Reception - Term 5 and 6

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| **Topic Title – Our Wonderful World****This term we will be learning all about our world, animals of the world and how to care for the planet. We will be refining the skills previously learnt in Reception and applying them to all areas of our learning with greater indepedendence. We are working toward our Early Learning Goals.**  |
| **Effective Learning Skills:**The Characteristics of Effective Learning within the Early Years focus on three key elements: engagement, motivation and thinking. The Characteristics of Effective Learning describe behaviours children use in order to learn. When learning well. children approach opportunities with curiosty, energy and enthusiasm. Effective learning should be meaningful to a child so that they are able to use what they have learnt and apply it in new sitatutions. This is why a play based curriculum is so positive for the children as this is when they can explore and use these skills independently. ***The characteristics are:*****Playing and exploring**- Finding out and exploring.- Using what they know in play.- Being willing to have a go.**Active learning** - Being involved and concentrating.- Perservering.- Achieving what they set out to do.**Creating and thinking critically**- Having their own ideas.- Using what they already know to learn new things.- Choosing and find new ways to do things. | **Our World**Whilst meeting the skills outline in this document, we will be focusing on our topic of ‘Our Wonderful World’ across Term 5 and 6. Lots of the learning we do will be focused on this and we will carry out learning linked to the topic. There will also be lots of opportunities for child-led learning and our interests will be taken into account in the planning of the environment. We will be learning through high quality texts, exciting ‘hooks’ throughout the week so bring our learning to life and through many experiences and new opportunities all throughout the term.**Our ‘stunning start’**Visit to the wildlife garden for pond dipping! **Our ‘marvellous middle’**Arrival of a penguin, a suitcase and a letter frozen in ice! **Our ‘fabulous finish’**Beach Extravaganza  | **Communication and Language** **Context:**We will be talking about our planet and how to care for it. We will be maintaining the friendships in our class and expressing our feelings about moving into the next year group.We will meet the skills below through having daily conversations with adults and peers, when using the carefully planned environment and during circle times where we discuss a range of topics. **Key Skills:****Listening and Attention**- Hold conversation when engaged in back and forth exchanges with their teachers and peers.- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. **Speaking**- Express their ideas, feelings and experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. - Retell a story (some as exact repetition and some in their own words) once they have developed a deep understanding of the text.- Use new vocabulary in different contexts. |
| **Physical Development** **Context:** We will be continuing to strengthen the muscles in our body that are needed for many important skills such as sitting and writing, especially for our transition to Year 1.We will meet the skills below when using the carefully planned environment, when exploring learning throughout the day and when taking part in swimming lessons.**Key Skills:****Gross Motor Skills**- Demonstrate strength, balance and co-ordination when playing. - Move energetically (including: running, jumping, dancing, hopping, skipping, climbing).- Be able to negotiate space and obstacles safely, with consideration for themselves and others. Fine Motor Skills- Begin to show accuracy and care when drawing. - Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. - Use a range of small tools (including scissors, paint brushes, mark making tools and cutlery).  | **Personal, Social and Emotional Development** **Context:**We will be talking about how to look after our planet. During our learning, we will take more time and care over what we are doing and return to learning across a few sessions. We will meet the skills below during daily conversations with others, through using the carefully planned environment and when taking part in the routines of the day.**Key Skills:****Self-Regulation** - Be able to give focused attention to what the teacher says, responding appropriately even when engaged in activity and shows an ability to follow instructions involving several ideas or actions. - Set and work towards simple goals, wait for what they want and control their immediate impulses when appropriate. - Shows an understanding of their own feelings and those of others and is beginning to regulate their behaviour accordingly. **Managing Self**- Be confident to try new activities and shows independence, resilience and perseverance in the face of challenge. - Can explain the reasons for rules, knows right from wrong and tries to behave accordingly. - Manage their own basic needs, including dressing and going to the toilet and understands the important of healthy food choices. **Building Relationships** - Form positive attachments to adults and friendships with peers.- Show sensitivity to their own and to other’s needs. - Work and play co-operatively and take turns with others.  | **Literacy** **Context:**We will be writing fact files and stories in our focussed writing groups. We will be reading and writing sentences using the phonics knowledge we have. We will be revising Phase 3 phonics, following the ‘Little Wandle’ programme.We will meet the skills below when using the carefully planned environment, when taking part in focussed writing sessions, when drawing and writing independently in our learning time, when exploring using a range of mark making tools both inside and outside and when taking part in our daily phonics sessions.**Key skills:****Comprehension** - Anticipate, where appropriate, key events in stories. - Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading** - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - Read words consistent with their phonic knowledge by sound-blending. - Say a sound for each letter in the alphabet and at least 10 digraphs. **Writing**- Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write recognisable letters, most of which are correctly formed. - Write simple phrases and sentences that can be read by others.   |
| **Mathematics** **Context:**We will be learning how to double numbers. We will be sharing and grouping objects equally. We will be exploring odd and even numbers and looking at patterns and relationships between numbers. We will meet the skills below when using the carefully planned environment, when taking part in daily maths sessions and when exploring number and pattern in the environment. **Key skills:****Number**- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts. - Have a deep understanding of number to 10, including the composition of each number. - Subitise up to 5. **Numerical Pattern**- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Be able to explore and represent patterns within numbers up to 10, including odd and even numbers, double facts and how quantities can be distributed equally. - Verbally count beyond 20, recognising the pattern or the counting system.   | **Understanding the World****Context:**We will be talking about the world around us. We will be exploring the wildlife garden, pond dipping for creatures, taking care of nature and comparing life in this country to others around the world. We will be exploring the use of maps. We will meet the skills below when using the carefully planned environment, when taking part in circle time sessions, when talking to others about our families and when exploring the wildlife garden at school.**Key Skills:****Past and Present**- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Talk about the lives of the people around them and their roles in society. - Shows an understanding of the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture and Communities**- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps. **The Natural World**- Explore the natural world around them, making observations and drawing pictures of animals and plants. - Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  | **Expressive Arts and Design** **Context –** We will be refining our skills in using a range of tools (paintbrushes, pencils, crayons etc) through creating art pieces of the natural world and our planet. We will be learning key songs and rhymes linked to our topic. We will be exploring role play and acting alongside our peers, using props to retell stories. We will meet the skills below when using the carefully planned environment, when drawing, when exploring using a range of mark making and creative tools and when using the role play area. **Key skills:****Creating with Materials** - Make use of props and materials when role playing characters in narratives and stories. - Safely use and explore a variety of materials, tools, techniques and experiment with colour, design, texture, form and function. - Share their creations, explaining the process they have used.**Being Imaginative and Expressive**- Invent, adapt and recount narratives and stories with peers and their teachers. - Perform songs, rhymes, poems and stories with others and, when appropriate, tries to move in time with music. - Sing a range of well-known nursery rhymes and songs. |