

# Reception Spring Term A

## CLL

**Learning new vocabulary.** Children listen to stories, poems and rhymes and uses newly learnt vocabulary on a day to day basis. 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.

**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 Chris Hadfield using non-fiction books and the internet safely. 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

**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 to use conjunctions when speaking.

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## Literacy

**Read some letter groups that each represent one sound and say the sounds for them.** Explicitly taught during guided reading and independent literacy activities are tailored to 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 to be given books to read at home. Read books about space and adventures stories.

**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, Supertato 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 children to retell the stories.

**Form lower-case and capital letters correctly.** Encourage children correctly form letters on a day to day basis using memorable phrases, encouraging an effective pencil grip. Explicitly teach how to form capital letters in taught handwriting sessions.

**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 and re-read sentences to check it makes sense. Make deliberate mistakes for the children to identify and correct.

## PSED

**Continue to express their feelings and consider the feelings of others.** Share books that deals with challenges that explain how characters feel and how to overcome them.

**Identify and moderate their own feelings socially and emotionally.** Talk about strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.

**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

## Space/Superheroes

## UW

**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 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.

## EAD

**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.** Make up 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 space helmets, astronauts, planets, super heroes, masks and capes and our own super bicycles.

**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.** Have a wide range of props to encourage imaginations.

## PD

**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 move to the targets,

**Further develop the skills they need to manage the school day successfully (lining up and meal times).** Remind the children of expectations and how to eat with good manners.

## MD

**Order and sequence familiar events.** Order the sequence of the school day, how to brush your teeth and how to wash your hands.

**Talk about time using everyday language and begin to use mathematical language.**

**Measure short periods of time in simple ways.** Experiment with how many different things we can do in a minute. Use sand timers to measure time. Use stop watches to experiment with how long it takes us to do things.

**Order 2 or 3 items by height, length and capacity using mathematical vocabulary to describe them.** Compare items from around school using the words tall, short and long.

**Measure items using non-standard measures and put them in order from the tallest to the shortest and the longest to the shortest.** Use the words full, empty and half full to describe the capacity of containers. Measure capacity using non-standard measures and order containers by capacity. Make and test predictions.

**Making amounts with money and finding change.**

Make amounts with 1 and 2 pence. Role play buying items in a shop and set up role play areas that involve money. Make amounts using 2ps, 5ps and 10ps and calculate amounts by counting groups of 2, 5, and 10 pence. Subtract by counting back to find

**Learning doubling facts and sharing amounts into equal groups.** Practically divide different amounts by sharing objects into equal groups explore halving and sharing between 2 before sharing with other amounts. Role play and model sharing during snack times and on a day to day basis.

**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

**Phase 2.** Learn to read words from left to right. Learn and practise phase 2 letter sounds. Practise oral blending and segmenting. Read high frequency words, I go, to, no, the, into.

**Phase 3.** Learn and practise phase 3 letter sounds. Practise blending and segmenting words with phase 3 letter sounds. Read high frequency words: she, he, we, me, be, was, my, you, her, they, all, are. Practise reading and writing captions and sentences.

**Phase 4.** Learning adjacent constants. Practise blending and segmenting words with adjacent constants. Practise reading and writing captions and sentences with one or more words with containing adjacent constants.