

## Personal, Social and emotional development

- Continue to build constructive and respectful relationships-- Begin to solve small conflicts through speaking to each other and being assertive, e.g. "please don't do that" or "May I have a turn when you are finished please?"
- Express their feelings and consider the feelings of others. **Links events (in books, real life etc) with feelings and discuss them**, e.g. She is angry that he snatched the toy.
- Think about the perspectives of others. **P4C group sessions** Exploring children's interests and preferences. What is the same, what is different-We are all welcome book, You Choose book-Children to understand it is ok to like different things, feel differently from others and have different ideas from their friends.
- Show resilience and perseverance in the face of challenge. Keeps trying when they can't do something for the first time. Thinks of other ways to do something if it is not working. **Recognising personal achievements**- phonics/maths medals-children being proud of each other-Rainbow awards , Continuing Reception weekly challenges (differentiated), Teacher's model making mistakes-allow children to help us fix this. Support children to evaluate their own work/ play. Building independence-children creating own games, playing and introducing rules with their friends
- Manage their own needs** changing for PE, increasing independence in Continuous Provision e.g. accessing activities
- Play with one or more other children, extending and elaborating play ideas.



# Reception: Spring 1

## Brr...It's cold in here

## Communication and Language

- Understand how to listen carefully and why listening is important-**model good behaviours for listening**-photos of this being modelled for the children to refer to. **Link listening to learning.**
- Learn and use new vocabulary-**link to pictures, objects and topics**. **Model using the new vocabulary in context using phrases and sentences.**
- Ask questions to find out more and to check they understand what has been said to them-**model asking questions aloud**. **Introduce the wonder box for children to generate ideas and questions**. Have these written on bubbles.
- Develop social phrases-**good morning etc**
- Engage in storytimes-**read children a range of fiction, non-fiction, poems and genres several times a day**. Ask questions to check for understanding.
- Learn rhymes, poems and songs- **Select traditional and contemporary poems and rhymes to read aloud to children**. Help children to join in with refrains and learn some verses by heart using call and response.
- Retell the story, once they have developed a deep familiarity with the text; **some as exact repetition and some in their own words-use actions, story maps to support retelling**. Allow the stories to be available at school and at home.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Engage in non-fiction books-**Topic based-Arctic Animals**

## Literacy

This half term the children will be enjoying listening to and joining in with some familiar stories and being introduced to new texts. They will build upon their love of literature and develop the following skills:

- Read individual letters by saying the sounds for them
- Re-read books to develop confidence and fluency
- Blend sounds into words, so that they can read short words made up of known letter- **sound correspondences**. e.g. c-a-t = cat **Links sounds to letters**.
- Show how to say sounds for the letters from left to right and blend them, **for example, big, stamp**
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Begin to form lower and uppercase letters correctly
- Read and write simple phrases
- making simple predictions and retrieve key events from what they have read
- Read some letter groups that each represent one sound and say sounds for them-digraphs
- Re-read books to develop their confidence, their fluency and their **understanding and enjoyment**
- Begin to write simple sentences
- To begin to read short sentences and explain what they have read.

Key texts

**The great explorer Chris Judd-lists, captions and letters**

**The Storm Whale In Winter-Benji Davies-narrative**

**Flip Flap Frozen- Alex Scheffler-information text**

## Key Vocabulary

- PSED**-courage, love, challenge, bravery, endurance
- Maths**-more, less, fewer, greater, flat, roll, stack, face, circular, curved, straight, edges, corners, compare, patterns, repeat, mass, number, count
- PD**-higher, faster, further, waddle, spring, leap, dive, launch, weave, dart
- UW**-map, direction, aerial view, environment, surroundings, weather, seasons, autumn, summer, winter, spring, blustery, downpour, storm, drizzle, torrential, breeze, moist, changing, melting, solids, liquids
- igloo, iceberg, snowflake, glacier, snow, ice, freezing, melting, water, cold,
- EAD**-portrait, artist, abstract, printing, patterns, repeating, same, different, deep, shades, bright, light, mixing, joining, attaching, express, emotions, feelings

## RE

- Why do Christians believe?

## Key Events

- Easter, Mothering Sunday, Holi

## Mathematics

- The children will be following White Rose Maths learning to:

Week 1		Week 2		Week 3	
1	Introducing 0 Composition to 5 One less - 5 Curmunt Bug	Comparison to 5 Composition of 5 (2 groups) How many altogether?	Comparison to 5 Composition of 5 (2 groups) Old one out - Comparing mass - heavier and light than	Comparing mass (2) Compare capacity Old one out - Comparing mass - heavier and light than	Full and empty
2	How many? Representing 0	How many altogether?	Old one out	Full and empty	Measuring capacity
3	Composition of 5 Composition of numbers to 5	Composition of 5 (3 groups)	How many are hiding?	Find the number	How many are hiding?
4	Composition of numbers to 5	How many are hiding?	How many are hiding?	Find the number	How many are hiding?
5	Equal and unequal groups	How many are hiding?	How many are hiding?	Find the number	Measuring ingredients

