

## Reception Overview – Spring Term 2018

	January	February	March
<b>Weeks beginning</b>	8/1 15/1 22/1 29/1	5/2, 12/2(Half Term), 19/2 26/2	5/3 12/3 19/3 26/3
<b>Topic</b>	Winter	Jolly Postman - traditional tales	Animals
<b>Events</b>	Dance Workshop 15/1 Maths Stay and Learn - 29/1, 31/1, Dance Workshop 15/1 Resilience Day 16/1	Stay and Learn Maths 1/ 2 Parents Evenings 7/2 8/2 Walk to the Postbox Postman visit Book Week 26/2	Class Assemblies 7/3 Orange 21/3 Red Farm Trip 20/3 Inset 14/3 Science Week 19/3 Eggs hatching
<b>Religious Education</b>		Gathering	Growing
<b>Personal Social Emotional Development</b>	Be aware of the boundaries set, and of behavioural expectations in the setting •Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. Resilience - keep trying and problem solving Resilience Day	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Aware of own feelings, and knows that some actions and words can hurt others' feelings.	Explains own knowledge and understanding, and asks appropriate questions of others. • Can describe self in positive terms and talk about abilities.  Describe how families celebrate Easter - differences between traditions
<b>Books</b>	Jolly Christmas Postman Kipper's Snowy Day Robin's Winter Song Percy's Park Lost Penguin One Winters Night Frozen Poems	Jolly Postman Traditional Tales Postman Pat	Dear Zoo Farmer Duck The pig in the pond Farm Hulabaloo Floss Mr. Gumpy's Outing
<b>Communication and Language</b>	Listens to others in small groups Show and Tell - outdoor things they like in winter Maintains attention, concentrates and sits quietly during appropriate activity •Links statements and sticks to a main theme or intention.	Listens to stories with increasing attention and recall. Beginning to understand 'why' and 'how' questions Able to follow a story without pictures or props. Able to follow instructions without pictures Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.	• Is able to follow directions Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.  Talk about new life

		Understands humour, e.g. nonsense rhymes, jokes.	
<b>Role Play</b>	Winter scene	3 Bears Cottage Cinderella's kitchen	The Vets Surgery Animal Shop
<b>Literacy</b>	<p><u>Phonics:</u> Blending and Segmenting cvc, cvcc, ccvc</p> <p><u>Sounds:</u> Introduce Read Write Ink</p> <p><u>Key Words:</u> writing first ten key words and names ensure all children can read all 45.</p> <p><u>Writing Focus:</u> Capital letters for names All children to write a simple sentence independently.</p> <p>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.</p> <p><u>Additional Reading:</u> Enjoys an increasing range of books relating to winter.</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</p> <p><u>Key words:</u> Write “, like my big cat and remainder of second set</p> <p><u>Writing Focus:</u> Embed correct pencil grip; air writing, Put words together to make simple sentences e.g. “I can ...” / “I am ...” / “Look 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 •</p> <p><u>Hand writing:</u> (See PD) writing letters and digraphs accurately.</p> <p><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>Phonics / Sounds:</u> “z, w, ng, v oo/oo, y, x, ch, sh, th/th, qu, ou, oi, ue, er, ar</p> <p><u>Key Words:</u> “play, up, and, for, go, away, going, to, in, of, it, come, you, yes, no, dog”</p> <p><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><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</p> <p><u>Additional Reading:</u> Knows that information can be retrieved from books and computers.</p>
<b>Physical Development</b>	<p><u>Movement:</u> Travels with confidence and skill around, under, over and through balancing and climbing equipment. Dance Workshop Use anticlockwise movement and retrace vertical lines. Form recognisable letters.</p> <p><u>Handling:</u> Embed and develop painting, using pencils, drawing</p>	<p><u>Movement:</u> Gymnastics and large gross motor skill movements</p> <p><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.</p> <p><u>Health Education:</u> Shows understanding of the need for safety when tackling new challenges, and considers</p>	<p><u>Movement:</u> Correct running - different speeds Stopping and starting, changing direction - going sideways etc.</p> <p><u>Handling:</u> Handles tools, objects, construction and malleable materials safely and with increasing control. Fine motor activities, including malleable materials</p> <p><u>Health Education:</u></p>

	<p>Pincer grip with good control</p> <p><u>Health Education:</u> Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>and manages some risks.</p>	<p>Practices some appropriate safety measures without direct supervision Shows understanding of how to transport and store equipment safely.</p>
<b>Maths</b>	<p><u>Number:</u> 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.</p> <p><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><u>Number:</u> 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.</p> <p><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><u>Number:</u> 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</p> <p><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>
<b>Understanding the World</b>	<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. Provide ways of preserving memories of special events Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p><u>Technology</u> Familiar with remote control toys Bee Bots</p>	<p><u>People / The World</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. Chinese New Year - Life in China and compare with life in Surrey Provide role-play areas with a variety of resources reflecting diversity.</p> <p><u>Technology</u> Use interactive whiteboards Become familiar with class equipment</p>	<p><u>People / The World</u> Visit different parts of the local community, including areas where some children may be very knowledgeable, Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment - bread experiment</p> <p><u>Technology</u> Uses ICT hardware to interact with age-appropriate computer software.</p>

<p><b>Expressive Arts and Design</b></p>	<p><u>Media and Materials</u>          Explores what happens when they mix colours.          Experiments to create different textures.  <u>Expressive Arts</u>          Begins to build a repertoire of dances.          Explores the different sounds of instruments.          Drama: Problem Solving          strong female role models - Anya in Frozen</p>	<p><u>Media and Materials</u>          Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately.          Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using.  <u>Expressive Arts</u>          Creating own Chinese music          Creating dragon / lion dances          Look at paintings by Riga</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.          Design and make Easter baskets  <u>Expressive Arts</u>          Describing music and expressing opinions          Sketching to Carnival of the Animals</p>
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