

## Reception Spring Term Learning

This term our learning themes are 'Dinosaurs' and 'Once Upon a Time'

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p>-To begin to use new vocabulary learnt linked to books and themes more confidently throughout the day and begin to ask questions to find out more.</p> <p>- To engage in story times and in non-fiction books, joining in with repeated actions and phrases.</p> <p>-To begin to retell parts of stories and begin to recall information they have just heard.</p>	<p>-To know the importance for good health of physical exercise and a healthy diet. Talk about ways to keep healthy and safe.</p> <p>-To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>-To know about, and make healthy choices in relation to, healthy eating and exercise.</p> <p>-To dress and undress independently, successfully managing fastening buttons or laces.</p>	<p>-Continue to develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>-Continue to work on correct letter formation.</p> <p><b>P.E</b> <b>Follow Rules:</b> Develop ability to follow simple instructions and rules. Children will develop their dynamic balance on a line and stance through focused thematic stories, songs and games. Develop and apply jumping and landing with control and fluency.</p> <p><b>Observe and Copy:</b> Develop ability to observe and copy different movements. Children will develop and apply their ball skills and counterbalance with a partner through thematic stories, songs and games.</p>
<b>Literacy</b>	<b>Mathematics</b>	<b>Phonics</b>

<p><b>Dinosaurs-</b> we will be exploring both fiction and non-fiction books about dinosaurs.</p> <p><b>Once Upon a Time-</b> we will be reading the traditional tales 'The Little Red Hen', 'The Gingerbread Man' and 'The Gruffalo'.</p> <ul style="list-style-type: none"> <li>-To look at features of a non-fiction book</li> <li>-To think about questions e.g. who, what, where, when, how and why.</li> <li>-To use phonic knowledge to write words and captions.</li> <li>-To use phonic knowledge to read CVC words with known letter sound correspondence.</li> <li>-To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab.</li> <li>-To begin to anticipate key events in stories.</li> <li>-To use and understand recently introduced vocab during discussions about stories, non fiction, rhymes and poems and during role play.</li> <li>-To recall the beginning middle and end of a story</li> <li>-To use props (puppets) to retell a story/part of a story.</li> </ul>	<ul style="list-style-type: none"> <li>- Numbers to 10: subitising, composition, recognition of numerals, understanding the importance of 0, one more and less</li> <li>- Measuring mass, length, height and time, including weighing using scales, full and empty, long and short, tall and short, days of the week</li> <li>- Exploring 3d shapes, including everyday objects, 2d faces and purposes</li> </ul>	<p><b>Basics 2 Recap</b></p> <p>Sound groups:</p> <ol style="list-style-type: none"> <li>4. ck, e, u, r</li> <li>5. h, b, f, l</li> <li>6. ff, ss, ll</li> </ol> <p>Tricky words: I, is, to, no, go, as, has, his, of, into</p> <p><b>Basics 3</b></p> <p>Sound groups:</p> <ol style="list-style-type: none"> <li>1. j, v, w, x</li> <li>2. y, z, qu, zz</li> <li>3. ch, th, sh, ng</li> <li>4. ai, ee, igh, oa</li> <li>5. oo, oo, ar, or</li> <li>6. ur, ow, oi, er</li> <li>7. ure, ear, air</li> </ol> <p>Tricky words: her, was, he, she, me, we, be, they, my, by, are, all, some, come, do, so, little, out</p>
<b>Understanding the World</b>	<b>Expressive Arts and Design</b>	<b>Computing</b>

<ul style="list-style-type: none"> <li>-To begin to understand the past through settings, characters and events encountered in fiction and non-fiction books</li> <li>-To begin to know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</li> <li>-To know that things lived a long time ago before people were on the planet.</li> <li>-To discuss the similarities and differences between things in the past and those alive today.</li> <li>-To know that fossils are the remains of plants and animals that lived long ago.</li> </ul>	<ul style="list-style-type: none"> <li>-To join different materials and explore different textures.</li> <li>-To design and make a dinosaur trap.</li> <li>-To perform stories with others.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</li> <li>-A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</li> </ul>	<ul style="list-style-type: none"> <li>-To use the arrow keys on the keyboard to move around the screen.</li> <li>-Internet safety</li> <li>-To draw and type text using a simple programme</li> </ul>
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