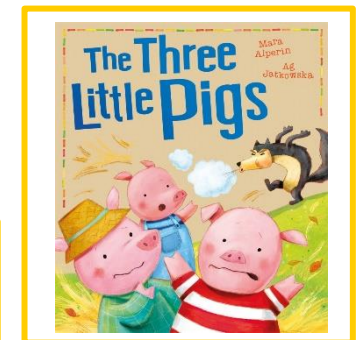
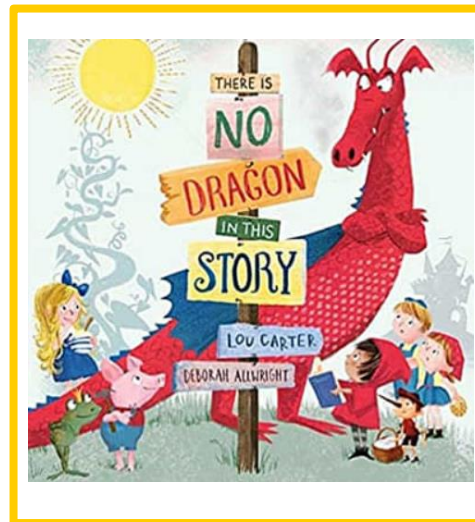
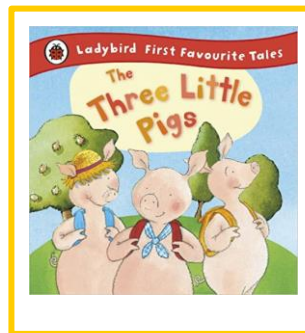
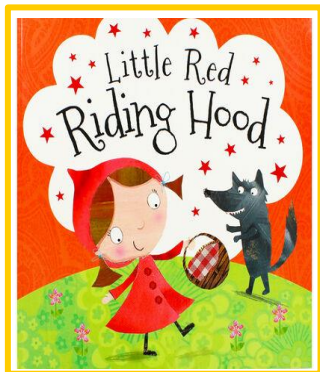


Reception Spring Term Teaching & Learning



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> ⇒ 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"> Continue to develop P1 phonological awareness, focusing on <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

Creative Area:

- Create a princess crown
- Paint a pig face from the three little pigs.
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Investigative Area / Water:

- Foam / bubble bath to represent clouds in Jack and the Beanstalk / tower of Lego to represent beanstalk.

Sand Area:

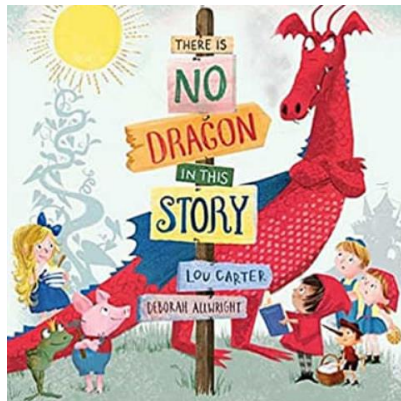
- Goldilocks and the three bears – bowls, spoons.

Writing Area:

- Fairy Tale writing frames.
- Picture / caption frames .
- Fairy Tale character speech bubbles.

Reading / Phonics Area:

- Phase 2/3 picture cards to write phase 2/3 captions.
- Wooden building frames and wooden letters to build CVC words.
- Big rolls of paper and chunky felts cvc words / tricky words – rainbow write.



Maths Area:

- Numicom / boards and dice
- Gingerbread Man Maths.
- Jack and the Beanstalk – role the dice and climb the stalk.

Role Play Area:

- Cottage – children to act out the story of Goldie Locks and the three bears.
- children to act out the story of Little Red Riding Hood.

Funky Fingers / Playdough:

- Cutting skills – Cut out a bean stalk, leaves.
- Tweezer skills – putting buttons on the Gingerbread Mans belly
- Playdough – Making Gingerbread Man

Construction/Small World Area:

- Traditional Tales Characters, wooden structures, grass, wooden logs etc...
- Build a castle
- Build a tower as tall as a beanstalk.

