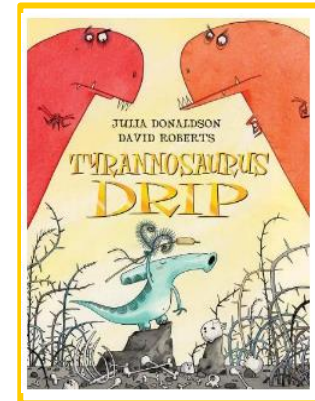
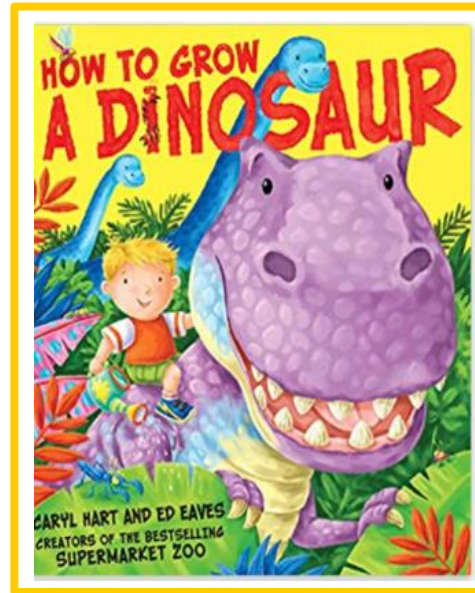
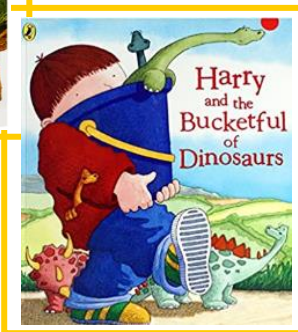
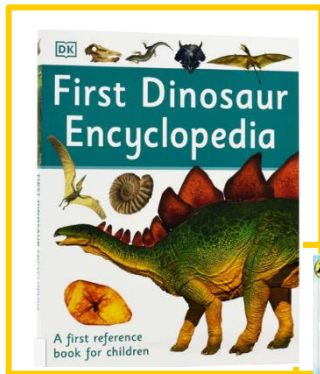


Reception Spring Term Teaching & Learning



Planning around a quality text, facilitating the holistic way young children learn

Learning Outcomes: Spring

Prime Areas of Learning			
Communication & Language	Personal, Social & Emotional Development	Physical Development	
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Listen carefully to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Begin to understand humour e.g. nonsense rhymes / jokes <p>Speaking</p> <ul style="list-style-type: none"> Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Articulate their ideas & thoughts in well-formed sentence Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Develop and use social phrases with confidence Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 	<p>Self-Regulation</p> <ul style="list-style-type: none"> Express feelings and consider the feelings of others Set own goals and show resilience and perseverance in the face of challenge Identify and moderate own feelings socially and emotionally Think about the perspectives of others <p>Managing Self</p> <ul style="list-style-type: none"> Manage own self-care needs Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian <p>Building Relationships</p> <ul style="list-style-type: none"> See self as a valuable individual Build constructive and respectful relationships 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Begin to progress towards a more fluent style of moving, with developing control and grace Develop overall body-strength, balance, co-ordination and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor 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 Further develop and refine a range of ball skills including: passing, batting and aiming <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: <ul style="list-style-type: none"> Effective pencil grip Correct letter formation (see Writing) 	
Specific Areas of Learning			
Literacy <i>... including Phase 1 Phonics</i>	Mathematics	Understanding the World	Expressive Arts & Design
<p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play... <i>fiction, non-fiction, set</i> <ul style="list-style-type: none"> Retell story in small world / role play (in correct sequence) <i>...beginning, middle, end, set</i> Take on role of character using some story language Talk about likes and dislikes of texts, rhymes and poems Choose a book and begin to explain why <i>...because</i> Begin to anticipate - where appropriate - some key events in stories <i>...predict / prediction</i> Re-read books to build up their confidence in word reading, their fluency and 	<p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> Recite numbers to 20 <ul style="list-style-type: none"> Backward from 10 and begin to recite backwards from 15 Break counting chain (not always starting from 1 forwards or 10 backwards) Talk about position up to 5 and begin to talk about position up to 10 Count objects, actions and sounds <ul style="list-style-type: none"> Up to 10, in context of: <ul style="list-style-type: none"> daily routine sharing turn taking Count objects in an irregular arrangement Begin to estimate number of objects up to 10 then check by counting Subitise 5 objects (quick recall without counting) Link the number symbol (numeral) with its cardinal number value to 10 Compare quantities up to 10 Understand 'one more/less than' to 10 	<p>Past and Present</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past <p>People, Culture & Communities</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and other countries <p>Natural World</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> Explore and use 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. Create collaboratively sharing ideas, resources and skills. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> 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. Explore and engage in music making and dance, performing solo or in groups.

