

Reception Planning Spring 1

Overall Theme: Celebrations
Winter



Possible lines of enquiry:

- Winter
- Lunar new year
- Pancake day
- Valentines day

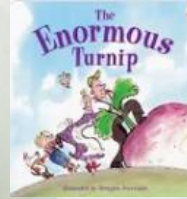
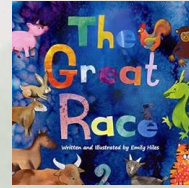
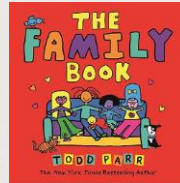
Characteristics of Effective Learning

Playing and exploring – children investigate and experience things, and 'have a go'

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Favourite 5 books



Communication and Language

Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons. Children showing a good level of attention and concentration. Children being attentive during classroom tasks, oth guided and independent. Children making predictions about what might happen next in a story. Children discussing both fiction and nonfiction books. Children continuing to build a rapport with friends Children taking turns when speaking and responding to their peers and adults with a clear understanding of what has been said. Children using talk to pretend play. Children explaining things through speech. Children describing things through speech. Children talking in the past tense.

Personal, Social and Emotional Development

Children who are very upset know who they can talk to or know some ways to calm themselves down if needed. Children are becoming more proud of themselves for achieving things such as pupil of the week. Children know and follow the behavioural expectations of the school Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time. Children have friendships and may have a special friend. They play with these children in and out of the classroom and are happy to.

Physical Development

Children will further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Continue to develop overall body strength, balance and coordination. Developing in ability when dancing to music. Developing an effective pencil grip. Developing skill when using tools including scissors.

Play

At Sharples Primary School we understand that children learn best when they are interested, motivated and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our Nursery setting has an underlying ethos of 'Learning through play'.

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Literacy

Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a book's front cover or blurb to make a prediction. Continue to read individual graphemes (letters/sounds). Blend simple sounds into VC or CVC words. Children read a few common exception words matched to the school's phonic programme. Consolidate learning. Recognise digraphs – ck + ff, ll, ss. Know tricky words – the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words Orally sounding out CVC words. Breaking down words to ensure they've remembered all of the sounds. Sounding out to write VC and CVC words independently using Phase 2 graphemes. Children are beginning to show a dominant hand. Children begin to form more recognisable letters – although they may not 'start' in the correct place.

Nursery Rhymes:



Mathematics

Children will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Children will continue to develop their counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Compare quantities and numbers, including sets of objects which have different attributes. continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

Understanding the World

Children visually represent their own day on a simple timeline. Children make observations or find information about different locations and places. They recognise, know, and describe features of a studied location. Understand some changes in the natural world around them, including the seasons. Children understand what curiosity is and importance of asking questions. Children find out about other countries and people through non-fiction texts, stories, visitors, celebrations. Children can use positional language and extend this to using a BeeBots or instructing a friend to move. Children recognise some environments are different to the one in which they live. Children can describe an animal using some scientific vocabulary. Children have an understanding of some animal habitats and can describe them and who lives in them

Expressive Arts and Design

Exploring musical instruments including body percussions. Playing instruments in time and in a simple composition. Convey emotions in their pictures/ drawing e.g. happiness, sadness. Draw with increasing complexity and detail e.g. adding eyes, nose, mouth to pictures. Explore the colour work of the artists studied this term. Purposely choosing a colour when creating. Developing an understanding that there are different types of paint and that paint can be added to, to change its colour and consistency e.g. sand Children exploring printing tools – both natural and man made e.g. leaves and ear buds Exploring different types of materials and what their properties and uses are Children making models and creations for their own pleasure and for events and celebrations. children building confidence and skill in using scissors.

Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.