

Does it Move? How does it change?



Spring Term – Reception



Personal, Social and Emotional Development

- To learn to persist when challenges arise
- To identify and moderate my own feelings socially
- To identify and moderate my feelings emotionally
 - To think about others points of view
 - To manage my own needs

Physical Development

- To combine different movements with ease and fluency
- To confidently and safely use a range of large and small apparatus
 - To access apparatus both indoors and outside
 - To throw, catch, kick, pass, bat and aim a ball
- To develop my confidence, competence, precision and accuracy when engaging in activities involving a ball
- To talk about the different factors involved with my health
 - To know about the impact regular activity, healthy eating and brushing my teeth can have on my well being
 - To know about and understand the importance of sensible amounts of screen time



12345
67890

Mathematics

- To subitise
- To compare numbers
- To understand 'one more than' and 'one less than' relationship between consecutive numbers
- To compare length, weight and capacity
- To recall bonds for numbers 0-10
- To select, rotate and manipulate shape
- To compose and decompose shapes
 - White Rose Maths links...
 - To introduce zero
 - To compare numbers to 5
 - To explore the composition of 4 and 5
 - To compare mass
 - To compare capacity
 - To explore 6, 7 and 8
 - To make pairs
 - To combine two groups
 - To explore length and height
 - To further explore time
 - To explore 9 and 10
 - To compare numbers to 10
 - To develop an understanding of number bonds to 10
 - To explore 3D shape
 - To explore pattern

Understanding the World

- To comment on images of situations from the past
- To draw information from a map to understand that some places are special to members of my community
 - To recognise similarities and differences between life in this country and life in other countries
 - To recognise that some environments are different to the one I live in



(Chinese New Year links)

Expressive Arts and Design

- To develop storylines in my pretend play
 - To explore and engage in music making and dance
 - To perform solo or in a group
 - To listen to and talk about music
- To watch and talk about dance and performance art
- To express my feelings and responses through art
- To explore, use and refine a variety of artistic effects to express my feelings



Communication and Language

- To share my ideas and thoughts in well formed sentences
- To connect ideas using well formed sentences
 - To describe events in detail
 - To use talk to solve problems
 - To use talk to organise my thinking
 - To use talk to explain how things might work
 - To develop my social phrases
- To retell a story using some repetition and some of my own words
- To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary



Vocabulary

PSED – value, individual, class, community, school, respect, relationship, friendship, feelings, hurt, happy, sad, angry, worried, excited, scared, share

STORIES – story, author, illustrator, front cover, title, pages, turn, fiction, non-fiction, events, characters, beginning, end, predict

LITERACY – pencil, grip, control, letter name, letter sound, formation rhymes, blend, Fred Talk, read, word

MATHS - Number, count, number names, add, subtract, total, altogether, part, whole, minus, take away, equal, explore, compare, compose, decompose, mass, capacity, weight, length, 3D, pattern

ART – material, process, skill, artistic effects, build on, extend, sing, perform, song, lyrics, group, solo, storyline, play

UW – the world, environment, belief, culture, similar, different, celebration, Chinese New Year, Easter, Pancake Day



Stories To Explore

Children can explore these stories during group time at the end of sessions. They could be used as key texts also...

Vehicles

- We Catch the Bus – Katie Abey
- You can't take an elephant on a bus – Patricia Cleveland-Peck
 - The Big Red Bath – Julia Jarman
- Please don't chat to the bus driver – Shen Roddie
- Look inside Things; Things that go – Rob Lloyd Jones
 - The Train Ride – June Crebbin
 - The Journey – Neil Griffiths

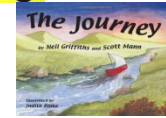
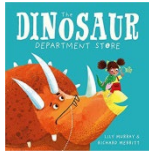
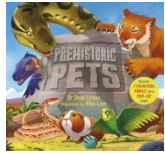
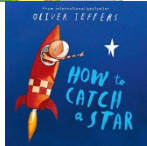
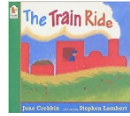
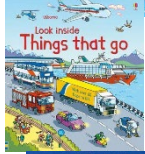
Space

- Look inside Space – Usborne
- How to Catch a Star – Oliver Jeffers
- Zoom to the Moon – Pat-a-cake
- Whatever Next – Jill Murphy

Dinosaurs

- Dinosaurs and all that Rubbish – Michael Foreman (Space link also)
 - Dear Dinosaur – Nicola O'Byrne
 - Pre-historic Pets – Dr Dean Lomax
- Dinosaurs Love Underpants – Claire Freedman
- How to Look after your Dinosaur – Jason Cockcroft
- The Dinosaur Department Store – Richard Merritt
 - Ten Little Dinosaurs – Mike Brownlow

There are many other texts within the topics which can be used!



Nursery Rhymes, Songs and Poems

All rhymes can be found on...

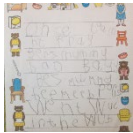
<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwgdgw>

- Animals went in Two by Two
 - The Big Ship Sails
- A Sailor went to sea, sea, sea
 - We're driving in our car
 - The Wheels on the Bus
 - Dinosaurs
- Tiny Tweeties – Space
- Tiny Tweeties – Dinosaurs

The topics have been combined for the Spring term due to multiple enrichment weeks across the Spring term. Children can combine looking at movement within a history based topic. The areas of interest are open however all learning intentions can fit within these.

Literacy

- To read some letter groups that each represent one sound and say a sound for them
 - To read a few common exception words
- To read simple phrases and sentences made up of words with known letter sounds
 - To read simple phrases and sentences that include some exception words
 - To re-read books to build up confidence when word reading
- To build up confidence when reading to develop fluency, understanding and enjoyment of reading
 - To form lower-case letters correctly
 - To form capital letters correctly
- To spell words by identifying the sounds and the writing the sound with letter/s
- To write short sentences with words with known letter-sound correspondences
 - To write short sentences using a capital letter and full stop
 - To re-read what I have written to check that it makes sense



Phonics

- To secure blending of words containing sh, th, ch, qu, ng and nk
- To blend words containing consonant blends
- To recognise Set 2 letter sounds:
 - ay ee igh ow oo oo ar or air ir ou oy
- To read words containing these sounds
- To build speed of reading words containing Set 1 sounds

