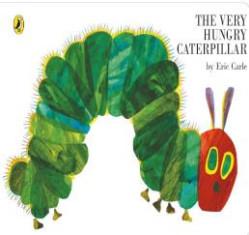
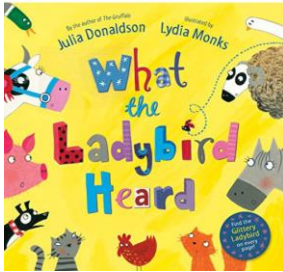
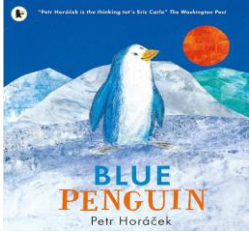
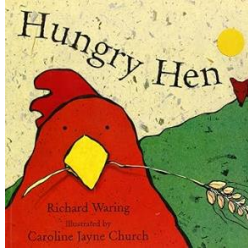






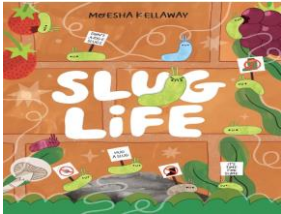
St Albans – Spring 2 Reception Curriculum Overview

Topic: Animal Adventures and New Life

Term: Spring Term 2

| EYFS coverage | Week One What we will explore/experience/find out/learn | Week Two What we will explore/experience/find out/learn | Week Three What we will explore/experience/find out/learn | Week Four What we will explore/experience/find out/learn |
|---|---|--|---|--|
| | 23/02/26 | 2/03/26 | 9/03/26 | 16/03/26 |
| Personal, Social & Emotional development | Class to observe effects of activity on their bodies. Jigsaw: Everybody's body | Children to know the importance of good health of physical exercise. Jigsaw: We Like to Move It, Move It! | Children to discuss the importance of a healthy diet. Jigsaw: Food Glorious Food | Discuss a healthy routine Jigsaw: Sweet Dreams |
| Communication & Language | Review and sequence the days of the week Children will retell the story The Very Hungry Caterpillar. | To talk about robbers' plan and to predict if they will be successful | Hot Seating: Children will interview the blue penguin. - "How would you help blue penguin?" | Children will discuss the hen's problem (hunger) - Where did she look for food? |
| Physical Development | To support development of fine motor skills, class to thread beads to make caterpillars | Children will act out the story What the Ladybird Heard in the outdoor area. | Children will move like penguins (waddle, slide, swim) | Hen and fox chasing games |

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| <p>Literacy & Useful texts</p> | <p>The hungry caterpillar</p> <p><u>Focus task:</u> Children will write a sentence about healthy and unhealthy food.</p>  | <p>What the ladybird heard</p> <p><u>Focus task:</u> Children will write words that rhyme with the animals from the story.</p>  | <p>Blue Penguin</p> <p><u>Focus task:</u> Children will discuss what makes them special and write a simple sentence.</p>  | <p>Hungry Hen</p> <p><u>Focus task:</u> Children will write simple facts about hen.</p>  |
| <p>Nursery Rhymes</p> | <p>5 little Speckled Frogs</p> | <p>The bear went over the mountain</p> | <p>When goldilocks went to the house of the bears</p> | <p>Horsey, horsey don't you stop</p> |
| <p>Maths</p> | <p>Number bonds to 5</p> | <p>Exploring composition of numbers to 10</p> | <p>Review and embed number formation up to 10 focus on size and accuracy</p> | <p>Comparing length, weight and capacity</p> |
| <p>Understanding the world</p> | <p>Children will learn about living and non-living. They will sort animals and objects into two hoops.</p> | <p>Children will learn about farm animals found in countryside.</p> | <p>Changing Seasons from winter to spring with focus on plants. Identifying new growth.</p> | <p>Spring walk to explore, find, observe and describe new growth on trees and other plants in the park.</p> |
| <p>Expressive Arts & Design</p> | <p>Children create symmetrical printing of butterfly.</p>  | <p>Children to create mono printing using knowledge of shapes.</p>  | <p>Create prints and rubbings of leaves</p>  | <p>To paint a red hen using mixed media</p>  |
| <p>R.E.</p> | <p>What are the signs of spring?</p> | <p>What happened in the Easter story?</p> | <p>What happened in the Easter story? How does the church celebrate Easter in the U.K.?</p> | <p>What happened in the Easter story? How does the church celebrate Easter in the U.K.?</p> |

| EYFS coverage | Week Five What we will explore/experience/find out/learn |
|---|--|
| | 23/02/26 |
| Personal, Social & Emotional development | To manage own basic hygiene and personal needs, including dressing and going to the toilet. Jigsaw: Keeping clean |
| Communication & Language | To discuss where bugs live |
| Physical Development | Children will Move like minibeasts Crawling like caterpillars - Flying like butterflies - Slithering like worms |
| Literacy & Useful texts | Slug Life <u>Focus task:</u> Children will make bug diaries: "A Day in the life of a slug"  |
| Nursery Rhymes | Little Miss Muffet |
| Maths | Continuing and creating patterns |
| Understanding the world | To find, observe and describe minibeasts around school grounds. |

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| <p>Expressive Arts & Design</p> | <p>Children will paint with bugs.</p>  |
| <p>R.E.</p> | <p>How do people around the world celebrate Easter (Jamaica)?</p> |