



THERE'S NO FULL STOP TO LEARNING

Year: Reception

Term: Spring 1

Topic: Seasons – The weather all around us

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

What are we good at? What do we like about each other? Celebrating the children's successes. Games and activities to encourage sharing and building self esteem. Which is our favourite weather? What weather makes us happy? Regular circle times See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing.

Mathematics

Daily maths sessions as a whole class or groups. Integrating maths in the free flow environment. White Rose maths scheme. Immersing number and maths into play and related vocabulary. Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity

Communication and Language

Free flow activities provided to encourage lots of talking and sharing of ideas. Talking about the weather daily. Building topic related vocabulary daily through 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. Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding.

Physical Development

Exploring the Reception environment, both indoors and outside. Free flow activities on offer to strengthen both gross and fine motor skills. Developing fine motor skills through a range of tactile and stimulating activities. Weekly PE sessions. Developing pencil control through literacy and topic based tasks.

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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. • 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 spoons.

Skills and Knowledge

Understanding the World

Using the school garden on a regular basis to observe changes, interact with nature and wildlife. Learning about the world around us and nature through our story 'The Tiny Seed' Observing the weather daily – class discussions, individual drawings/notes. Introduce the cycle of the seasons through practical play activities and whole class sessions and games. Identify signs of each season that we might see. What can we see now in winter? Looking for and talking about early signs of spring e.g bulbs sprouting, changes in the school garden pond. Sketching in the garden. Taking photographs and talking about them. Chinese new year story and activities (10/2/24)

Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • 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 life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.

Literacy

Daily phonics sessions, games and songs. Phase 3 phonics. Handwriting games and activities. Literacy tree unit 'The Tiny Seed' by Eric Carle. Stories based on the weather, seasons, nature - The Tiny Seed, The Very Hungry Caterpillar, Oi Frog, Bumblebear. Zig zag book making, labelling pictures from stories.

Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

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. Exploring natural materials from the school garden. Collages related to The Very Hungry Caterpillar and artistic responses other key texts. Acting out stories. Weather pictures and scenes with a range of materials.

Explore, use and refine 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. • 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. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.