



THERE'S NO FULL STOP TO LEARNING

Year: **Reception** Term: **Spring 2** Topic: **Dinosaur Storm**

Our vision is to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential

Personal, Social and Emotional Development

Solving problems together as a team through the mantle. What do we need to eat to stay healthy? Celebrating successes. Games and activities to encourage sharing and building self-esteem.

To find solutions to disagreements with the help of adults. • To listen to the ideas of others. • To understand the importance of healthy food choices. • To identify and name healthy foods. • To manage their feelings and emotions – through modelling, role play, circle time. • To continue to consider the needs and feelings of others. • To recognise different emotions. • To understand how people show emotions. • To talk about how they are feeling; comfortable, uncomfortable. • To consider how others are feeling and how their behaviour affects that. • To maintain their focus during longer whole class input sessions. • To follow an instruction which involves more than one step. • To independently be able to: Use the toilet; Wash hands; Put coat on; Change shoes into wellingtons; To explore the Reception environment; To further understand the rules of a classroom; To know and use Zones of Regulation. • To seek support from adults when needed. • To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable. • To develop friendships. • To play with children who are playing with the same activity. • To begin to work as a group with support from adults. • To take turns during group work and when playing games together. • To have confidence to try new activities. • To begin to show perseverance and resilience when faced with a challenge. • To independently manage to fasten a zipper on a coat. • To independently manage to fasten button.

Physical Development

Free flow activities on offer to strengthen both gross and fine motor skills. Weekly PE and music/movement sessions.

• To hold scissors safely and correctly and cut out large shapes. • To write letters using the correct letter formation and control the size of the letters formed. • To learn to play against an opponent. • To follow instructions safely and carefully when playing team games. • To play by rules given and develop co-ordination. • To learn to play as a team. To move safely within a given space. • To stop safely. • To run, change direction and stop on a given signal. • To jump, hop, balance and move in a variety of ways with increasing control. • To revise and refine fundamental movement skills they have already acquired. • Progressing towards a more fluent style of moving with developing control and grace – games encouraging different movement. • To use a dominant hand. • To use a tripod grip when using mark making tools. • To thread large beads. • To use large pegs. • To hold scissors correctly and make snips in paper. • To use tweezers to transfer objects. • To make points in playdough by pinching. • To hold a knife and fork correctly. • To use anticlockwise movements and retrace vertical lines. • To hold scissors correctly and cut along a straight or zig zagged line. • To use a tripod grip when mark making. • To write taught letters using correct letter formation. • To continue to use a tripod grip for mark making. • To thread with small beads. • To use small pegs.

Literacy

Daily phonics sessions, games and songs. Phase 3 phonics. Handwriting games and activities. Learning fairy tales by heart and retelling them in different ways.

To begin to predict what might happen next in a story. • To suggest what might happen at the end of a story. • To retell a story they have heard. • To follow a story without pictures or props. • To identify and talk about the characters in books they are enjoying listening to or reading. • To independently look at a book, holding it the correct way and turning pages carefully. • To join in with repeated phrases and actions in stories. • To answer questions about stories read to them. • To enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme. • To role play and act out stories they have heard. • To begin to understand the sequence of a story, identifying the beginning, middle and end. • To retell a story they know well. • To recognise phase 2 & taught phase 3 phonic sounds. • To begin to orally blend sounds in short words e.g. sit, pat. • To read taught irregular words. • To blend sounds to read words using taught sounds. • To begin reading captions and sentences using taught sounds. • To read books matching their phonics ability. • To form lower case letters correctly, from the correct starting point. • To begin to write sentences using finger spaces and full stops. • To use the correct letter formation of taught letter including capitals. • To spell words using taught sounds, including special friends. • To spell some irregular words correctly.

Skills and Knowledge

Mathematics

Daily maths sessions as a whole class or groups. Immersing number and maths into play and related vocabulary.

