

## What are we learning?

Within each area of learning we have identified the skills/objectives we will be focussing on this half term.

### Key Books



#### Possible weekly focus:

- Week 1 - Antarctica -Lost and Found**
- Week 2 – Europe – London – Katie in London**
- Week 3 – Europe (France / Spain)**
- Week 4 and 5– Asia – Chinese New Year –**
- Week 6 – Africa – Handa's surprise -**
- Week 7 – North and South America -**

### Key Experiences

- Walk around local area
- Chinese New Year Celebration
- Cooking – linked to country of focus

### Communication and Language

- Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying.
- Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom
- Make predictions about what might happen next or story endings in response to texts read.
- Engage in non-fiction books.
- Link events in a story to their own experiences. Introduce a storyline into their play.
- Consider the listener and takes turns to listen and speak in different contexts.
- Use talk to pretend objects stand for something else in play.
- Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.

### Understanding the World

- Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. – Children will know the season is Winter.
- Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.
- Draw information from a simple map.
- Understand that some places are special to members of their community. Children will know the name of the road the school is on.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live e.g., Antarctica
- Exploring changes in state – freezing and melting

## Reception Spring Term 1 2021

### Ticket to Ride – Are other countries the same as England?

- Possible Themes:**
- Where we live – Our local area
- Other countries – similarities and differences
- Animals
- How do we get there?

### Personal, Social, Emotional Development:

- Can show pride in achievements by showing work to others.
- Understand behavioural expectations of the setting.
- Take pride in themselves, work, and achievements.
- Can explain right from wrong and try to behave accordingly.
- Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.
- Children will know about regular tooth brushing and why this is important.
- Children will know about road safety and how to keep themselves safe

### JIGSAW: Dreams and Goals

**Expressive Art and Design**

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups

Develop storylines in their pretend play.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Poetry Basket

Popcorn

Bread

Chop Chop

I can build a snowman

Transport now and in the past

**Literacy****Reading:****Comprehension:**

Use picture clues to help read a simple text.

Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.

Show understanding of some words and phrases in a story that is read aloud to them.

Express a preference for a book, song or rhyme, from a limited selection.

Use language from stories within role play

**Word Reading:**

Read individual letters by saying the sounds for them (Set 1 RW)

Begin to read digraphs (Set 2 RWI)

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read red words linked to RWI phonics scheme.

**Writing:**

Write own name independently

Form set 1 sounds correctly

Write VC and CVC words independently

Orally compose a sentence and hold it in memory before attempting

**Physical Development**

Continue to develop overall body-strength, balance, co-ordination, and agility through use of outdoor play equipment.

Continue to develop their 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 spoon.

Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.

Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.

to write it.  
Begin to use finger spaces between words

**Maths**

Children will identify 0.

Children will represent, compose and compare numbers to 8.

Children will compare mass and capacity.

Children will make pairs.

Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.