



# Spring Term 1 in Reception

## Our topics are E-safety and Traditional Tales



### Communication, Language & Literacy:

**Speaking and Listening** : Listening with increasing concentration in a variety of contexts: class discussions, story times, Surprise Box and P4C sessions. Waiting our turn to speak and listening to what others are saying, asking and answering simple questions and developing our confidence to speak in front of others, **Visit from the Story Teller**

**Stories about:** Smartie the Penguin, The 3 Little Pigs, Goldilocks, The Gingerbread Man, Little Red Riding Hood and Jack and the Beanstalk. Understanding story structure by retelling & sequencing these stories

**Selection of non-fiction books about:** penguins, bears, wolves and plants.

**Writing:** Oral and written segmenting and blending of CVC words, story telling in small groups (language for writing) composing a simple sentence (instructions, own stories, recipes )

**Phonic skills:** Letters and Sounds revision of phase 2 (all initial letter sounds) & phase 3 (digraphs) phonic listening games, sounds discrimination and rhyming words.

**Guided reading:** Guided Reading sessions using Big Cat Phonic Readers. and word lists

### Understanding the World:

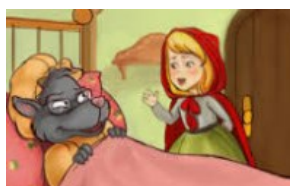
**Science:** Cooking porridge, biscuits and cakes and seeing how the ingredients change. Investigating what happens to objects when we put them in water— dissolving. Looking at the different parts of a plant and discovering what it needs to make it grow.

**ICT:** E-safety, developing programming skills both on the computer and with the Beebots.

**Geography:** Look at a globe, World Map to see where penguins live. Understand that North & South Poles are furthest away from sun and Equator is the nearest.

To look at maps of the local area to see how we get to school and make our own maps to shown the route as well as imaginary maps connected with the stories we read.

**People and communities:** Understanding that people like different things—what do you have for breakfast?



### Expressive Art and Design:

**Art:** Look at the artist Kandinsky and make pictures of penguins in his style, colour mixing grey, pink and green. Achieving new effects; fork print bears, puffy paint gingerbread men. Collaging skills, drawing skills; bears and wolves and observational drawing of plants, making models with clay and play dough

**Music:** Exploring sound with musical instruments, learning new songs as well as making up their own.

**DT:** Construction kits, design & make models connected with the different Traditional Tales—houses for the 3 Little Pigs, furniture for the 3 Bears., a bridge for the Gingerbread Man and a ladder for Jack.

**Drama:** Through using small world equipment and the role play the children will have opportunities to act out the stories and develop alternative adventures for the characters.



### Number, Shape, Space and Measure:

**Number:** Recognition with numbers to 20, focusing on teen numbers and the concept of place value. Number formation, number stories, making and counting out accurate sets, finding 1 more or less, simple addition and subtraction, using individual number line to count forwards and backwards along. Number of the week 11-20 (Number Blocks).

**Measure:** Introducing and using the correct vocabulary associated with: Capacity (using porridge) and weight

Daily counting forwards and back with numbers to 20 and putting numbers into order.



### Personal, Social & Emotional Development:

**Keeping safe:** Smartie the Penguin: how to keep safe when using the internet. **Stranger Danger:** through the different tradition tales talk about things they can do to stay safe

**Managing feelings:** Revision of our Class Charters and the Golden Rules. Developing friendships through role play, group work and games, taking turns and canopy sessions. The importance of saying sorry and looking after property.

**Self confidence:** trying new activities, saying what they do and don't like and ,accepting delay.

**Self-help skills:** Developing independence in dressing, doing the daily challenge, tidy up times following routines and class rules



### Physical Development:

**Development gross motor skills:**

Throwing and catching, physical activity times on bikes, scooters and trikes, climbing, balancing and negotiating space.

**Weekly hockey sessions**

**Develop fine motor skills:** funky finger activities, playdough, cutting skills, tracing, peg boards, constructing with small pieces.

**Handwriting** following the correct letter formation

