Reception - Term 3 and 4

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| **Topic Title – Helping Hands and Once Upon a Time**  **This term we will be learning all about our community, people who help us and our local environment. We will be learning about how to keep ourselves healthy through everyday routines both at home and at school. We will be looking at jobs in our community and meeting some key workers and people who help us.  In our fourth topic, we will be reading and retelling traditional tales. We will be developing our story telling skills through Talk 4 Writing.** | | |
| **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. | **Helping Hands Once Upon a Time**  Whilst meeting the skills outline in this document, we will be focusing on two topics across Term 3 and 4. 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.  **Experiences this term:**   * Dress up day * Visits from emergency workers * Eggciting delivery (shh… this is a surprise)! | **Communication and Language**  **Context:**  We will be talking about our community, people who are signigicant and the world around us.  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**  - Learn new vocabulary through the day.  - Engage in story times.  - Listen to and talk about stories to build familiarity and understanding.  - Listen carefully to rhymes and songs.  - Learns rhymes, poems and songs.  - Engage in non-fiction books.  - Hold conversation when engaged in back and forth exchanges with their teacher and peers.  - Make comments about what they have heard and begin to ask relevant questions.  - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  **Speaking**  - Ask questions to find out more and to check they understand what has been said to them.  - Use well-formed sentences to articulate their ideas and thoughts.  - Describe events in some detail.  - Use talk to organise thinking and activities and begin to use talk to work out problems.  - Use talk to explain how things work and begin to explain why things might happen.  - Develop and use social phrases.  - 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.  - Begin to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  - Begin to participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. |
| **Physical Development**  **Context:**  We will be developing and strengthening the muscles in our body that are needed for many important skills such as sitting and writing.  We will meet the skills below when using the carefully planned environment, when exploring learning throughout the day and when taking part in PE sessions.  **Key Skills:**  **Gross Motor Skills**  - Develop overall body strength, balance, co-ordination and agility needed to engage in P.E. lessons.  - Use their core muscle strength to achieve good posture when sitting on the floor and on a chair at a table.  - Develop and refine fundamental movement skills that they have already acquired (including:rolling, crawling, walking, jumping, running, hopping, skipping, climbing)  - Progress towards a more fluent style of moving and develop control and grace.  - Combine different movements with ease and fluency.  - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.  - Further develop and refine a range of ball skills (including: throwing, catching, kicking, passing, batting, aiming)  - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  **Fine Motor Skills**  - develop their small motor skills so that they can use a range of tools safely and confidently.  - use a range of small tools (including scissors, mark making tools, tweezers, cutlery etc).  - develop the foundations of a handwriting style which is fast, accurate and efficient.  - begin to show accuracy when drawing. | **Personal, Social and Emotional Development**  **Context:**  We will be talking about our local community and how it helps us to be who we are. We will talking about and sequencing healthcare routines such as toileting, washing our hands and getting changed independently.  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**  - Express their feelings.  - Identify their own feelings and moderate their feelings socially and emotionally.  - Consider the feelings of others.  - Begin to set and work towards simple goals, is able to wait for what they want and control their immediate impulses when appropriate.  - Begin to show an understanding of their own feelings and those of others, and is beginning to regulate their behaviour accordingly.  **Managing Self**  - See themselves as a valuable individual.  - Show resilience and perseverance in the face of challenge.  - Manage their own needs around personal hygiene including dressing and using the toilet.  - Understand the importance of healthy food choices.  - Know and talk about the different factors that support their overall health and wellbeing (including: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, saving a good sleep routine, being a safe pedestrian).  **Building Relationships**  - Build constructive and respectful relationships.  - Think about the perspective of others.  - Form positive attachments to adults and peers.  - Play co-operatively with others.  - Take turns with others. | **Literacy**  **Context:**  We will be sequencing healthcare routines and start learning how to write stories based on fairytales. We will be revising Phase 2 phonics and learning Phase 3 following the ‘Little Wandle’ scheme.  