OUTDOORS

Holistic Learning across EYFS



Climbing Frame/obstacle course

- Dragon Watch Tower – prince/princess at the bottom reading a list of what to find
- Reading instructions to complete obstacle course through the climbing frame with added crates and ramps to find the dragon/princess. *Extension:* Creating own obstacle course with own instructions
- Follow the Dragon – follow and copy the actions of the dragon around obstacle course. *Extension:* reading action cards
- Dragon Balancing Tricks – standing on one leg, yoga movements (cat, lion, downward dog ...)

Stage Area

- Prince and Princess Dance with Dragon Band. Invitations to attend.
- Dragon Band – range of bins/buckets and open-ended resources to create a band
- Acting out story (imitating, innovating and inventing). Stage signs, including performance times. Selling/buying of tickets with numbered seats

Reading/Writing Den

Reading

- Range of dragon linked texts
- Dragon Hunt – reading clue cards to find the missing dragons/characters hidden around the grounds
- Dragon Treasure Hunt – find dragon's treasure
- Reading dragon footprints to travel from one place to another

Writing

- Multi-sensory
 - Drawing/labelling story map using chunky chalks (imitating, innovating and inventing)
 - Giant water painting of dragon – using paint or chalk for fire
- Writing
 - Sign posts for different story scenes e.g. 'The Beanstalk', 'The Woods' etc.
 - Drawing giant or dragon footprints and putting tricky words or graphemes in for friends to read
 - Writing own Dragon Treasure Hunts

LEARNING OUTCOMES – Early Learning Goal

Across Prime Areas of Learning

Literacy Reading/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, non-fiction, rhymes and poems and during role-play.
Reading / Word Recognition: 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.

Maths Number: Have a deep understanding of number to 10, including the composition of each number □ Subitise (recognise quantities without counting) up to 5 □ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Number Pattern:** Verbally count beyond 20, recognising the pattern of the counting system □ Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity □ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World The Natural World: □ 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

Role Play Area

- **Knight Horse Jumping Arena** **Reading** opportunities – character lanyards, labelled fences, instructions/rules, competitor list, prize board, news board with up-and-coming events/competitions... **Writing** opportunities – start/finish times of competitions, competitor list, winner list ... **Maths** opportunities – timers, recording times, calculating winner, prize rosettes...
- **Traditional Tale Town** **Reading** sign posts for the characters' houses/dwellings, labelled maps **Writing** opportunities – letters, messages, story summaries to attach to the dwellings **Maths** opportunities – house numbers, counting and comparing sets of characters living in different stories/ houses...

Sand/Water (multi-sensory)

Sand

- Problem-solve – how to cross the castle moat using available resources e.g. *tyres, planks...*
- Build a large castle with a moat. Design and create flags.

Water

- Dragon Boat Racing – make boats with dragons on the side to

Nature / Investigative Area

- Dragon Treasure Hunt – finding natural objects
- Creating large image of dragon using natural resources – transient art
- Creating a dragon trail using large natural resources. Add sign posts and directions.
- Setting up a small world story scene within natural undergrowth/puddles... (imitating, innovating, inventing)
- Dragon Hunt – find dragon foot prints using binoculars and magnifying glasses. Draw a map with labels for others to use to find them.

Large Construction/ Den Making

- Design/make a dragon cave/home – label key parts; add instructions on how to use key components
- Design/make a castle – label key parts; add instructions on how to use key components

Mud Kitchen

- Dragon Café. **reading opportunities** – menu, price list, message board with daily specials... **writing opportunities** – recipe cards, taking orders, messages ... **maths opportunities**

Games Area

- Sleeping Dragons – who can creep quietly up to the sleeping dragon in the middle of the circle and take his piece of treasure. Children are pointed to one at a time to trick the dragon *Extension:* who is the quickest talking the treasure.
- Relay Race – dressing in character clothes. Recording times.
- Obstacle course to show the dragon's journey – wear a dragon hat, retell while following the trail

