

Reception Spring Term B

CU

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

Speak clearly to 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...'

Make a comment about what they have heard and ask questions to clarify their understanding. Model how to ask questions using what, where, when, how and why.

Read a variety of different poems about: Easter, food, spring and Mother's day. Learn and recite poems.

Know how to retrieve information from books and computers. Understand the difference between fiction and non-fiction texts. 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. Spring/Easter poems, instructions on how to make Easter food and how to plant seeds. Life cycles of frog and butterfly.

Read words consistent with their phonic knowledge by sounding out and blending. Children to be given opportunities to read words in the environment, guided reading books and in their home readers.

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 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.

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

Use question marks and exclamation marks in their writing. Introduce these punctuation when writing questions and letters.

PSED

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. Talking and 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.

Spring /Celebrations

UW

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, Holi and Mother's day. Discuss why/why not we celebrate these things.

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

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. Lifecycles of a frog/butterfly

Explore the natural world around them, making observations and drawing pictures of animals and plants. Park walks, observational drawings, videos, non-fiction books. Prior learning (nursery - chicks).

Spring time - baby animals being born, flowers growing. Class plant.

Understand how to conduct a simple science experiment. Experiment with what happens to different materials when they are heated or cooled.

EAD

Continue to learn a range of songs and rhymes. Songs about Mother's day and Easter, singing in a group or independently. Children to explore the pitch and how to change sounds using only their voices.

Make music and dance routines. 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. 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 items 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.

PD

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 skills using a variety of resources balls, bean bags, bats, hockey sticks, quoits, javelins etc.

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

Use simple tools correctly. Scissors, hammers, hole punches, brooms, cutlery.

Further develop and refine ball skills. Different sized balls for children 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 teams using rules and targets, developing listening skills.

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

MD

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.

Say 1 more and 1 less than a given number. Understand the one more relationship between consecutive numbers. Provide children with practical problems and children to solve maths stories based on their prior knowledge.

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 learned to describe the shapes they are using such as side, edges and face, edges and vertices.

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?

Phonics

Phase 3. Learn and practise phase 3 letter sounds. Practise blending and segmenting words with phase 3 letter sounds. Read common exception words. 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.

Phase 5. Learn and practise phase 5 graphemes. Practise blending and segmenting words with phase 5 letter sounds. Read common exception words. Practise reading and writing captions and sentences.