



# Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

## Reception Curriculum Plan: Spring 1 2026



**The Big Question: How do animals survive in the cold?**



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Aspiration ~ Responsibility ~ Kindness

## **Reception Curriculum Plan: Spring 2026**

**The aim of Oldway Primary School is to provide opportunities for children to develop as independent, confident and successful learners, with high aspirations and the skills to make a positive contribution to their community.**

**We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:**

- **supports pupils' personal development;**
- **develops a love of learning;**
- **prepares pupils for work and lifelong learning;**
- **develops children as global citizens.**



**Within our happy and nurturing setting, we provide high quality learning opportunities where children can thrive across all areas of the Early Years curriculum. Our provision encompasses child focused interests and ideas with well thought-out resources to enhance and inspire their development. The curriculum is designed to recognise children's prior learning from previous settings and their experiences at home. We respect that children have different starting points and we strive to provide a nurturing environment for all that has a strong and excellent partnerships with our children's families. Partnership and Communication is important to us and we greatly value the relationship that we develop with parents and the community throughout these vital years so that children feel valued, safe and have a sense of belonging. It is our motto to ensure we leave no stone unturned to ensure all children have the very best start to their education at Oldway.**

**All staff are committed to ensuring that the learning foundations laid down within the early years are solid and secure so that your child will continue to flourish and become lifelong learners. We provide a range of child-led, hands-on learning opportunities where the ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. As such we provide many first-hand rich experiences to underpin the children's knowledge, with the aim of broadening their understanding of the world around them.**

**We believe that children's first experiences of school should be happy and positive, enabling us to develop a lifelong love of learning. We provide an environment which will enable children to trust in themselves and in their peers, building resilience, ambition and integrity.**

## Reception: Spring 2026

**This term, your child will explore the wonders of winter and discover how the world changes with the seasons. They'll learn about woodland creatures such as hedgehogs, owls and investigate night-and-day animals. The children will also experience a visit from the animal man. Through hands-on ice experiments, they'll explore freezing and melting, while also learning about animals from around the world and how they survive in hot and cold climates. Children will uncover amazing animal facts, patterns, sounds, and camouflage, and take part in fun vibration and sound experiments that bring science to life.**



# Curriculum Questions

<u>Personal, Social and Emotional</u>	<u>Communication and Language</u>	<u>Physical development</u>	<u>Understanding of the World</u>	<u>Expressive arts and design</u>
<p>Can you stay motivated when doing something challenging?</p> <p>Can you keep trying even when it is difficult ?</p> <p>Can you remember to work well with a partner or in a group?</p> <p>Can you remember to always have a positive attitude?</p> <p>Can you help others to achieve their goals?</p> <p>Can you remember to work hard to achieve your own dreams and goals?</p>	<p>How many animals and habitats can you name?</p> <p>Can you describe what an animal looks like?</p> <p>Can you describe the environment where they live?</p> <p>Can you name all of the seasons?</p> <p>What animals hibernate in the winter?</p> <p>Can you retell familiar stories</p>	<p>Can you move like an animal?</p> <p>Can you move your body and jump really high?</p> <p>How can we work as a team?</p> <p>Do you have the confidence to climb?</p> <p>Can you thread, cut or weave different materials?</p> <p>Can you rock or tilt?</p> <p>Can you slide or bounce?</p> <p>Can you say how we can keep our bodies healthy?</p>	<p>What are the different habitats like?</p> <p>What does the word camouflage mean?</p> <p>What animals hibernate in the winter?</p> <p>What animals live in the Antarctic?</p> <p>Do penguins fly?</p> <p>What materials can we use to create shelters?</p>	<p>Can you mould your own creature using clay?</p> <p>Can you use the paints to make a background for the animals?</p> <p>Can you design and make some food and drink for the animals?</p> <p>Can you design homes for the animals?</p> <p>Can you think of the best technique to join materials together?</p> <p>Can we compose some animal music? Which instruments will you use?</p>

## Prime Area: Communication and Language

This half term, we shall support children to:

- use language to talk through their ideas.
- use time connectives to describe events in detail.
- continue to learn how to listen carefully and why it is so important.
- think of questions to ask people in our community that help us.
- learn rhymes, poems and songs.
- continue to develop their vocabulary, through a range of high quality texts and adult/child led play experiences throughout the day.



