



Our Learning in Reception

Spring Term

Our topics are ‘What is above the clouds?’ and ‘What is it like where I live?’

Literacy

Our learning will include the following texts:

- Whatever Next, by Jill Murphy;
- The Way Back Home, by Oliver Jeffers;
- Aliens Love Underpants, by Claire Freedman;
- The Princess and the Pea, a traditional tale;
- The Darkest Dark, by Chris Hadfield;
- The Great Race, by Emily Hiles;
- The Shopping Basket, by John Burningham;
- The Gigantic Turnip, by Aleksei Tolstoy;
- Don't Forget the Bacon and The Wind Blew, by Pat Hutchins;
- The Little Red Hen, a traditional tale.

Throughout the year, we have focus weeks on poetry. We read and sing rhymes and poems regularly. This supports the children's understanding of rhyme, introduces new language, and helps to promote a love of poetry.

Throughout the Spring Term, we offer a range of opportunities to create writing, often using the above texts as our starting points. Throughout the provision areas we encourage the children to freely mark make and produce their own emergent writing now using the letter sounds they have learned in phonics.

We have daily whole class phonics sessions following the Essential Letters and Sounds programme. Children will learn 4 new sounds each week as well as harder to read and spell 'tricky' words.

As the children learn new letter sounds they will be given the opportunity to practise blending the sounds into words in simple texts and sound books. Small groups will begin Guided Reading sessions.

Maths

Spring Term Reception Maths Objectives (from Development Matters 2021)

- Count objects, actions and sounds;
- Subitise;
- Link the number symbol with its cardinal number value;
- Count beyond ten;
- Compare numbers;
- Understand the 'one more than/one less than' relationship between consecutive numbers;
- Explore the composition of numbers to 10;
- Automatically recall number bonds for numbers 0-5 and some to 10;
- Continue, copy and create repeating patterns;
- Compare length, weight and capacity;
- Select, rotate and manipulate shapes to develop spatial reasoning skills.

Children will be given the opportunity to explore numbers in depth and detail, for example, reciting to 10, counting 10 objects from a larger group, recognising the numeral 10, learning how to write the numeral 10, saying what is one more and one less than 10, ordering numbers to 10, matching sets of objects to numbers 1-10 etc.

In addition to our daily number work, we will also be learning about space, shape and measures, for example, using positional and directional language in PE lessons, exploring shape by building with small and large blocks, using the language of time as we talk about days of the week or what we did at the weekend, and comparing capacity, length and weight using sand, water, malleable materials and non-standard measures such as blocks or counters.

Communication and Language

'Children's language underpins all seven areas of learning and development. Children's back and forth interactions form the foundations for language and cognitive development. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.' (*Statutory Framework for the Early Years Foundation Stage – March 2021*)

Children in Reception have a daily story time and regularly sing songs and rhymes.

Children have the opportunity to develop their language skills through role play, storytelling, imaginative play, and conversation with their friends and the adults in the school.

Children will be learning to:

- understand how to listen carefully and why listening is important;
- re-tell simple stories – using props and puppets;
- engage in non-fiction texts;
- use new vocabulary – talking about new and interesting words and what they mean;
- articulate their ideas into well-formed sentences;
- ask questions to find out more.

Personal, Social and Emotional Development (Relationships Education)

Children in Reception class will be learning:

- to understand that children have their own special rights set out in the Convention on the Rights of the Child;
- to be able to identify some of the Articles in the Convention on the Rights of the Child;
- to understand that children's rights are universal, and that their own rights and the rights of others should be respected;
- to express their feelings and consider the feelings of others;
- to identify and moderate their own feelings socially and emotionally;
- to see themselves as a valuable individual and that it's ok to be different;
- to understand how to build their Characteristics of Effective Learning such as persistence, curiosity and imagination, and to develop a Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- 'Friendships' – how to be a good friend, being kind, and how to be assertive;
- 'Feelings' – talking about different emotions, how they look and feel and how we can self-regulate them.

Physical Development and Physical Education

In Reception class we focus on fine motor skills and gross motor skills.

Gross motor skills are developed through PE sessions and physical play, including large construction outdoors, bikes, using the trim trail, and playing games.

Fine motor skills are developed through a wide variety of activities and resources

including playdough, painting and drawing, pegboards, and Dough Disco.

Children will practise letter formation in daily phonics and weekly handwriting sessions.

In our PE sessions this term we will cover some fundamental movement skills, games skills such as throwing and catching, and in Gymnastics we will explore jumping and rolling.

We will also talk about health and wellbeing, including oral hygiene, healthy eating and how to self-regulate emotions.

Children will develop knowledge and skills, to include:

- refining their fundamental movement skills, such as running and jumping;
- developing a range of games skills, such as throwing, aiming and dodging;
- combining different movements with control;
- how to be independent with dressing and personal hygiene.

Understanding the World

Our learning in this area of the curriculum provides the foundation for Science, Geography and History in Key Stage 1.

Our learning in this area will focus on:

- Who was Neil Armstrong?
- How can I find out about the past?
- What is in space?
- What is it like where I live?
- How can I take care of my local environment?
- What information is on a map?

Religious Education

Our focus areas this term are 'Special People', 'Special Books' and 'Special Times'. Children will learn about Jesus and some of the miracle stories. Children will learn that stories about Jesus are in the Bible, and this is a special book for Christians. Children will also learn about the celebrations around Easter.

Expressive Art and Design

Our learning in this area of the curriculum provides the foundation for Art, and Design and Technology in Key Stage 1.

Our learning in this area will focus on 'Planets' and 'Buildings'.

Children will first be exploring a range of ways to represent planets, including charcoal drawing, chalks, pastels, collage, and printing techniques.

Children will also be exploring a range of ways to represent buildings, including drawing, painting, printing, photography, and making structures with recycled materials and large-scale loose parts.

Expressive Art & Design - Music

Our themes in our music sessions will be 'Sounds All Around' and 'Traditional Tales'. We will first explore listening skills, making sound effects, and naming and playing simple percussion instruments, followed by exploring vocal and percussion sounds, listening to and moving to music, and exploring changes in tempo and dynamics.

We will also listen to Holst's 'The Planets' comparing Mars and Venus, and drawing representations of how the music sounds.