

CARDINAL NEWMAN CATHOLIC PRIMARY SCHOOL
RECEPTION TERMLY OVERVIEW – SPRING 2020



Topic Outline Spring Term 2019 - 2020 Reception

	January	February	March
Weeks beginning	6/1 13/1 20/1 27/1	3/2, 10/2, 24/2 Half Term - 17/2	2/3 9/3 16/3 23/3 30/3
Topic	Winter	Jolly Postman - traditional tales	Animals / Spring/
Events	School Mass - first week in Jan Life Bus 16/1 Talk for Writing Day - 29/1 Chinese New Year 25/1	Stay and Learn Maths 4th and 6th 9.00 - 9.30 Parents Evenings 11/2 and 13/2 Walk to the Postbox 6/2	St David's Day 2/3 Book week beginning 2/3 - walk to the library Mission Week Red Class: week beginning the 2nd Mission Week Orange Class week beginning 9th St Patrick's Day 17/3 Inset 20/3 Lent PE fundraising Day
Books	Jolly Christmas Postman Kipper's Snowy Day Percy's Park Lost Penguin One Snowy Night Winter Poems Talk for Writing; Billy Goat's Gruff	Jolly Postman Traditional Tales Postman Pat Traditional poems One Ted falls out of bed Kipper's Toy Box	Dear Zoo Farmer Duck The pig in the pond Farm Hullabaloo Floss Mr. Gumpy's Outing

Experiences / Services

	Plant bulbs for the playground Write a thank you letter for Christmas presents. Life Bus	Visit from the postman Lenten Promises	Mother's Day - thank our mothers with a card and present St. David's Day St. Patrick's Day Mission Weeks
--	--	---	---

Values

Religious Education	Celebrations What a celebration is and when we celebrate Celebrating in church and recognise some parts Talk about belonging to a parish family <ul style="list-style-type: none"> • Story of the Presentation as a celebration 	Gathering Why people gather together The joy of gathering to listen to God's world The joy of gathering for Mass. The story of Jesus with the children To recognise the signs and symbols of Mass	Growing Making a Lenten Promise To recognise the stories of Good Friday and Easter Sunday To recognise that Christians try to grow more like Jesus during Lent To recognise signs of new life
Personal Social Emotional Development	Be aware of the boundaries set, and of behavioural expectations in the setting. Settling back in after break and review challenge and expectations for good learning •Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Playing games - board games and outdoor games Resilience - keep trying and problem solving Washing hands and good hygiene	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Work alongside children in the outdoor area Takes steps to resolve conflicts with other children, e.g. finding a compromise. SEAL programme - Falling out and making up Aware of own feelings, and knows that some actions and words can hurt others' feelings. Response to various scenarios in class. Listening to instructions Thinking about other people - :Lent	Explains own knowledge and understanding, and asks appropriate questions of others. • Learning about people in other countries Explain how the chicks hatched and how to look after them. Mission Week, children talk about what they have done and why. Can describe self in positive terms and talk about abilities. - Children can describe themselves and what they are good at. Caring for others and recognising their needs Describe how families celebrate Easter -

