

Reception Spring Term B

Communication and Language

Children express themselves effectively using past, present and future tenses correctly when speaking, using conjunctions.

Children to express themselves clearly to their peers and teachers using a range of conjunctions. Model when speaking how to connect one idea to another and how to extend their sentences.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Model thinking aloud how to work things out and give children problem solving words to use such as 'It might be...I think it is... You could...'

Ask questions to find out more and to check they understand what has been said to them. Model how to ask questions using what? where? when? how? and why?

Learn rhyme, poems and songs. Read a variety of different poems about food, spring and Mother's day. Children to learn and recite poetry.

Engages in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Find out information about Holi, spring and Easter using non-fiction books and the internet.

Continue to listen attentively and respond accordingly by asking and answering questions. Ask questions about what we would like to find out about Holi, spring and Easter. Holi/Easter books, videos, objects.

Literacy

Write simple phrases and sentences that can be read by others. Model how to write simple sentences and the children given opportunities to write simple sentences during adult led and child led learning.

Read words consistent with their phonic knowledge by sounding out and blending. Children given opportunities to read words in the environment, during reading practice sessions and at home (home reading books).

Use and understand recently introduced vocabulary during role play and in discussions about stories, non-fiction, rhymes and poems. Children to learn new vocabulary about spring, life cycles of different spring animals and use these in the role play area to create their own narratives.

Continue to form lower-case and capital letters correctly. Encourage children to correctly form letters on a day to day basis using memorable phrases, encouraging an effective pencil grip. Explicitly teach how to form capital letters during handwriting lessons.

Continue to practise writing sentences independently using a capital letter, finger spaces and a full stop. Write sentences about our Mums and about the festivals of Holi and Easter, and write Easter and Mother's day cards.

Re-read what they have written to check that it makes sense. Model how to read sentences to check it makes sense. Make deliberate mistakes for the children to identify and correct.

Personal Social and Emotional Development

Show an understanding of their own feelings and those of others. Talk about feeling sad, happy, angry, excited, embarrassed etc. and what makes them feel his way. Use stories to illustrate how different characters might be feeling and what we should do if we feel these emotions.

Children to express their feelings and consider the feelings of peers/staff.

Talk about how they show their feelings and observe others and talk about how they might be feeling and why, thinking about others perspective. Circle time activities, appropriate story books.

Confident to try new activities and show independence, show resilience and perseverance when faced with challenges. Children to listen to stories about characters showing resilience and perseverance when faced with difficult and familiar situations.

Form positive attachments with adults and friendship with peers. Model positive relationships and use stories to convey this to support the children's understanding of friendship and what good friendship and bad friendship looks like.

Continue to manage their own needs. Children given reminders about regular hand washing (glitter activity to show spreading of germs) and having a good sleep routine. Use picture books to illustrate having sensible amount of screen time and the importance of a healthy life style.

E-safety. Children identify rules that help keep them safe and healthy in and beyond the home when using technology. They can name one trusted adult to help them keep safe when using the internet/technology.

Spring/ Celebrations

Understanding the World

Continue to talk about similarities and differences between different cultures and religions.

Own/others experiences, books, videos, religious festivals such as Holi/Easter. Talk about how children in our class celebrate Easter and Holi. Discuss why/why not we celebrate these things. How is it different or the same to our own celebration?

Understand and talk about similarities and differences in relation to the world around them and contrasting environments. Children to observe and discuss the changes that happen in spring. Talk about why these changes occur. Go on a spring walk and create observational drawings.

Understand important processes and changes in the natural world around them. Seasonal change, changes of states of matter, e.g. melting chocolate into heart moulds for Mothers' Day. Describing what they can see, feel, hear around them when outside.

Explore the natural world around them, making observations and drawing pictures of animals and plants. Children explore the world around them and go on walks to the local park and create observational drawings of animals and plants. **Understand some important process and changes in the state of matter.** Conduct a simple science experiment. Experiment with what happens to different materials when they are heated or cooled.

Expressive Arts and Design

Continue to learn a range of songs and rhymes. Learn songs about Mother's day and Easter.

Children to sing in a group or independently. Children to explore the pitch and how to change sounds using only their voices.

Make music and dance routines. Children to make up own rhythms and dances for Mother's day and Easter. Create dances for Mother's day. Use their imagination to make their own creations in response to Mother's day, spring, Holi and Easter.

Use a variety of media and materials in different ways. Children to use different materials and media to create presents for Mother's day, Mother's day cards, masks and Easter bonnets.

Explore and refine a variety of artistic effects. Mix colours and throw powder paint onto paper when learning about the festival of Holi. Explore how to mix colours and create different designs.

Refine ideas and build on previous learning. Observe the change in spring. Describe the texture of different spring objects and uses different resources to recreate the texture and form.

Move and talk about music, expressing feelings and responses. Introduce children to different types of music from around the world. Invite musicians/other teachers who play instruments e.g. dhol, guitar, etc. to come in.

Physical Development

Holding pencils correctly, in preparation for fluent writing using the tripod grip in all most all cases. Practise handwriting daily and modelling the correct pencil grip when children are writing and drawing.

Move energetically in a variety of ways. Running, jumping, skipping, hopping, climbing and dancing. **Continue to develop strength, balance and co-ordination.** Develop movement skills that refine their strength, balance and co-ordination.

Develop good control and co-ordination in large and small movements. Children to create dances for spring, Mother's day and Easter.

Use simple tools correctly. Model how to use scissors, hammers, hole punches, brooms, cutlery.

Further develop and refine ball skills. Provide children with different sized balls for them to throw, catch, pass, aim and bat using a variety of different equipment, e.g. bats, scoops, and cones to dribble around. Introduce ball games with rules to develop listening and social skills.

Begin to show accuracy and care when drawing. Hold pencil effectively to draw pictures of baby animals and plants that they have observed.

Mathematics

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

Explore patterns of numbers up to 10. Even and odds (looking at 100 square, end digit), doubling facts and sharing equally. Halving real foods, playdough and paper (shapes - square, circle, triangle, and rectangle). Halve different amounts using practical objects (number). Double using a range of practical resources. Solve practical problems sharing real fruit, toys and practical objects, e.g. teddy bears picnic.

Understand the one more and one less relationship between consecutive numbers. Provide children with practical problems and children to solve maths stories based on their prior knowledge of understanding the 'one more' and 'one less' relationship.

Compose and decompose shapes. Explore shapes and how they can be combined to make new shapes, e.g. 2 triangles put together makes a square (shape pictures).

Select, rotate and manipulate shapes to develop spatial reasoning skills. Children to build on previous knowledge of 2D and 3D shapes to create patterns and models.

Children to use language previously learnt to describe the shapes they are using such as sides, faces, edges and vertices. Children to explore and construct 3D shapes using different resources such as the polyhedron and recognising the 2D shapes they can see.

Explore the composition of numbers to 10 by solving simple word and practical problems using addition and subtraction. Solve problems involving spring and Easter items, e.g. I have 10 Easter eggs, I have eaten 5, how many are left? Children to use their prior knowledge of how to compose numbers to solve problems.

Phonics

Little Wandle Letters and Sounds Revised

Phase 3. Review phase 3 graphemes (ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, er, air)

Teach reading words with double letters and longer words. Read words ending in -ing and compound words. Review all the tricky words taught so far and secure spelling.

Teach words with two or more digraphs and longer words, words with s in the middle /z/s, words ending -s and words with -es at end /z/.