Week 1		Week 2		Week 3	
1	6, 7, 8 Which shows 6? Composition of 6	10 Frame - 6, 7, 8 Matching 6, 7, 8	10 Frame - 6, 7, 8 Making Pairs	10 Cards - same/diff Comparing Height - Taller and Shorter	Length and Height
2	Sorting 6, 7, 8 Composition of 7	10 Frame - 6, 7, 8 Making Pairs	10 Cards - same/diff Comparing length - Longer and Shorter	10 Cards - same/diff Comparing length - Longer and Shorter	Days of the week
3	One add one on	10 Frame - 6, 7, 8 Comparing 2 groups	10 Cards - same/diff Measuring Height	10 Cards - same/diff Measuring Height	Measuring Height
4	Ordering 6, 7, 8 Matching 6, 7, 8	10 Frame - 6, 7, 8 Comparing 2 groups	10 Cards - same/diff Measuring Height	10 Cards - same/diff Measuring Height	Measuring Height
5	1 More and less Kipper's Toybox	10 Frame - 6, 7, 8 Adding more	10 Cards - same/diff Measuring Height	10 Cards - same/diff Measuring Height	Measuring Height

Week 1		Week 2		Week 3	
1	Show 9 and 10 on fingers Representing/Sorting 9, 10	Comparison numbers to 10 Bonds to 10	No line to 10 - spot mistake Counting back from 10 - 10 in a bag	3D shapes Patterns	How many more to make 10 - fingers Building with 3D shapes
2	10 Frame - 9, 10 Representing/Sorting 9, 10	Comparison numbers within 10 No line to 10 - spot mistake	No line to 10 - spot mistake Counting numbers within 10	3D shapes Patterns	How many more to make 10 - fingers Building with 3D shapes
3	10 Frame - 9, 10 Ordering numbers to 10	Comparison numbers within 10 No line to 10 - spot mistake	No line to 10 - spot mistake Counting numbers within 10	3D shapes Patterns	How many more to make 10 - fingers Building with 3D shapes

4	10 Frame - 9, 10 3D Black dots - Composition of 9 and 10	No line to 10 - spot mistake Making 10	3D Frame - Bonds to 10 Patterns - Patterns Fish
5	10 Frame - 9, 10 Numbers to 10 - Shop	No line to 10 - spot mistake Making 10	Patterns - Bonds to 10 Patterns - Moormann

## Physical Development

- Revise and refine the fundamental movement skills they have already acquired: - **rolling, crawling, walking, jumping, running, hopping, skipping, climbing**  
Take part in weekly PE lessons and outdoor access at all times.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  
Activities and games with tweezers, tongues, threading, dough, clay  
Develop shoulder strength eg. Encourage sweeping with mops, brushes, mark making on large areas with chalk, paint etc. **mark making on paper fixed to the underside of tables**
- Begin to use anticlockwise movement and retrace vertical lines.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.-**modelling and encouraging pencil grip, correct letter formation and directionality** Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Know and talk about the different factors that support their overall health and wellbeing: **exercise, toothbrushing,**
- Further develop the skills they need to manage the school day successfully: **lining up and queuing, mealtimes, personal hygiene**

## Understanding the world

- Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.-Visitor to school linked to Chinese New Year
- Name and describe people who are familiar to them. Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. **Visit from a member of Chinese Community-**
- Comment on images of familiar situations in the past-**look at school photos in the past, how children dressed, what the classrooms looked like.**
- Explore the natural world around them- **Investigate how to turn water into ice**
- Understand the effect of changing seasons on the natural world around them-**opportunities for children to record the weather-Daily weather chart-recycling, composting.**
- Recognise some environments (**plus other countries**) that are different to the one in which they live-**Link to countries to colder climates** Research animals and where they live. Compare their home to the Arctic Polar/under the sea and the jungle ice caps melting, discuss global warming, **freezing and melting/ other animal's habitats**. To know which animals live in the North Pole and which animals live in the South Pole Ch will be able to give reasons as to why these animals live in arctic conditions eg thick fur, blubber 3. To know what an explorer is and to know Shackleton explored the South Pole Ch will understand that explorers discover new places-show Shackleton.
- To know that we get light from the sun explore reflective materials in a tent with torches. Ch will know that the sun gives us light. Electricity and fire does too.
- To explore shadows-Ch will know that a shadow is made when an object moves in front of a light source

## Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings-**colour mixing-**  
Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.  
Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. Looking at cold colours and mood-how to make paintings/collage feel a certain mood. Art Exhibition
- Return to and build on their previous learning, refining ideas and developing their ability to represent them-**revisit previous artists-Picasso-blue period and look at if their artistic effects create mood and how.**
- Develop storylines in their pretend play-**dress up opportunities in the role play area, small world-great explorers**
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Watch and talk about dance and performance art, expressing their feelings and responses-watch Chinese dragon-visit. **Work collaboratively to make our own dance-link to Colder climate animals-how do they move-music changing-march of the penguins-Alex Wurman, Vivaldi, Tchaikovsky, Mussorgsky- what emotions do children feel.**