

RECEPTION SPRING TERM 2

Key Question: How can we look after the world around us?

Literacy

Throughout the Spring term, Reception will be focussing on: phonics, reading and comprehensions skills, handwriting 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.

Read and re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Answer questions about books read throughout the week.

Begin to use recently introduced vocabulary during discussions about stories.

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)

Maths

Key skills

Number

- Finding and representing 9 and 10
- Subitising to 5
- Begin to learn number bonds to 10 (addition and subtraction)
- Doubles to 10
- Begin to understand the 'one more than/one less than' relationship between consecutive numbers.
- Beginning to automatically recall number bonds to 5.
- Combining 2 groups
- Exploring odd and even numbers.

Number:

- Have a deeper understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) to 5.
- Begin to recall number bonds to 5 including subtraction facts, including double facts.

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.

Grammar and punctuation

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

Writing

Encouraging correct pencil grip, encouraging correct letter formation. Encouraging to hear and write all sounds in a word. Beginning to be able to spell simple tricky words.

Core texts: Dinosaurs and all that Rubbish, The Queen's Handbag, Where the Forest Meets the Sea, Window

General reads: A Balloon for Grandpa, Whatever Next! The Man on the Moon, Look Up!

Non Fiction text: books about climate change, looking after our planet, the planets, maps. 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:

- Review Phase 3 sounds and introduce longer words
- Begin to sound out words ending in ing/es and words with double letters
- 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.

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed fairly.

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, odd, even, double, share fairly.

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

- Recognise and name 3D shapes
- Find 2D shapes within 3D shapes
- Measures short periods of time in simple ways
- Continue, copy and create repeating patterns
- Identify, copy and continue more complex patterns

Key Vocabulary: Near, far, nearer than, further than, nearer, further, cube, cuboid, pyramid, cone, sphere, cylinder, circle, square, rectangle, triangle, repeating pattern, what can you see? How can you see it?

Through this topic: looking at how far space is compared to other distances; using 3D shapes to build a rocket.

Key learning outcomes:

Children will be able to:

- Find different ways to make 9 and 10
- Begin to learn number bonds to 10
- Add 2 numbers together to make another number
- Begin to double numbers to 10
- Find 1 less and 1 more of objects
- Find odd and even numbers
- Identify and name 3D objects
- Make more complex patterns

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 and small group interactions.

Personal, Social and Emotional Development

Self-Regulation

Key Skills:

- Express their feelings and consider the feelings of others.
- 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.

Managing Self

Physical Education

Gross Motor Skills

Key skills:

- Continue to 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.
- Understand how to safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Understand different factors that support their overall health and wellbeing.
- Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Begin to start to combine different movements with ease and fluency.

- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Key Skills:

- Learn new vocabulary.
- Use new vocabulary throughout the day in different contexts.
- Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.
- Describe events in greater detail.
- Beginning to articulate their ideas and thoughts in well-formed sentences, with adult support.
- Retell a familiar story; some as exact repetition and some 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.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-

Key Skills:

- 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.
- Build constructive and respectful relationships.
- Think about the perspectives of others.

Key learning outcomes:

Children will be able to:

Key learning outcomes:

Children will be able to:

- Negotiate space and obstacles safely.
- 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, undressed, dressed, skip, hop, jump, run, side step.

fiction, rhymes and poems when appropriate.

- 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.

- 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, choices and consequences.

This term: Funky fingers activities set up daily for fine motor skills and outside area opportunities set 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 of Easter this term.
- Compare and contrast characters from stories, including figures from the past. (Mary Anning and Elizabeth Philpot - Palaeontologists)

Key learning outcomes:

- Talk about the lives of the people around them and their roles in society (e.g. astronauts)
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

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. jungle animals, woodlands theme, London landmarks)
- 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.
- Begin to use a variety of paintbrushes.
- Use 3D junk materials for a purpose when creating.

People, Culture and Communities

Key Skills:

- Understand that some places are special to members of their community e.g. church at Easter.
- Recognise that people have different beliefs and celebrate special times in different ways e.g. Easter.
- Begin to draw information from a simple map (Google Earth)
- Begin to understand about climate change in different parts of the world.

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 understand climate change in different parts of the world – how it is different to where they live.
- Beginning to understand the world around them – seasons, weather etc. Describe what they see, hear and feel whilst outside. Talk about new life and Spring.
- Beginning to look beyond their own environment.

Key learning outcomes:

- Build structures exploring how they can be made stronger and more stable.
- Experience adding white or black paint to alter tint and shade.
- Experience two different paint types e.g. poster and water colour.

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, increasingly matching the pitch and following the melody.
- Explore and engage in music making, performing solo or in groups.

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 Vocabulary: 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.

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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 Vocabulary: Easter, Jesus, cross, crucifixion, weather, Spring, Summer, Autumn, Winter, decay, bloom, flower, rotten, cold, windy, hot, rainy, thunder, lightning, mist, fog, dew, growing, budding, blossom, new life, chicks, lambs, growth, astronaut, name of the planets, meteor shower, language of space.

Through this topic:

During the Spring term: children will be going on a Spring walk around the school to look for signs of Spring. They will also be looking at pioneers from the past like Mary Anning and Elizabeth Philpot.

Through this topic:

Observational drawing of a London landmarks, woodlands scenery and jungle animals using a variety of media, drawing maps, drawing and cutting out characters from stories, making stick puppets, 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 Easter decorations, singing and performing Easter songs.

Role play: Police Station.