

**Year group: Reception Term: Spring 1**

**Focus Materials and their properties**

**Key Vocabulary:**

Winter, winter clothes, frozen, melting, solid, liquid, hibernation, nocturnal, animal names

Materials – hard, soft, rough, smooth, spiky, rigid, stretchy, shiny, dull, texture, wet, dry, waterproof, transparent,

Hot, cold, warm, runny, melt, liquid, dissolve, ice, frozen, freezing

Wood, metal, plastic, fabric, wool, magnetic

**Personal, Social and Emotional Development:**

Show **resilience** and **perseverance** in the face of challenge. Children develop problem solving skills by talking through how to resolve a problem, based on own experiences and stories. Build resilience by showing that making mistakes is part of learning

Build constructive and respectful **relationships** focusing on kindness towards others, helping each other and listening and supporting their peers

Identify and moderate their own **feelings** socially and emotionally. Talk about how others might feel in particular scenarios.

Think about the perspective of others.

Start to explain to others how they are feeling and how they deal with their feelings.

**RE: as theologians, we will:**

Know and understand through the topic of Local Church-Community

- What a celebration is–Explore
- How the parish family celebrate –Reveal

Know and understand through the topic of Eucharist-Relating

- How and why people gather together – Explore
- The joy of gathering together to celebrate Mass-Reveal

Acquire the skills of assimilation, celebration and application of the above-Respond.

**Expressive Arts and Design**

Explore, use and refine a variety of artistic effects (drawing, collage, print) to express their ideas and feelings. Printing using different materials and textures. Explore natural materials to create a collage using different materials and textures

Construct with a wide range of materials and explore different joining techniques

Return to and build on their previous learning to refine ideas.

Encourage children to notice features in the natural world defining colours, shapes and textures.

Explore materials to make different musical instruments.

Develop story lines in their pretend play using puppets from The Three Little Pigs.

Charanga Everyone! - explore family, friends, people and music from around the world.

Listen and Respond. Explore and create using voices and instruments. Singing nursery rhymes and action songs. Share and Perform

**BIG Question: Material differences**

**What do you think the material can be used for?**

**Practise at Home:**

Letter formation

Reading books, letter sound recognition and key words

Make a scene of a well-known traditional tale

**Physical Development**

Revise and refine fundamental movement skills of jumping, running, moving in different directions and pathways, awareness of space balance and following instructions.

Develop body strength, co-ordination, balance and agility to engage in PE sessions of Dance Three Little Pigs, (create and perform a dance phrase) and Games 1 (develop and refine a range of ball skills, including bounce and pass)

Develop small motor skills so that they can use a range of tools competently, safely and confidently

Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

**Communication and Language**

To answer questions relating to 'who', 'where', and 'when' moving onto 'why'.

Learn rhymes, repeated refrains in stories, poems and songs.

Learn new vocabulary and use new vocabulary through the day. Vocabulary related to topic. Use picture cue cards to talk about an object/event. Model words and phrases. Review taught vocabulary in different contexts.

Describe events in detail articulating ideas and thoughts in well-formed sentences i.e. personal experiences, sharing information about themselves.

Connect one idea or action using a range of connectives. Use sequencing words and sentence starters. See Pie Corbett actions.

Continue to develop and reinforce social phrases. Model talk routines e.g. How to greet each other on arriving to school

Use talk to work out problems (link with PSE). Model problem solving words/phrases 'so that', 'because', 'I think it's', 'you could', 'it might be'.

Develop a passion for reading/books. Engage in story times. 5 a day stories. Favourite book choices. Book corner. Model reading showing that print has meaning and we read left to right, top to bottom, point to words as we read, name different parts of a book.

Retell a story-see T4W imitate, innovate and invent based on The Gingerbread Man. Story maps and sequencing. Talk about plot and main problem and resolution in the story. Practise conversations between characters. Identify and describe the main characters in the story, and talk about their feelings, actions

**Mathematics**

Unit 7 Numbers to 10

Recognise, represent and manipulate numbers to 10

Unit 8 Comparing numbers within 10

Compare groups of objects up to 10, using the key vocabulary of more, fewer and less than.

Unit 9 Addition to 10

Combine two groups to find a whole up to 10

Unit 10 Measure

Measuring weight and size through investigation



**Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:**

Winter walks, observations and scavenger hunts looking for signs of winter. Building houses using different materials

**Key texts**

Lost and Found

Non-fiction- winter

Instructions-How to make a bird feeder

The Gingerbread Man

**Literacy**

Following RWI programme:-

Read individual letters by saying the sounds for them  
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them. Start set 2 sounds

Read a few common exception words. Red words taken home.

Read simple phrases and sentences made up of words with known letter-sound correspondences and learnt exception words (RWI book bag books) Re-read these books to build up confidence in word reading and fluency and understanding and enjoyment of the story.

Writing:-

Form lower case letters and capital letters correctly using memorable phrases from RWI

Spell words following RWI programme. Identify the sounds and then write the sounds

Orally say and memorise a sentence before having a go at writing it. Write lists, letters, facts, story sequences, captions, character descriptions, wanted posters, labels.

Model how to read and re-read writing to check it makes sense.

**Knowledge and Understanding of the World**

Understand the effect of changing seasons on the natural world around them. Draw attention to weather and seasonal features in winter. Observe how animals behave differently as the seasons change and how it effects what we wear.

Recognise some environments that are different from the one in which they live, with a focus on Antarctica.

Explore the natural world around them focusing on materials and their properties. Observe and interact with natural processes such as ice melting, a sound causing vibration, light travelling through a transparent material, a magnet attracting an object and floating and sinking.