Reception

Spring 1

To the Rescue!

Value
Courage

Communication and Language

What: ELG:

Speaking

• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

How: Continue

•to read a variety of books daily. • have a book of the week where we focus on the language used. •to identify and focus on new vocabulary • encourage use of new language by the example set by adults •to identify story structures, main characters, develop character descriptions.

Personal, Social and Emotional Development

What: ELG:

Self Regulation:

• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Building Relationships

• Work and play cooperatively and take turns with others.
• Show sensitivity to their own and to others' needs.

How: Continue

• to encourage children to persevere when they can't do something first time (problem solving) • to talk about own and others behaviour linking to sharing of toys/ideas. • to praise good behaviour and celebrate successes • to use 'restorative justice' discussions and agreements when conflicts occur • with the help of the buddies to encourage positive play during unstructured play.

R.E.

We will learn about how about the stories Jesus heard as a child and the stories Jesus told to guide us on how we should live our lives and treat others.

Wider Curriculum

Intra sports

Chinese New Year

Key Vocabulary

Kind words, kind hands, kind feet.
plastic
wood
metal
fabric
paper
hard
soft
squashy
bendy
rough
smooth
absorbent
waterproof
freeze
melt
dull
shiny

Physical Development

What:

• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines • Combine different movements with ease and fluency. •Confidently, and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility.

ELG: Fine Motor Skills

• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing

How: Continue:

• to have different tools for the children to use within the creative and malleable areas • daily handwriting sessions • to provide opportunities for physical activity throughout the day • to concentrate on the 5 key skills during PE lessons • to provide opportunities to use different writing implements and materials in different areas of the classroom

Specific Areas			
Literacy	**Mathematics**	**Understanding the World**	**Expressive Arts and Design**
ELG: **Literacy Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. •Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. **Word Reading** • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing** • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.	•Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 5. •Automatically recall number bonds for numbers 0-5 • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can • Continue, copy and create repeating patterns. • Compare length, weight and capacity **ELG: Numerical Patterns** • Verbally count beyond 20, recognising the pattern of the counting system.	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. **ELG:** **The Natural World** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	•Create collaboratively, sharing ideas, resources and skills. •Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. •Sing in a group or on their own, increasingly matching the pitch and following the melody. •Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. ELG: **Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories
Continue: • to follow Jolly Phonics scheme • to have daily handwriting lessons • to help to develop the children's independent writing by daily shared or modelled writing during formal literacy lessons • to provide writing challenges in most areas of the classroom	Continue: to follow White Rose Maths scheme of work: Representing 4, 5, 6, 7, 8, 9, 10, Comparing 4, 5, 6, 7, 8, 9, 10, Composition of 4, 5, 6, 7, 8, 9, 10, Simple addition and subtraction Number bonds to 10, Pairs , Comparing mass and capacity, Comparing height and length Representing 0, Time	Continue: • to explore different aspects of the garden/outdoors • to investigate the properties of different materials in relation to their suitability to withstand heat, wind and cold • to investigate what happens to water in very cold weather	Continue: • to provide different materials in the creative area to use their imagination to make things • to set challenges to make 3d models • to provide opportunities to explore making and listening to music • to provide opportunities to move to music • to learn new songs and perform them for others