<p>their understanding and enjoyment</p> <ul style="list-style-type: none"> ▪ <i>Continue to develop P1 phonological awareness, focusing on</i> <ul style="list-style-type: none"> ⇒ Oral blending and segmenting ▪ Say the sound for: <ul style="list-style-type: none"> ⇒ For each letter of the alphabet ⇒ Double letters: □ ss □ ll □ zz □ ck □ ff ⇒ Consonant digraphs: □ sh □ ch □ th, □ ng ...<i>digraph</i> ▪ Begin to read words consistent with their phonic knowledge <ul style="list-style-type: none"> ⇒ Mid P3 □ CVC words ▪ Read some common exception words matched to the school's phonic programme <ul style="list-style-type: none"> ⇒ <i>he, she, me, be, we, was</i> (plus see <i>Autumn words</i>) ▪ Read simple phrases / sentences <ul style="list-style-type: none"> ⇒ Apply P2-3, i.e. sets 1-7 + consonant digraphs ▪ Read red guided reading books aligned to phonic knowledge <p>Writing:</p> <ul style="list-style-type: none"> ▪ Form most lower-case and capital letter correctly ▪ Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words ▪ Write captions/phrases and begin to write simple sentences using known GPCs ...<i>sentence, full stop, capital letter</i> <ul style="list-style-type: none"> ⇒ Include word spacing ⇒ Orally rehearse caption of sentence before writing ▪ Re-read what they have written to make sure it makes sense ▪ Begin to write a variety of □ fiction and non-fiction sentences / captions 	<ul style="list-style-type: none"> ⇒ Use sentence ... <i>six is one more than five</i> ▪ Begin to explore the composition of numbers to 10 ▪ Recall number bonds to 5 <ul style="list-style-type: none"> ⇒ Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... <i>altogether, more/now</i> ⇒ Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... <i>left</i> ▪ Begin to share, double and half up to 10 objects <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> ▪ Select, rotate and manipulate shapes in order to develop spatial reasoning skills ▪ Begin to compose and decompose shapes within practical activities ▪ Continue, copy and create repeating patterns ▪ Compare length, height, weight and capacity <ul style="list-style-type: none"> ⇒ Order 2-3 items by capacity and height ▪ Begin to order and sequence familiar events <ul style="list-style-type: none"> ⇒ Become familiar with a clock face and hands ▪ Measure short periods of time 	<ul style="list-style-type: none"> ▪ 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 <p>* Continue to develop interest in linked:</p> <ul style="list-style-type: none"> □ texts across themes, fiction and non-fiction □ □ sources of technological information 	<ul style="list-style-type: none"> ▪ Develop storylines in their pretend play.
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Characteristics of Effective Teaching & Learning		
Play & Exploring	Active Learning	Creating & Thinking Critically
<ul style="list-style-type: none"> ▪ Make individual choices ▪ Do things independently which have been taught previously ▪ Share and talk about their own interests and fascinations ▪ Engage confidently in new experiences 	<ul style="list-style-type: none"> ▪ Participate in daily routines and predict the sequence of routines ▪ Use a range of strategies to reach a goal they have set themselves ▪ Begin to correct their mistakes ▪ Keep in trying when things are difficult 	<ul style="list-style-type: none"> ▪ Share their own ideas ▪ Take part in simple pretend play and use to understand another perspective. ▪ Concentrate on achieving something that is important to them ▪ Solve real problems

Provision Enhancements: Indoors

Indoor Creative/Malleable Area:

- Cut and build a dinosaur,
- Create your own seed packet for your jelly beans.
- Create a 'jellybean'.

Indoor Writing Area:

- Dinosaur writing frames.
- Label a dinosaur.
- Seed packets to label.

Indoor Investigative Area:

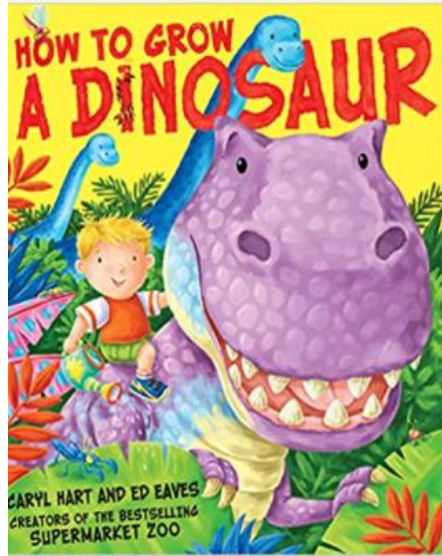
- Dinosaur bones dig!
- Planting station.
- Dinosaur eggs in ice.