## Prime Area: Personal, Social and Emotional Development

This half term, we shall support children to understand how to be healthy throughout the EYFS curriculum by helping them to:

- know how to make a healthy choice.
- understand a balanced diet.
- understand the importance of being physically active.
- keep themselves and others safe.
- know how to be a good friend and enjoy healthy relationships.
- know how to keep calm and deal with difficult situations.



## Prime Area: Physical Development

This half term, our provision will ensure children can access spaces and resources that provide varying confidence levels, skills and needs to support a broad range of abilities.

- Children will gain balancing skills through dance in PE. and Forest School activities.
- Children will have the opportunity to sit, roll ,tilt fall and bounce.
- We will develop an understanding of leading a healthy lifestyle through the use of picture books.
- The children will continue to develop fine motor skills through weaving, cutting and manipulating playdough.
- Children will gain confidence to hold a pencil effectively with a comfortable grip, enabling them to write letters which are mostly correctly formed.



## Specific Area: Literacy

This half term, we will be looking a range of stories linked to space. The children will learn to:

- make up stories with themselves as the main character – We will encourage children to record stories through picture drawing/mark making.
- write simple animal facts.
- label animals and describe their features.
- write CVC words and simple sentences, using high frequency words.
- write some of the tricky words such as: I, me, my, like, to, the.
- develop short sentences in a meaningful context, through guided writing.



