

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



Understanding the World

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
- Talks about why things happen and how things work
- Developing an understanding of growth, decay and changes over time
- Shows care and concern for living things in the environment.
- Looks closely at similarities, differences, patterns and change in nature
- Makes observations of animals and plants and explains why some things occur, and talks about changes

RE: Easter focus -

Revisit / ongoing throughout the year:

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.

Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants.

Reception Spring Term 2 Come Outside 2022

Possible Weekly Themes:

- Week 1 – Planting and Growing
- Weeks 2 and 3 – Minibeasts including caterpillar delivery
- Weeks 4: Growing Vegetables / Healthy eating
- Week 5: Farm
- Week 6: Farm

Key Songs / Nursery Rhymes:

- Days of the week song
- I'm a little bean
- Mary Mary quite contrary
- Five fine bumble bees (sing up)

Key Experiences

- Planting beans
- Caterpillar Delivery
- Farm Visit

Communication and Language

Listening:

Understand why listening is important.

Attention:

Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.

Respond:

Keep play going in response to the ideas of others and engage in conversation relevant to play theme.

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.

Understanding:

Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding.

Retell a story with exact repetition (T4W)

Speaking:

Use talk to clarify thinking, connect ideas and share thinking with others.

Articulate thoughts into sentences.

Retell/create own stories

Begin to connect one idea or action to another. Use simple conjunctions 'and', 'because'.

Use talk to help work out problems and organise thinking and activities.

Revisit / ongoing throughout the year:

Learn new vocabulary

Use new vocabulary in different contexts.

Use new vocabulary through the day in discussions and conversations.

Learn new rhymes, poems, and songs.

Listen to and talk about stories to build familiarity and understanding.

Expressive Art and Design

Create collaboratively sharing ideas, resources, and skills

Combining different media and skills.

Exploration of natural resources for art - Rubbings of leaves and plants.

Artist Study: Andy Goldsworthy – natural art

To make props and costumes for different role play situations

To explore different techniques for joining materials

(gluestick, pva, masking tape, tape, split pins)

To use some cooking techniques (spreading/cutting sandwich making / mixing and melting – baking cakes).

Literacy

Reading:

Comprehension:

Retell stories in the correct sequence, draw on language patterns of stories.

With prompting, show understanding of many common words and phrases in a story that is read aloud to them.

Suggest how an unfamiliar story read aloud to them might end.

Give a simple opinion on a book they have read, when prompted.

Recognise repetition of words or phrases in a short passage of text.

Play influenced by experience of books

Innovate a well-known story with support.

Word Reading:

Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Tricky red words: So, he, she, me, be, you, said

Writing:

Emergent writing:

Build words using letter sounds in writing.

Composition:

Use talk to organise describe events and experiences. Write a simple sentence with some support

Use finger spaces between words

Begin to use full stops at the end of sentences

Personal, Social, Emotional Development:

Express feelings:

Can make choices and communicate what they need.

Can name people in school they can turn to if they help or are worried.

Manage behaviour:

Understand why listening is important and attend to other people both familiar and unfamiliar.

Self-awareness:

Happy to stand up in assembly or in front of the class and share achievements with others.

Independence:

Can get dressed and undressed for nature school/ PE sessions.

Begin to show persistence when faced with challenges.

Collaboration:

Knows it is important to work together to look after our classroom resources and our school grounds.

Can keep play going by co-operating, listening, speaking, and explaining.

Can reflect on the work of others and self-evaluate their own work.

Social skills:

Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend.

JIGSAW: – Healthy Me

Covering Keeping myself healthy, healthier lifestyle choices, healthy eating, keeping clean, being safe, Medicine safety & safety with household items, Road safety, Linking health and happiness. Also covering oral health.

Physical Development

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.

Development of threading, weaving, and cutting skills (cuts along a curved line)

Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters.

Know how to form clear ascenders and descenders.

<p>Spelling: Spell to write VC, CVC and CVCC words independently using set 1 and some set 2 sounds. Spell some irregular common (tricky) words e.g., the, to, no, go, so</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>		<p>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.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>
<p>Maths</p> <p>Numbers 7,8,9 - Represent 7,8, 9 in different ways. Count out the required number from a larger group. Arrange into smaller groups to support conceptual subitising and explore their composition.</p> <p>Making Pairs: Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner.</p> <p>Combining 2 groups: Explore using real objects. Other manipulatives – fingers, bead strings, numicon tiles.</p> <p>Length and Height: Encourage to use specific maths vocab relating to length (longer, shorter), height (Taller, shorter), and breadth (wider, narrower)</p> <p>Time: Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.</p> <p>Building 9 and 10: Represent in different ways. Support conceptual subitising by arranging 9 or 10 items into small groups. Notice a full ten frame.</p> <p>Comparing numbers to 10: Make comparisons by lining up items with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Begin by comparing 2 quantities and progress to ordering 3 or more quantities.</p> <p>Bonds to 10: Explore using real objects in different contexts. Other manipulatives such as fingers, bead strings and number shapes are useful.</p> <p>3D Shapes: Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice. Build and create using a variety of 3D shapes. Which stack, roll and why. Sort according to what they notice.</p> <p>Pattern: Build on AB by introducing ABB, AAB, AABB, AABBB. Important each pattern has at least three full units of repeat. The more units of repeat, the easier to identify and continue. Encourage to say pattern aloud. Create around the edges of shapes as well as in a straight line.</p>		