To take objects away and count how many are left. • To combine to groups of objects by counting them altogether. • To understand the difference between odd and even numbers to 10. • To recognise numbers 1-10. • To begin to subitise to 10. • To find one more of numbers to 10. • To find one less of numbers to 10. • To explore the composition of numbers to 10. • To match the written numeral to a quantity to 10. • To continue to recall addition facts that make 5 and identify the subtraction facts. • To estimate a number of objects. • To practise pairs of numbers that make 10. • To begin to learn double facts. • To identify which group of objects has more. • To identify which group of objects has less. • To compare quantities up to 5. • To compare equal and unequal groups. • To count forward to 5 and then to 10. • To count backward from 5 to 0 and then 10 to 0. • To order numbers to 5. • To count to 15. • To count given objects up to 10. To order numbers to 10. • To compare quantities to 10. • To find the missing number from a number line. • To sort objects against given criteria. • To compare capacity, length, height and size. • To complete a repeating pattern of 2 objects or colours. • To recognise and name circle, square, rectangle and triangle. • To begin to explore the properties of 2D shapes. • To make shape pictures. • To order days of the week. • To sequence daily events using words related time.

Communication and Language

Free flow activities provided to encourage lots of talking and sharing of ideas. Learning traditional stories by heart and retelling them. Building topic related vocabulary daily through mantle, whole class sessions and free flow play. Talking about what we see in our school garden. Language rich environment with quality interactions from adults. Vocabulary focus from key books and texts.

To retell a story. • To follow a story without pictures or props. To understand how to listen carefully. • To share their work with others. • To use new vocabulary in a range of contexts. • To engage in fiction books. • To understand why listening is important. • To follow instructions/directions. • To engage in story times, joining in with repeated phrases and actions. • To begin to understand how and why questions. • To respond to instructions with more than one step. • To ask questions to find out more. • To begin to understand humour. • To understand a range of complex sentence structures. • To talk to their teacher and other supporting adults. • To learn new vocabulary linked to the project learning. • To use new vocabulary throughout their learning and play. • To develop confidence to talk to other adults they know at school. • To talk in sentences using a conjunction e.g. and or because. • To answer questions in front of a whole class.

Expressive Arts and Design

Range of materials on offer in free flow time to ensure variety and freedom to express themselves. Props to support imaginative play. Tactile play and self-access to resources. Expressing themselves through music and dance.

To experiment with different mark making tools such as art pencils, pastels, chalk. • To explore a range of materials. • To continue to explore joining techniques for a range of materials. • To use collage materials and different textures to create puppets. • To use some more cooking techniques. • To join in with whole school singing assemblies. • To create musical patterns using un-tuned instruments. • To move in time to music and learn dance routines. • To act out well-known stories. • To talk about whether they like/dislike a piece of music. • To create musical patterns using body percussion. • To name colours. • To create simple representations of people and objects. • To explore different techniques for joining materials. • To draw and colour with pencils and crayons. • To experiment with colouring mixing. • To use colours for a particular purpose. • To explore the work by artists or illustrators in stories.

Understanding the World

Mantle of the Expert sessions on problem solving and relationships, past and present. Learn about how Muslims celebrate Eid after Ramadan and Christians celebrate Easter after Lent. Observe seasonal and weather changes, interact with nature and wildlife in garden.

To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. • To know about the past through settings, characters and events encountered in books read in class and storytelling. • To be able to talk about their own lives – my family, my school, my world. • To recognise similarities and differences between themselves and their peers. • To know the name of the town where they live. • To talk about the lives of the people around us. • To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. • To identify different celebrations and how people celebrate. • To know about the past through settings, characters and events encountered in books read in class and storytelling. • To talk about a simple map and draw information from it. • To describe what they can see, hear, smell and feel when they are outside. • To know features of their own immediate environment. • To identify and recognise the features of Spring. • To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons. • To learn about e-safety. • To use the tablet to take pictures. • To draw pictures on the IWB and be able to select colours and pen size.