

Reception Spring Term First Half 2026

Food Technology and Science Investigations

linked to the traditional tale of 'The Gingerbread man'.



<p>Communication, Language and Literacy</p>	<ul style="list-style-type: none">• Daily phonics• Phonic activities• Pencil grip and letter formation• Story mapping 'The Gingerbread Man'• Retelling the story using Makaton signing• Adjectives generating 'WOW' at snack time to promote exciting sentence writing• Writing sentences linked to the story of the Gingerbread Man• Speaking and Listening 'My Special Box'• Rhyming activities• Various role-play areas in each classroom linked to topic and children's interests• Hot seating of characters• Character descriptions• Speech and thinking bubbles• Writing a list• Big Write• Poem of the Week• Makaton sign of the week
<p>Physical Development</p>	<p>Gross and Fine Motor Skills:</p> <p>Gymnastics:</p> <ul style="list-style-type: none">• To be able to create shapes whilst on apparatus• To develop balancing and taking weight on different body parts• To develop jumping and landing safely• To develop rocking and rolling• To copy and create short sequences linking actions together <ul style="list-style-type: none">• Brain Gym: Developing control and coordination• Cosmic Yoga• Daily Mile• Moving like one of the characters in the story• The journey of the Gingerbread Man using apparatus• Outdoor activities to promote fine and gross motor skills• Maintaining good posture and good seating position for writing• Dough Disco activities• Using tweezers, peg, threading, and malleable materials• Cutting activities

<p style="text-align: center;">Personal, Social and Emotional Development</p>	<p>Jigsaw: Dreams and Goals</p> <ul style="list-style-type: none"> • Stay motivated when doing something challenging • Keep trying even when it is difficult • Work well with a partner or on a group • Have a positive attitude • Help other to achieve their goals • Are working hard to achieve their own dreams and goals <ul style="list-style-type: none"> • Keeping safe and transporting equipment safely • Developing independence when getting ready for outside learning • Revision of class rules • Revision of red and green behaviours • E-Safety Day
<p style="text-align: center;">Mathematics</p>	<ul style="list-style-type: none"> • Find and represent 0 to 5 • Composition of 5 • Subitise to 5 • Conceptual subitising to 5 • Find and represent 6, 7, and 8 • Composition of 6, 7, and 8 • Double to 8 (find and make a double) • Combine two groups • Explore and compare length • Explore and compare height
<p style="text-align: center;">Understanding the World</p>	<p>Past and Present:</p> <ul style="list-style-type: none"> • 'My Special Box' • Circle and snack time • Comparison of stories <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Spring and seasonal festivals. <p>The Natural World</p> <ul style="list-style-type: none"> • Signs of winter • Using senses to investigate ginger • Planting ginger and observing it grow • Predicting and investigating gingerbread men placed in water, oil, vinegar, fruit juice, and milk • Using senses to investigate each of the ingredients used to make a gingerbread man • Investigating a gingerbread man before and after cooking – what are the similarities and differences • Using gingerbread play dough as a malleable material to investigate pushing, pulling, twisting, squashing, and stretching

Expressive arts and design	<p>Exploring and using media and materials:</p> <p>Creating with materials:</p> <ul style="list-style-type: none"> • iPad drawings of the Gingerbread Man • Collage hearts • Models using recycled materials <p>Being imaginative:</p> <ul style="list-style-type: none"> • Role-play areas: a cottage, the cake shop, the Gingerbread Man school • Drama: retelling the story using props and musical instruments • Responding to music through story, drama, and dance • Songs linked to the story Gingerbread Man • Using musical instruments to retell 'The Gingerbread Man' story <p>Music:</p> <p>Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</p> <p>Spring 1: Everyone!: family, friends, people, music from around the world</p> <p>Learning that is continuous throughout all units:</p> <ul style="list-style-type: none"> • Pulse • Rhythm • Pitch <p>Musician of the Month:</p> <ul style="list-style-type: none"> • Listening to pieces of music or songs composed by the musician <p>Facts about the musician (January: Abba, February: Tchaikovsky)</p>
-----------------------------------	--

In addition, during **child-initiated learning** activities to be planned focusing on STEAM (Science, Technology, Engineering, Art, and Maths) and additional activities linked to children's own interests.