

Reception Spring Term A

Communication and Language

Learning new vocabulary. Children listen to stories, poems and rhymes and use new vocabulary daily. Draw out vocabulary in the text and encourage children to use it when speaking and writing.

Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and group discussions. Retell the story Whatever Next! and Mrs. Armitage on wheels. Encourage children to engage with the text and create own adventures stories in a rocket and Mrs. Armitage in a car. Retell the stories Super Kid and Eliot the Midnight Superhero. Children to create own superheroes.

Offers explanation for why things happen might happen, making sense of recently introduced vocabulary from stories and non-fiction book, rhymes and poems where appropriate. Find out information about Space and the astronaut Tim Peake using non-fiction books and the internet. Read non-fiction books about space and compare the environment in space and Earth.

Listen to and talk about selected non-fiction to develop familiarity and new knowledge and vocabulary. Read non-fiction books about space and Chinese New Year.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Talk about how to travel to space children. How things work. Role-play being astronauts and going to space. Ask questions to find out more and to check they understand what has been said to them. Children to think of questions to ask astronauts to find out more information about space.

Articulate their ideas and thoughts in well-formed sentences. Model using extended sentences and children express themselves clearly.

Literacy

Read some letter groups that each represent one sound and say the sounds for them. Taught during phonics, reading practice sessions and independent literacy activities that at the children's current phonic knowledge.

Re-read books to build up their fluency and confidence in word reading, their fluency and their understanding and enjoyment. Provide a wide range of familiar books for children to read indoors and outdoors. Children given books to read at home which match their current phonics level and what they have read in class. **Demonstrate what they have read to them by retelling stories and narratives using their own words and recently learned vocabulary.** Retell the stories Whatever Next!, Super Kid and Mrs. Armitage on Wheels.

Use and understand recently introduced vocabulary during role play and in discussions about stories, non-fiction, rhymes and poems. Ensure the environment has rich, varied vocabulary linked to the topics and the role play area has vocabulary for the children to access, explore and extend.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read familiar books and traditional tales during story time and set up role play areas in the outdoor environment for the children to retell the stories.

Form lower-case and capital letters correctly. Model and encourage the children to form letters correctly using memorable phrases. Encourage an effective pencil grip and teach how to form capital letters in handwriting lessons.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Children to practise composing complete sentences orally before writing it down. Model how to start sentences with capital letters and end with a full stop. Model talking through the process of writing aloud.

Re-read what they have written to check that it makes sense. Model how to read sentences to check it makes sense.

Personal, Social and Emotional Development

Continue to express their feelings and consider the feelings of others. Share books that deals with different feelings and emotions and talk about how the characters express their feelings.

Identify and moderate their own feelings socially and emotionally. Talk about strategies for staying calm in the face of frustration. Talk about why we take turns, wait politely, use our manners and tidy up after ourselves.

Continue to build constructive and respectful relationships.

Know and talk about the different factors that support their overall health and wellbeing: Talk about the importance of regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Talk to the children about oral health and the importance of brushing our teeth regularly. Model and write instructions on how to brush your teeth. Learn about why sleep is important and about how many hours of sleep we should get each night.

E-safety. Children taught how to use the internet to find information and how to stay safe using the internet.

Space/Superheroes

Understanding the World

Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Learn about similarities and differences between the moon, space and the Earth. Compare photos and learn about the natural and man-made features in the environments.

Explore the natural world around them. Describe what they can see, hear and feel whilst outside. Compare seasons and notice the changes that happen over time. What happens in winter? Create opportunities to discuss how we care for the natural world around them. Draw pictures of the natural world including plants and animals.

Comments on images of familiar situations in the past. Discuss the role of astronauts and what they do in the space station. Show images of the space station and the moon landing. Share stories about space adventures by real astronauts. Understand the basic chronology, recognising what happened before they were born.

Draw information from a simple map. Locate where they live and where the school is located planet, town, city and road. Use maps and look at Ariel views of the school and how astronauts might see it from space. Encourage the children to recognise buildings, open spaces, roads and other simple features. Children to create their own maps of their immediate environment and maps of their local area and outdoor environment. **Continue to recognise that people have different beliefs and celebrate special times in different ways.** Discuss how Chinese New Year is celebrated and compare to our own celebrations.

Expressive Arts and Design

Listen attentively, move to and talk about music, expressing their feelings and responses. Learn and sing songs about space. Create a space journey dance and getting ready to fly to the moon.

Sing in a group or on their own, increasing the pitch and following the melody. Children to create their own songs about Super heroes.

Explore, use and refine a variety of artistic effects to express their ideas and feeling. Experiment with different material to make rockets, space helmets, astronauts, planets, super heroes, masks and capes.

Create collaboratively, sharing ideas, resources and skills. Teach children different techniques for joining materials, use a range of tools with care and precision to create whole class art pieces such as the solar system and large-scale astronauts. **Develop storylines in their play.** Children to have a wide range of props to encourage imaginations and storytelling.

Physical Development

Continue to develop the foundations of a handwriting style which is fast, accurate and efficient.

Progress towards a more fluent style of moving, with developing control and grace. Practise their movement skills in the outdoor environment and set challenges such as climbing higher, jumping higher and running faster.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Teach the fundamental skills in gymnastics with the focus on building strength, balance and co-ordination skills. Children travel in different ways and moving over, under, around and through balancing equipment. Teach how to perform basic jumps and move on to more challenging jumps when secure.

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Introduce different sized balls for children to hit, catch and aim. Children to learn how to throw, catch, hit and aim with increased control and accuracy. **Further develop the skills they need to manage the school day successfully (lining up and meal times).** Remind children of expectations and how to eat with good manners.

Mathematics

Verbally count beyond 20, recognising the patterns in the counting system. Practice counting daily by rote. Explore and recognise patterns they can see as they count.

Compare length using mathematical vocabulary to describe them. Compare items from around school using the words short and long. Measure items using non-standard measures and put them in order from the longest to the shortest.

Have a deeper understanding of number 10. Focus on 6, 7, 8, 9 and 10. Children to explore the composition of number using different representations and resources. They recognise the relationships between number facts and can recall some facts mentally. **Explore and represent patterns with numbers to 10, including evens and odds, double facts and how quantities can be distributed evenly.** Explore odd and even numbers and recognising them in different representations. Practically divide different amounts by sharing objects into equal groups explore halving and sharing between two before sharing with other amounts. Role play and model sharing during snack times and on a day to day basis.

Continue, copy, and create repeating patterns. Create patterns with different resources and objects. Make patterns with varying rules (AB, ABB, ABBC) and encourage the children to continue the pattern. Make deliberate mistakes and the children discuss how to solve it.

Automatically recall number bonds for numbers 0-5 and some to 10. Explore different ways of making numbers 0-5 with practical resources, part-part whole model, tens frame, fingers. Teach number bonds to 5 with partition and recombining numbers and seeing subsidising patterns.

Phonics

Little Wandle Letters and Sounds Revised

Phase 3. Learn and practise phase 3 graphemes (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er). Read tricky words (was, you, they, my, by, all, are, sure, pure).

Teach words with double letters, dd, mm, tt, bb, rr, gg, pp and ff.