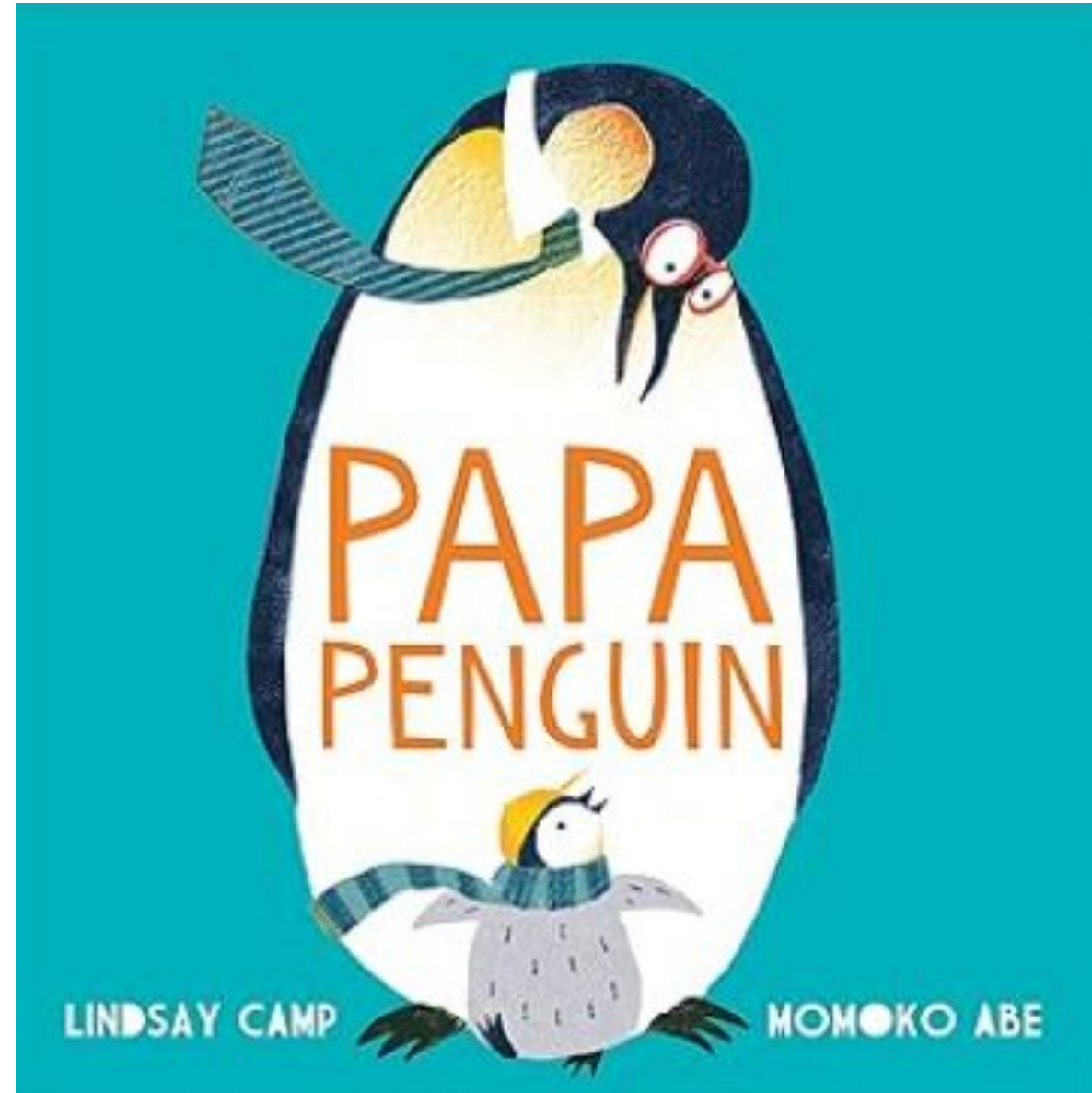
# English Text

Main Text: Papa Penguin

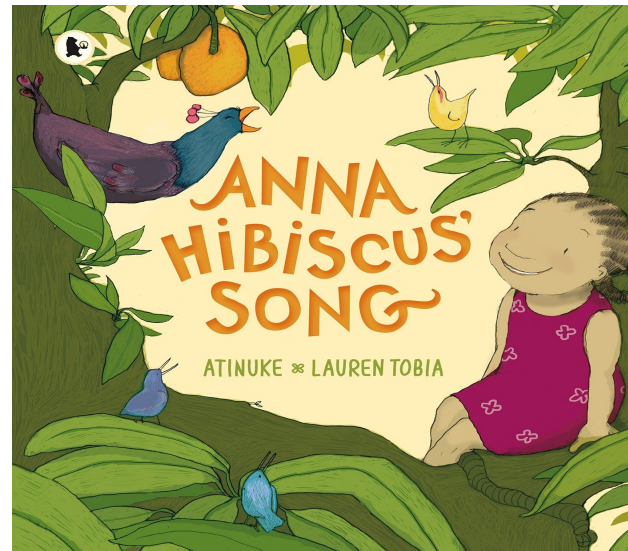
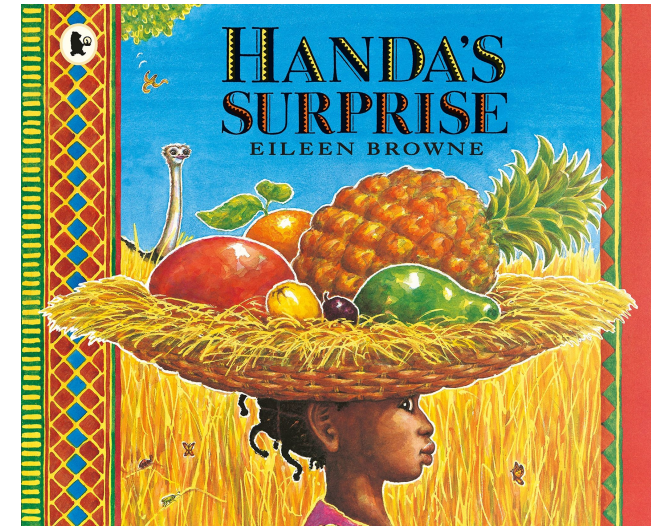
Author: Lindsay Camp and