Indoor Sand Area:

- Dinosaur eggs.
- Magnifying glasses.
- Small dinosaur bones.

Indoor Writing Area:

- Making name labels for different sticks
- Making a book about all the things a stick can be
- Writing with a stick using paint, ink, glue
- Making a word tree – of useful high frequency tricky words
- Displaying own writing on a stick tree.



Reading & Phonics Area:

- Phase 2 picture cards to write phase 2 captions.
- Wooden building frames and wooden letters to build CVC words.
- Big rolls of paper and chunky felts CVC words / tricky words – rainbow write.

Indoor Role Play Area:

- Jungle – children to act out the story of Albie finding himself in a jungle.
- Children to set in living inside the jungle and explore what they can find.

Indoor Maths Area:

- Jellybean numbers and matching pegs.
- Jellybean numbers to count.
- Jellybean numbers to add.
- Jellybeans / pots.

Funky Fingers/ Playdough:

- Cutting skills – making snips on jungle leaves.
- Tweezer skills – picking up jelly beans to create letters.
- Sorting jelly beans into the correct colours using grabbers / tweezers.
- Playdough – making dinosaurs, dinosaur eggs, footprints.

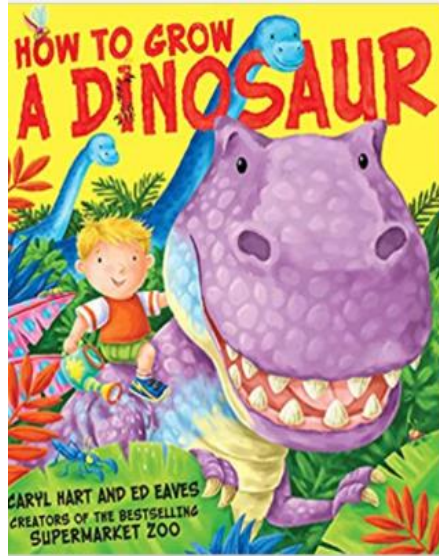
Indoor Construction/Small World Area:

- Dinosaur land – lots of different types of dinosaurs, trees, wooden structures, grass, sand etc...
- Build a pen to keep a dinosaur in.

Provision Enhancements: Outdoors

Creative Area:

- Dinosaur skeleton with art straws
- Dinosaurs footprints printing in paint
- Make a dinosaur headband to move imaginatively around the outdoor area.



Grassed Area:

- Dinosaur lookout – children to build a den
- Make a nest for dinosaur eggs- collect sticks, leaves
- Dinosaurs Throw: Hop Scotch but with dinosaur footprints
- Dinosaur obstacle course – balancing on logs across a swamp, following large footsteps without following in the swamp ... Timing one another and recording scores. Who came first, second....
- Skittles – which dinosaur can knock the skittles down first
- Planting and looking after a range of seeds. Labelling seeds.
- Dinosaur obstacle course

Water Area:

- Dinosaurs in ice
- Dinosaur swamp - Shallow water with logs and large rocks to create islands, water and land based dinosaurs – to create small world scene , focusing on use of words to describe position (e.g. behind, next to) and imaginative play

Maths Area:

- Ordering dinosaur numbers
- Find and order different sizes and types of buried dinosaur bones
- Dinosaur jump – which number can the children jump to? 1-10.

Large Construction/ Small World Area:

- Build a home for our large dinosaur
- Dinosaur Rescue tuff tray
- Dinosaur swamp

Sand Area (multi-sensory):

- Dinosaur eggs
- Dinosaur land
- Make dinosaur foot prints in wet sand – label, discuss size/shape, match to the correct dinosaur...

Mud Kitchen

- Make Albie a snack for his dinosaur adventure
- Use jellybeans to make jellybeans soup / cake / pie
- Dinosaur Cake Shop – making recipes (following written ones and creating own)

Role Play

- **Dinosaur Den** with purposeful reading, writing and mathematical opportunities

Large Construction/ Den Making

- Design/make a Dinosaur Explorers Hut
- Design/make a large dinosaur
- Design/make a dinosaur nest/home

*** Encourage children to draw and label their design*