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**  - Re-read books to build up their confidence in word reading, fluency and understanding.  - Anticipate, where appropriate, key events in stories.  - Begin to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  **Word Reading**  - Read individual letters by saying sounds for them.  - Blend sounds into words so they can read short words made up of known letter sound correspondences.  - Read a few common exception words matched to Little Wandle programme.  - Can read some letter groups that each represent one sound and say the sounds for them.  - Read simple phrases and sentences made up of words with known letter-sound correspondences.  - Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.  **Writing**  - Form lower case letters correctly.  - Form capital letters correctly.  - Spell words by identifying the sounds and then writing the sound with letters.  - Write labels and short captions with words with known sound-letter correspondences.  - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  - Begin to re-read what they have written to check that it makes sense.  - Begin to spell words by identifying sounds in them and representing the sounds with a letter or letters. |
| **Mathematics**  **Context:**  We will be exploring number, pattern and shape during independent learning time. We will be learning about composition of number, comparing amounts and combining two amounts.  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**  - Subitise within 5.  - Count objects, actions and sounds.  - Link the number symbol (numeral) with its cardinal number value.  - Count beyond 10.  - Understand the ‘one more/one less’ relationship between consecutive numbers.  - Compare numbers.  - Explore the composition of numbers to 10.  - Automatically recall number bonds for numbers 0-5.  - Begin to have a deeper understanding of number to 10, including the composition of each number.  **Numerical Pattern**  - Select, rotate and manipulate shapes.  - Investigates composing and decomposing shapes and recognise a shape can have other shapes within it, just as numbers can.  - Explore length, weight and capacity.  - Continue, copy and create repeating patterns.  - Begin to explore and represent patterns within numbers up to 10.  - Verbally count to 20 and beyond. | **Understanding the World**  **Context:**  We will be learning about our local area, community and people’s roles in society. We will be reading stories that have a variety of characters in and will be comparing them. We will be meeting people who help us and asking them questions to find out more.  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 community and people in society.  **Key Skills:**  **Past and Present**  - Comment on images of familiar situations in the past.  - Talk about the lives of people around them and their role in society.  - Compare and contrast characters from stories, including figures from the past.  - Begin to know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.  - Begin to show an understanding of the past through settings, characters and events encountered in books read in class and storytelling.  **People, Culture and Communities**  - Understand that some places are special to members of their community.  - Know some similarities and differences between different religions and cultural communities in this country.  - Recognise that people have different beliefs and celebrates special times in different ways.  - Begin to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  **The Natural World**  - Explore the natural world around them.  - Describe what they can see, hear and feel whilst outside.  - Recognise some environments that are different to the one in which they live.  - Understand the effect of changing seasons in the natural world around them.  - Begin to explore the natural world around them through making observations.  - Begin to understand some important processes and changes in the natural world around them, including seasons and states of matter. | **Expressive Arts and Design**  **Context –**  We will be learning how to safely use a range of tools (paintbrushes, pencils, crayons etc) through creating art pieces. We will be learning key songs and rhymes linked to our topic. We will be exploring role play and acting alongside our peers. We will be using props to retell stories.  We will meet the skills below when using the carefully planned environment, when drawing ourselves and our family, when exploring using a range of mark making and creative tools and when using the role play area.  **Key skills:**  **Creating with Materials**  - Explore and use a variety of artistic effects to express their ideas and feelings.  - Create collaboratively, sharing ideas, resources and skills.  - Make use of props and materials when role playing characters in narratives and stories.  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  - Share their creations, explaining the process they have used.  **Being Imaginative and Expressive**  - Listen attentively, moves to and talks about music, expressing their feelings and responses.  - 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.  - Develop storylines in their pretend play.  - Explore and engage in music making and dance, performing solo or in groups.  - Sing a range of well-known nursery rhymes and songs. |