Momoko Abe

- **Papa Penguin is a lovely story about a dad telling his son, Sam, a bedtime tale about a real-life Papa Emperor Penguin. In the story, the father penguin bravely guards an egg on his feet in the freezing Antarctic for weeks while the mother hunts for food. His dedication shows the unconditional love and protection a father gives until the chick finally hatches—beautifully mirroring the bond between human dads and their children.**



# Other supportive texts



Stories and information texts are used as a strong vehicle to support children's learning throughout all the curriculum in EYFS.

## Early Reading

**This half term, we will continue to work in phonic groups according to the children's phonic knowledge.**

- **We will recap all the first 26 speed sounds, special friends and set 2 sounds.**
- **We will be blending cvc/ccvc words as well as looking at rhyming and alliteration.**

**You can help to support your child by:**

- **reading to your child everyday.**
- **listening to your child read their ditty/book everyday.**
- **showing your child how to touch each letter as they say the sound or blend the word.**
- **helping your child to identify the sound that is tricky to read in red words, such as 'the' and 'said'.**



## Specific Area: Maths

This children will continue to experience maths through whole class and guided sessions, stories, class routines and enhanced provision in their play.

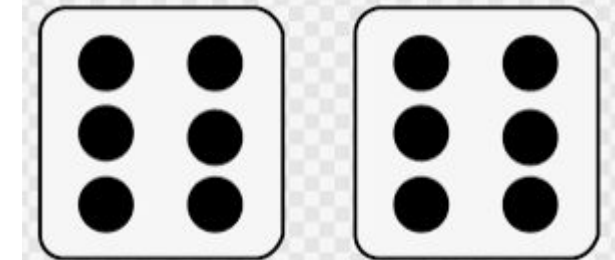
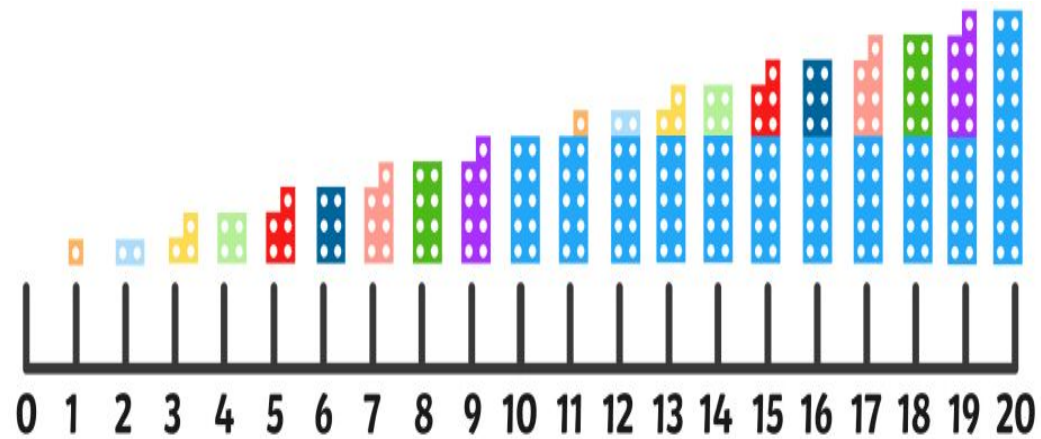
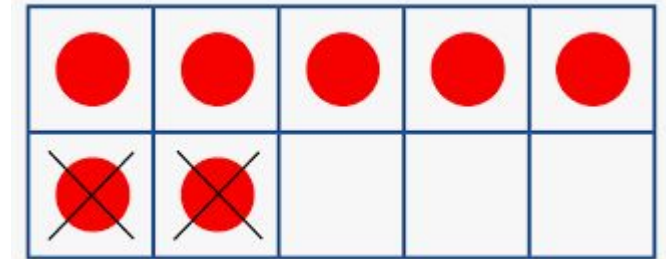
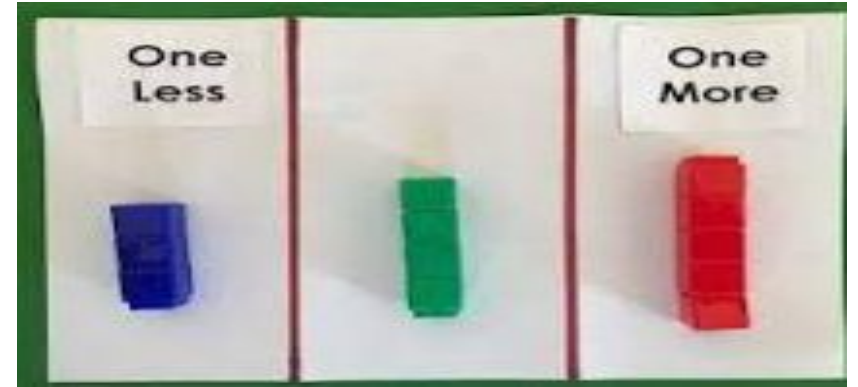
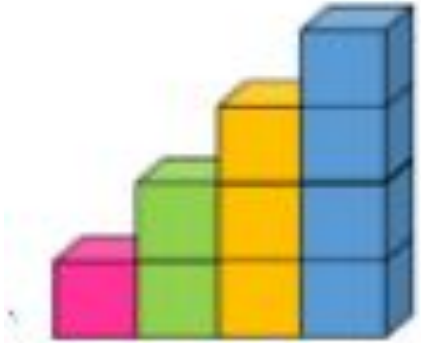
Focus will be given to the following areas:

- Numbers within 10+.
- Counting up to ten objects.
- Subitising within 5.
- Represent, order and explore numbers to ten.
- One more or fewer, one greater or less.
- Addition and subtraction within 10
- Explore addition as counting on and subtraction as taking away.
- One more or fewer.



# Maths-Models and Images

Reception: Spring 1 2026



## **Specific area: Understanding of the World**

**Within this area of learning, the children will have opportunities to:**

- **Use world maps to show children where some stories are based. .**
- **Investigate ice-why does it melt?/what happens when it melts? What did the salt do when we added it?**
- **Learn about animals in their own locality and why animals and insects hibernate.**
- **learn about nocturnal animals and their different different environments and habitats**
- **Compare animals from hot and cold climates.**
- **Explore animals sounds. Investigate ways to create their own sounds through vibrations.**

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## Specific area: Expressive Arts and Design

Through this area of learning, the children will have opportunities to:

- after close observation, draw pictures of animals exploring different textures and patterns.
- use the home Corner role play and a wide range of props for play which encourages the use of imagination.
- create animal noises through musical instruments.
- to use different drawing and painting techniques to make different backgrounds.

## Specific area: OWL

- bird feeders
- building a den for a hedgehog
- signs of spring
- observational drawings





# Reception Staff

## Reception Teachers

**Mrs E Edworthy (Preston Sands and EYFS Assistant Head)**

**Miss E Bartlett (Broadsands)**

**Mrs E Child (Goodrington)**

## Reception Teaching Assistants

**Mrs Pattison/Mrs Cranston (Preston Sands)**

**Mrs Mason (HLTA across Reception classes and Broadsands TA )**

**Mrs M Bragagnolo (Broadsands)**

**Miss B Wheatley (Goodrington)**

**Mrs Kendall (Speech and Language support across all Reception classes)**