

# RECEPTION SPRING TERM 1

## Key Question: Who is your favourite character?

### Literacy

Throughout the Spring term, Reception will be focussing on handwriting, reading and comprehensions skills as well as grammar and punctuation. The development of quality vocabulary will be high profile.

### **Reading & comprehension**

Beginning to demonstrate understanding of what has been read to them. Begin to retell a story through whole class shared, group & individual reading.

Anticipate key events in stories.

Begin to use recently introduced vocabulary during discussions about stories.

To decode, use prosody and comprehension in guided reading sessions.

### **Phonics**

Using the 'Little Wandle' programme children will daily

- Begin to learn simple Grapheme Phoneme Correspondence (GPC) sounds
- Begin using the skill of decoding and blending sounds together to form words,
- Learn words that are difficult to sound out (tricky words) (See Little Wandle Programme Progression Overview)

### **Grammar and punctuation**

Continue to introduce the concept of capital letters, finger spacing and full stops.

### Maths

#### Key skills

#### *Number*

- Finding 0 to 5
  - Count objects and actions carefully
  - Subitising from 0 to 5
  - Compare numbers
  - Begin to understand the 'one more than/one less than' relationship between consecutive numbers.
  - Begin to learn number bonds to 5 (addition and subtraction)
  - Find and represent 6,7,8
  - Making pairs - odd and even
  - Combining 2 groups
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- **Numerical Patterns:**
  - Verbally count beyond 20, beginning to recognise the pattern of the counting system.
  - Begin to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

**Key Vocabulary:** Number names to 20 and beyond, more than, less than, subitise, 1 more, 1 less, number bonds, add, plus, and, take away, subtract, minus, equals, makes, is, altogether, combines, odd, even.

## Writing

Encouraging correct pencil grip, beginning to learn correct letter formation.

Beginning to be able to hear initial, then final then middle sounds in CVC words.

**Core text:** The 3 Billy Goats Gruff; Goldilocks and the 3 Bears; The 3 Little Pigs, Little Red Riding Hood, Chicken Licken.

**General reads:** goat, bear, chicken, wolf and pig related stories.

Other traditional tales (eg Gingerbread Man, The Little Red Hen etc).

**Non Fiction text:** People who help us (in the past and present); maps. Introduce poems.

## Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

## Word Reading:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## On-going: Shape, Space & Measure (no longer a goal but included in our curriculum)

- Compare length, weight and capacity.
- Measures short periods of time in simple ways
- Explore and compare capacity
- Uses familiar objects and common shapes to create and recreate patterns and build models.

**Key Vocabulary:** Long, short, longer than, shorter than, longest, shortest, heavy, light, heavier than, lighter than, heaviest, lightest, full, empty, fuller than, emptier than, fullest, emptiest, repeating pattern, what can you see? How can you see it?

**Through this topic:** measuring bridges and rivers, ordering size of bears, goats and pigs, talking about the weight of the bears, goats and pigs etc.

## Key learning outcomes:

Children will be able to:

- Learn to count confidently
- Compare and order numbers in variety of ways
- Compare objects and group them by size, weight
- Recognise and create simple patterns
- Subitise up to 5
- Begin to learn number bonds to 5
- Begin to combine 2 groups to make a new number

## Writing:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

## Communication and Language

Listening and attention

### Key Skills:

- Understand how to listen carefully and why listening is important.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.

### Key learning outcomes:

Children will be able to:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions.
- Make comments about what they have heard and ask questions to clarify their understanding.

## Personal, Social and Emotional Development

Self-Regulation

### Key Skills:

- Begin to express their feelings and consider the feelings of others.
- Begin to identify and moderate their own feelings socially and emotionally, with support.
- See themselves as a valuable individual.

### Key learning outcomes:

Children will be able to:

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engage in an activity, and show an ability to follow instructions involving several ideas or actions.

## Physical Education

Gross Motor Skills

### Key skills:

- Revise and refine the fundamental movement skills they have already acquired: walking, jumping, running, hopping, skipping, etc.
- Develop overall body strength, balance, co-ordination and agility.
- Further develop a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.
- Begin to learn how to safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Begin to learn about different factors that support their overall health and wellbeing.
- Progress towards a more fluent style of moving, with developing control and grace.

### Key learning outcomes:

Children will be able to:

- Negotiate space and obstacles safely.

## Speaking

### Key Skills:

- Learn new vocabulary.
- Use new vocabulary throughout the day in different contexts.
- Connect one idea or action to another using a range of connectives.
- Describe events in greater detail.
- Develop social phrases.
- Beginning to articulate their ideas and thoughts in well-formed sentences, with adult support.
- Begin to retell a familiar story in their own words.

### Key learning outcomes:

Children will be able to:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Express their ideas and feelings about their experiences. Being encouraged to use full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Key Vocabulary:** how, why, what, when, where, who, which, whose. Refrains from traditional tales e.g. I'll huff and I'll puff and I'll blow your house in etc.