			differences between traditions
<u>Life Skills / Opportunities for Learning</u>			
Communication and Language	<p>Listens to others in small groups Show and Tell - outdoor things they like in winter Maintains attention, concentrates and sits quietly during appropriate activity - listening to stories •Links statements and sticks to a main theme or intention. - retell stories and give explanations Show and Tell - talk about a favourite event</p>	<p>Listens to stories with increasing attention and recall. Beginning to understand 'why' and 'how' questions Ask questions and answer questions Able to follow a story without pictures or props. Group stories and talk with an adult about what they have heard. Able to follow instructions without pictures Uses language to imagine and recreate roles and experiences in play situations. Talk about the chickens hatching. Role Play and small world Introduces a storyline or narrative into their play. - Talk for writing, role play pancake making, recreating stories and creating own stories Understands humour, e.g. nonsense rhymes, jokes.</p>	<p>• Is able to follow directions - simple map making Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words - building up a vocabulary relating to travel, Lent, interests, families and positive feelings. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Relate to PE, Farmer Duck, Mr. Gumpy's Outing Talk about new life- plant seeds for instant growth and delayed growth.</p>
Role Play	<p>Indoors: Percy's hut Outdoors: 3 Billy Goats Gruff</p>	<p>Indoor: 3 Bears Cottage Outdoors: Cinderella's kitchen</p>	<p>Indoors: Vet's Office Outdoor: Boat workshop</p>
Literacy	<p><u>Phonics:</u> Blending and Segmenting cvc, cvcc, ccvc <u>Sounds:</u> Introduce Read Write Ink <u>Key Words:</u> writing first ten key words and names ensure all children can read all 45. <u>Writing Focus:</u> Capital letters for names All children to write a simple</p>	<p><u>Phonics / Sounds:</u> c/k, e, d, r, h, m, g, o, u, l, f, b, ai, j, oa, ie, ee, or Read Write Ink programme - embedded <u>Key words:</u> Write "like my big cat" and all of second set <u>Writing Focus:</u> Embed correct pencil grip; air writing, Put words together to make simple sentences e.g. "I can ..." / " I am ..." / "Look</p>	<p><u>Phonics / Sounds:</u> "z, w, ng, v oo/oo, y, x, ch, sh, th/th, qu, ou, oi, ue, er, ar <u>Key Words:</u> "play, up, and, for, go, away, going, to, in, of, it, come, you, yes, no, dog" <u>Writing Focus:</u> "I, am, look"; "I can see the ..." "Look at the ..." Continue to use sounds and begin to use Key Words to write independently.</p>

	<p>sentence independently. Break the flow of speech into words using finger spaces Use letters to communicate meaning, representing sounds correctly, including at least initial and final sounds. Can segment the sounds in simple words and blend them together. <u>Additional Reading:</u> Enjoys an increasing range of books relating to winter.</p>	<p>at me.” Use sounds to write independently Attempts to write short sentences in meaningful contexts. Embed use of full stops Continue a rhyming string.and can use the pattern to write rhyming words accurately • <u>Hand writing:</u> (See PD) writing letters and digraphs accurately. <u>Additional Reading:</u> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books.</p>	<p><u>Handwriting:</u> (See PD) Forming letters “i, l, r, t, h, n, m” correctly Write second and third sets of key words Links sounds to letters, naming and sounding the letters of the alphabet. Children write simple phonetically regular words. They also write some irregular common words. They write simple sentences which can be read without mediation. Some words are spelt correctly and others are phonetically plausible. Make Easter books <u>Additional Reading:</u> Knows that information can be retrieved from books and computers.</p>
Physical Development	<p><u>Movement:</u> Travels with confidence and skill around, under, over and through balancing and climbing equipment. Dragon dance Use anticlockwise movement and retrace vertical lines. Form recognisable letters. <u>Handling:</u> Embed and develop painting, using pencils, drawing Pincer grip with good control <u>Health Education:</u> Eats a healthy range of foodstuffs; understands need for variety in food. Shows some understanding that good exercise, eating, sleeping and hygiene contributes to good health. Visit from school nurse. Visit from life bus</p>	<p><u>Movement:</u> Gymnastics and large gross motor skill movements <u>Handling:</u> Catch a large ball Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Use simple tools to effect changes to materials. Handling chicks gently <u>Health Education:</u> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Healthy foods and balanced eating Washing hands after holding chicks</p>	<p><u>Movement:</u> Correct running - different speeds Stopping and starting, changing direction - going sideways etc. PE multisports Day <u>Handling:</u> Handles tools, objects, construction and malleable materials safely and with increasing control. Fine motor activities, including malleable materials - play dough Photo frames <u>Health Education:</u> Practices some appropriate safety measures without direct supervision - ensure routines for safety are understood Shows understanding of how to transport and store equipment safely.</p>
Maths	<u>Number:</u>	<u>Number:</u>	<u>Number:</u>

