Reception - Term 5 and 6

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| **Topic Title – To Infinity and Beyond!**  **This term we are going to be exploring our Planet! We will be learning about different countries, cultures and animals as we travel around the globe: We will also be learning how to look after our planet! To finish, we will be blasting off into space to prepare ourselves for year 1!** | | |
| **Communication and Language**  **Context** –In this area of learning we will focus on **u**sing language to imagine and recreate roles and experiences in play situations; introducing storylines or narrative into their play;  Responding to instructions involving a two-part sequence; Learning and retelling nonsense rhymes & jokes (understanding humour); Following a story without pictures or props; Extending attention & concentration.  **Key Skills:**  **Listening and Attention**  Listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Make comments about what I have heard and ask questions to clarify my understanding  Hold conversation when engaged in back and forth exchanges with my teacher and peer.  **Speaking**  Participate in small group, class, and 1:1 discussions offering my own ideas using recently introduced vocabulary.  Offer explanations for why things might happen making use of recently introduce vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express my ideas and feelings about my experience using full sentences including use of past, present and future tenses and making use of conjunctions with modelling and support from my teacher. | **Physical Development**  **Context –** In this area of learning we will focus onusing a wide range of fine and gross motor equipment; Learning movements and actions to music/rhyme/ rhythm; Self care– hand washing/toileting/dressing outer wear; Letter Formation: gross motor, fine motor ,pencil grip, initial sounds, CVC words, simple caption/sentences.  **Key Skills:**  **Gross Motor Skills**  Negotiate space and obstacles safely with consideration for myself and others.  Demonstrate strength, balance and co-ordination when playing.  Move energetically such as running, jumping, dancing, hopping, skipping and climbing.  **Fine Motor Skills**  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, paintbrushes and cutlery.  Begin to show accuracy and care when drawing. | **Personal, Social and Emotional Development**  **Context** – In this area of learning we will focus onrecognising & expressing own feelings coherently; Responding to the needs and feelings of others; Knowing how to keep myself healthy; Transitioning to Year 1  **Key Skills:**  **Self-Regulation**  Show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly.  Set and work towards simple goals being able to wait for what I want and control my immediate impulses when appropriate.  Give focussed attention to what the teacher says responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas and actions.  **Managing Self**  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong, and try to behave accordingly.  Manage my own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.  **Building Relationships**  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to my own and other’s needs. |
| **Literacy**  **Context –**  **Reading:** Learning Phase 4 and 5 sounds  **Writing:** Non -fiction focus (recount or instructions), Captions/Simple Sentences, Story Writing  **Key skills:**  **Comprehension**  Demonstrate understanding of what has been read by retelling stories and narratives using my own words and recently introduced vocabulary.  Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  **Word Reading**  Say a sound for each letter in the alphabet and at least 10 digraphs.  Read word consistent with my phonic knowledge by sound blending.  Read aloud simple sentences and books that are consistent with my phonic knowledge including some common exception words.  **Writing**  Write recognisable letters most of which are correctly formed.  Spell words by identifying words in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others. | **Mathematics**  **Context –**  In this area of learning we will focus on making Simple Patterns, Exploring More Complex Patterns, Adding More, Taking Away, Counting to 20, Doubling, Halving & Sharing, Odds and Evens  Length, Height and Distance, Weight, Capacity  **Key skills**  **Number**  Have a deep understanding of number to 10 including the composition of each number.  Subitise (recognise quantities without counting) up to 5.  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 double facts.  **Numerical Patterns**  Verbally count beyond 20, recognising the pattern of the counting system.  Compare quantities up to 10 in different contexts recognising when one quantity is greater than, less than, or the same as the other quantity.  Explore and represent pattern within numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly. | **Understanding the World**  **Key Skills:**  **Past and Present**  Talk about the lives of the people around me and their roles in society.  Know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  **People, Culture and Communities**  Describe my 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 my 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 me making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around me and contrasting environments drawing on my experiences and what has been read in class.  Understand some important processes and changes in the natural world around me including the seasons and changing states of matter. |
| **Expressive Arts and Design**  **Context –** In this area of learning we will focus on **s**culpture; Joining materials; Using malleable materials to createsimple models; Using tools to affect change to materials.  **Key skills:**  **Creating with Materials**  Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.  Share my creations explaining the process I have used.  Make use of props and materials when roleplaying characters in narratives and stories.  **Being Imaginative and Expressive**  Invent, adapt, and recount narratives and stories with peers and my teacher.  Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. | **Stunning start-**  **Starting Swimming**  **Marvellous middle:**  **Pirates Arrive!**  **Fabulous finish:**  **Trip to the Beach** | **PSHE:**  **Healthy Me:**   * Know what the word ‘healthy’ means * Know some things that they need to do to keep healthy * Know the names for some parts of their body * Know when and how to wash their hands * properly * Know how to say no to strangers * Know that they need to exercise to keep healthy * Know how to help themselves go to sleep and that sleep is good for them * Know what to do if they get lost   **Relationships:**   * Know what a family is * Know that different people in a family have different responsibilities (jobs) * Know some of the characteristics of healthy and safe friendships * Know that friends sometimes fall out * Know some ways to mend a friendship * Know that unkind words can never be taken back and they can hurt * Know how to use Jigsaw’s Calm Me to help when feeling angry * Know some reasons why others get angry   Enhancement: Transition to new year group, managing change and building relationships with the new teacher |