## Managing Self

### Key Skills:

- Begin to show resilience and perseverance in the face of challenge.
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Able to go to the toilet by themselves and wash their hands afterwards.
- To be able to wash their hands using soap, when asked to.

### Key learning outcomes:

Children will be able to:

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reason for rules, know right from wrong and try to behave accordingly.
- Begin to manage their own basic hygiene and personal needs.

## Building Relationships

### Key Skills:

- Begin to work and play co-operatively, with support.
- Take turns, with support.
- Begin to build constructive and respectful relationships.
- Begin to think about the perspectives of others.

- Demonstrate strength, balance and co-ordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

## Fine Motor Skills

### Key skills

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

### Key learning outcomes:

Children will be able to:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

**Key Vocabulary:** safely, carefully, exercise, heart beating, breathing, faster, slower, fit, balance, find a space, healthy, wash hands, pencil grip.

**This term:** Funky fingers activities set up daily for fine motor skills and outside area opportunities set

**Key learning outcomes:**

Children will be able to:

- Work and play co-operatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

**Key Vocabulary:** take turns, share, team work, friends, help each other, be kind, make good choices, have a go, keep trying.

up for development of gross motor skills (eg trikes, obstacle course, climbing frame etc).

Understanding The World

Past and Present

**Key Skills:**

- Learn about the history and story of the Chinese New Year celebration this term.
- Compare and contrast characters from stories, including figures from the past. (e.g. traditional tales are old stories)

**Key learning outcomes:**

- Talk about the lives of the people around them and their roles in society (e.g. police, fire service, etc).
- Understand the past through settings, characters and events encountered in books read in class and storytelling. (e.g. making porridge in G & 3 Bears using boiling water).

Expressive arts and design

Creating with Materials

**Key Skills:**

- Use and begin to control a range of media.
- Begin to draw with detail (bodies with sausage limbs and additional features).
- Draw things that they observe (e.g. observe flowers)
- Begin to use their drawings as props when role playing.
- To be able to safely use tools such as scissors, hole punch, play dough tools.
- Create collaboratively, sharing ideas, resources and skills.
- Beginning to learn how to join materials e.g. Chinese lanterns.
- Begin to use a variety of paintbrushes.
- Enjoy taking rubbings: brick for pig's house.

## People, Culture and Communities

### Key Skills:

- Understand that some places are special to members of their community e.g. church, temple, library etc.
- Recognise that people have different beliefs and celebrate special times in different ways e.g. Chinese New Year.
- Begin to draw information from a simple map (e.g. bridges, rivers, houses etc from traditional tales).

### Key learning outcomes:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

## The Natural World

### Key Skills:

- Beginning to contrast their own environment with another e.g. goats' field, pigs' houses, Goldilock's wood etc.
- Beginning to understand the world around them – seasons, weather etc. Describe what they see, hear and feel whilst outside.
- Beginning to explore their own environment – using outside playground to talk about changing states.

### Key learning outcomes:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

### Key learning outcomes:

Children will be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being imaginative

### Key Skills:

- Begin to develop storylines in their pretend play, with support from an adult.
- Explore and engage in music making and dance.
- Sing in a group.
- Listen attentively, move to and talk about music. (Chinese).
- Watch and talk about dance and performance art, expressing their feelings and responses (Chinese dancing).

### Key learning outcomes:

Children will be able to:

- Begin to invent, adapt and recount narratives and stories with their peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes and stories with others and (when appropriate) try to move in time with the music.

Key Vocab: names of colours, safely, scissors, sellotape, hole punch, treasury tags, sticky labels, glue sticks, glue spatulas, paintbrush, paint, watercolours, pastels, crayons, coloured pencils, chalk, join.

### Through this topic:

Observational drawing of a flower using coloured pencils, drawing maps, drawing and cutting out characters from stories, making stick puppets,

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Key Vocab:** Chinese New Year, lantern, chopsticks, noodles, people who help us: doctor, nurse, fire officer, police officer, librarian, teacher, vet, postal worker, shop worker etc, weather, Spring, Summer, Autumn, Winter, decay, bloom, flower, rotten, cold, windy, hot, rainy, thunder, lightning, mist, fog, dew.

**Through this topic:**

During the Spring term: children will be going on a Spring walk around the school to look for signs of Spring.

making masks of traditional tale characters, using music to help re-enact the traditional tales, daily wake up shake ups, funky fingers activities (threading, using tweezers, cutting activities etc), experimenting at self-resourcing art and craft area, using junk materials to create, making Chinese New Year decorations, watching and performing to Chinese music, writing Chinese characters using thick and thin paintbrushes.

**Role play:** restaurant (sometimes enhanced as Chinese restaurant)