resources/resource/37/placing_numbers_on_a_number_line - Hungarian Number Frame: https://mathsbot.com/manipulatives/hungarianFr	<u>Understanding the World (UTW)</u> We will be supporting your child to; - Understand the past through settings, characters and events encountered in books read in class and storytelling - 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. - 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. <u>Expressive Arts and Design (EAD)</u> We will be supporting your child to; - Make use of props and materials when role playing characters in narratives and stories. - Invent, adapt and recount narratives and stories with peers and their teacher. - Begin to perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. We will also learn about Festivals and Celebrations such as Chinese New Year.

1. Capital letter 2. Say the words slowly to hear all the phonemes 3. Finger spaces 4. Full stop 5. Read your writing to check it makes sense  <u>Phonics</u> This term we are starting Phase 3 phonics and their guided reading sessions will focus on reading books linked to their phonetic knowledge. You can help at home by reinforcing the weekly phonics content they have learnt in class which will be shared on Class Dojo. - Week 1: ai ay ee igh oa - Week 2: oo oo ar or - Week 3: ur ow oi oy ear - Week 4: air er - Week 5: Longer words	ame	
<u>Useful Links and Websites</u> These apps can be accessed on the school website and home learning tab. - Collins Ebooks (Decodable Phonics books) - IXL, Numbots (maths) Additional websites to support learning: - Number Blocks and Colour Blocks (BBC Iplayer/Youtube Kids) - Top Marks Early Years Games	<u>Ways You Can Help At Home</u> -Support independence -Engaging with maths using IXL, Numbots -Discuss with your child the weekly phonics lessons content that is posted to Class Dojo. -Reading with your child using Collins Ebooks (online phonics book) and the reading for pleasure book.	<u>Key Dates</u> Stay and Play/Read: Thursdays 8:20-8:40 Immersion Day: Gingerbread Man- Making and Tasting Day Week 2 of Term Festivals and Celebrations we will explore: - Valentine's Day - Chinese New Year - Pancake Day Last day of term: Friday 13th February Additional provision enhancements will be shared via Class Dojo.

