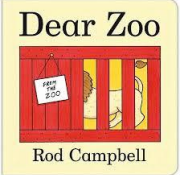




Reception – Learning Overview Spring Term

Topic: Where the Wild Things Are

PRIME AREAS	
Communication and Language Listening, Attention and Understanding and Speaking Continue to provide varied opportunities for children to: - listen attentively and respond to what they hear with relevant questions, comments and actions - hold conversations with their peers and adults - participate in small group, class and one to one discussions, offering their own ideas using recently introduced vocabulary - offer explanations for why things might happen using recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses	
Personal, Social and Emotional Development Self-regulation, Managing Self and Building Relationships Continue to support children to develop personal, social and emotional skills so that they: - have an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly - are able to work towards simple goals and are able to wait for what they want and control their immediate impulses - are confident to try new activities and show independence, resilience and perseverance when facing challenges - are able to manage their own basic hygiene and personal needs and understand the importance of healthy food choices - work and play cooperatively and take turns with others - show sensitivity to their own and others' needs	Physical Development Gross Motor Skills and Fine Motor Skills - Progress towards a more fluent style of moving, with developing control and grace Continue to develop their fine motor skills through - using a range of tools,; pencils, paintbrushes, scissors, knives, forks and spoons Provide varied opportunities for children to develop their core muscle strength through so that they can achieve a good posture when sitting at a table or on the floor. Safely use a range of large and small apparatus indoors and outdoors. Continue to develop overall body strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: - kicking - catching - throwing Play themed games and activities to enhance the development of skills Refine ability to use equipment to challenge and aid travel techniques.

	Further develop their skills they need to manage the school day successfully: • lining up and queuing • mealtimes
SPECIFIC AREAS	
Literacy Read Write Inc/Spelling • Learn Set 1 special friends- ch, sh, th, ck, qu, ng, nk, ff, ll, zz, ff • Blend sounds independently to read words • Begin to read red words • Begin to spell words using sounds they already know using Fred Fingers Handwriting • Develop their small motor skills so that they can use a range of tools (paintbrushes, pencils, scissors, knives, forks and spoons) competently, safely and confidently • Use their core muscle strength to achieve a good posture when sitting • Form lower case letters correctly when writing Composition • Learn and use new vocabulary • Articulate their ideas and thoughts in well formed sentences • Describe some events in detail • Begin to write short sentences Reading Comprehension • Compare and contrast characters from stories • Re-tell stories in their own words as well as using some repetition from the learnt text • Listen to and talk about non-fiction • Develop storylines in their pretend play	Maths Count beyond 10 Link numerals to cardinal number value Compare numbers Understand one more and one less and understand the relationship between consecutive numbers Explore the composition of numbers to 10 Solve real world mathematical problems Begin to describe a sequence of events using first, then etc. Subitise to 10 Begin to learn number bonds to 5 and 10 Compare length, weight and capacity Make comparisons between objects relating to size, length, weight and capacity Talk about and explore 3D shapes Find 2D shapes within 3D shapes  

Understanding the World Explore the natural world around them. Describe what they see, hear and feel. Recognise some environments that are different from the one we live in. Understand the effect of changing seasons on the natural world around them. Living things and their habitats • Explore animals in the surrounding natural environment • Explore animals in contrasting natural environments Materials, including changing materials • Observe, measure and record how materials change when heated and cooled • Compare how materials change over time in different conditions Chinese New Year Recognise that people have different beliefs and celebrate special themes in different ways People who help us Name and describe people who are familiar to them such as: • Hairdressers • police • fire service • nurses/doctors • vet	Expressive Arts and Design Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their ideas. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.
COMPUTING Learn to close a tab on the browser when finished and choose another game/activity. Learn to close the web browser when finished. Use a paint app to make marks on the screen. Understand that a floor robot can be controlled by inputting an instruction or sequence of instructions. 	MUSIC (This Is Music)  Revisiting & building on activities used in previous unit of learning (This Is Me).

Online Safety - Tell a grown-up if something worrying or unexpected pops up on the screen.	Exploring, responding to & assessing understanding of Fast / Slow (Tempo) sounds, through a range of interactive vocal, movement, instrumental & paper activities. Exploring, responding to & assessing understanding of Long / Short (Duration) sounds, through a range of interactive; vocal, movement, instrumental & paper activities. Learning about, recognising & assessing understanding of Sung / Spoken voices (Timbre), through a range of interactive; vocal & paper activities. Learning how an individual song (I like Music) can be performed in different ways & styles (Genres) through a range of interactive vocal, movement, instrumental & paper activities. Learning about, recognising & responding to different voices, sounds, instruments & groupings (Timbre / Texture) that are used in performances of (I Like Music) through a range of interactive vocal, movement, instrumental & paper activities. Introducing a new number song; counting (1 – 10) in French during Spring Term 1 & counting (1 – 10) in German during Spring Term 2. Cross linking age-appropriate musical activities where possible to other area of the curriculum being studied in this unit.
---	--