	<p>Use White Rose framework to guide Mastery. Selects the correct numeral to 10 / 20 objects. Counts an irregular arrangement of up to ten / 20 /30 objects. Estimate how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. •Finds the total number of items in two groups by counting all of them. <u>Shape / Space / Measure:</u> Use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Select a particular named shape. Beginning to use everyday language related to money.</p>	<p>Use White Rose framework to guide Mastery. Says the number that is one more than a given number. •Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <u>Shape / Space / Measure:</u> Use familiar objects and common shapes to create and recreate patterns and build models. Use everyday language related to time. Order and sequence familiar events. Measure short periods of time in simple ways.</p>	<p>Use White Rose framework to guide Mastery. Records, using marks that they can interpret and explain. Introduce doubling Begins to identify own mathematical problems based on own interests and fascinations. Saying numbers which are more, less or between <u>Shape / Space / Measure:</u> Building with 3D shapes Describing 3D shapes - faces, edges, vertices, curved, round, flat. Positional language. Describe their relative position such as 'behind' or 'next to' Use language of weight and capacity Order two or three items by length or height. Order two items by weight or capacity.</p>
<p>Understanding the World</p>	<p><u>People / The World</u> Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Talk about Christmas traditions Chinese New Year - Life in China and compare with life in Surrey Talk about a favourite event - e.g. Christmas a trip or holiday Provide ways of preserving memories of special events or activities - use tablet to take photos, Comments and asks questions about aspects of their familiar world such as the place where they live or</p>	<p><u>People</u> Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. Ask parents to come and speak to children Provide role-play areas with a variety of resources reflecting diversity. Traditional tales from other countries. <u>The World</u> Watching eggs hatching and talking about change and the need to care for creatures and needs.</p>	<p><u>People / The World</u> Discuss photos of different parts of the local community, including areas where some children may be very knowledgeable, - use google maps and / or digimaps to look at school - lead to do a map of outdoor area Can talk about some of the things they have observed such as plants, animals, natural and found objects. Children to visit Environmental Area and find objects using a simple birds eye view or simple map. Talk about why things happen and how things work. Easter traditions Developing an understanding of growth, decay and changes over time. Shows care</p>

	<p>the natural world. Go to field to look at signs of winter to compare with very cold areas Ice experiments- changes - paint with frozen paint - like lollies <u>Technology</u> Familiar with remote control toys Bee Bots Taking a photo</p>	<p>Simple birds eye view of 3 Bears table <u>Technology</u> Use interactive whiteboards Become familiar with class equipment Become familiar with Paint Use hand held voice recorders to record instructions to follow and to give.</p>	<p>and concern for living things and the environment - bread experiment <u>Technology</u> Uses ICT hardware to interact with age-appropriate computer software. Take a photograph using a tablet Make Easter card using Paint program</p>
Expressive Arts and Design	<p><u>Media and Materials</u> Explores what happens when they mix colours. Adding white to colours - snowy pictures / using lines Experiments to create different textures. Using tissue paper in a variety of ways; folding paper - chinese lanterns Threading around a shape <u>Expressive Arts</u> Begins to build a repertoire of dances - Chinese dragon dance. Explores the different sounds of instruments.chinese music for the dance and children create own instruments Printing and cutting snowflakes Drama: Problem Solving strong female role models - Anya in Frozen Wet footprints</p>	<p><u>Media and Materials</u> Constructs with a purpose in mind, using a variety of resources. Design and build a 3D Bear's cottage in the outdoor area, make bridges, Make an object from a traditional tale; Compare sizes and discuss techniques, fixings, balance, strengthening and outcome. Uses simple tools and techniques competently and appropriately. Simple sewing - running stitches Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Playdough tools, needles, sellotape, fixings to choose and use independently <u>Expressive Arts</u> Creating own Chinese music Creating dragon / lion dances Paint along with music</p>	<p><u>Media and Materials</u> Understands that different media can be combined to create new effects. - Manipulates materials to achieve a planned effect. Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. Celtic patterns using black felt tips Design and make a photo frame Draw mother and add collage / texture to picture <u>Expressive Arts</u> Describing music and expressing opinions Sketching to Carnival of the Animals in Art/DT log books - listen to swan and chickens parts of the music, discuss, listen again and then sketch to the music using crayons Irish dance steps and leads to a formation dance of children's choice</p>