Reception - Term 3 and 4

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| **Topic Title – ‘Once upon a time’** **We will be diving into our favourite fairy tales and stories this term! We will be exploring how to tell and retell stories, using our talk for writing skills to create story maps as well as writing our own! We will be learning how to read with expression, and looking at ways we can make changes to our stories.** |
| **Communication and Language** **Context:****In this area of learning we will focus on retelling stories and rhymes. We will be focusing on speaking infront of others in small groups and using more complex sentences to explain an event.** **Key Skills:**Listening and AttentionListen carefully to rhymes and songs paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books.Listen to and talk about selected non-fiction to Develop a deep familiarity with new knowledge and vocabulary. SpeakingUse new vocabulary in different contexts. Retell the story once I have developed a deep familiarity with the text, some as exact repetition and some in my own words. Connect one idea or action with another, using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen.  | **Physical Development** **Context:** **In this area of learning we will be focusing on gross motor skills such as kicking, throwing, catching and passing. We will also be working on teams games and moving confidently in and around an open space.** **Key Skills**Gross Motor skillsFurther developing and refining a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and can talk about the different factors that support my overall health and wellbeing; regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. Further developing the skills I need to manage the school day successfully; lining up and queuing, mealtimes, personal hygiene. **Fine Motor skills** Developing the foundations of a handwriting style, which is fast, accurate and efficient.Developing my small motor skills so that use a range of tools, competently, safely and confidently. For examples pencils for drawing and writing, paint brushes, scissors, knives, forks and spoons.  | **Persoanl, Soclal and Emotional Development** **Context:****In this area of learning we will be learning to understand our emotions and recognise the emotions of others. We will be developing pesereverce when completing challenges and focusing on developing relationships.** **Key Skills:****Self-Regulation** Expressing feelings and considering the feelings of others. Identifying my own feelings socially and emotionally. Managing my own needs.**Managing Self**Recognise myself as a valuable individual.Showing resilience and perseverance in the face of challenge. **Building Relationships** Building constructive and respectful relationships.Thinking about the perspective of others. |
| **Literacy** **Context:****In this area of learning we will be focusing on Phase 2 and 3 Phonics and applying sound knowledge to reading simple words and phrases independently.** **There will be a focus on sentence writing and sequencing stories.** **Key skills:****Comprehension** Re-read books to build up confidence, fluency, understanding and enjoyment.**Word Reading** Read a few common exception words matched to the school’s phonics programme.Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few exception words. **Writing**Form lower case and capital letters correctly. Write short sentences with words with known sounds letter correspondences using a capital letter and full stop. Learn to re-read writing to check that it makes sense. | **Mathematics** **Context:****In this area of learning we will be focusing on;****Making pairs, combining two groups, comparing numbers to 10, number bonds to 10, length and height, time and capacity.** **Key skills:****Number**Understand the one more than/less than relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0 to 10. **Numerical Pattern**Investigate composing and decomposing shapes and recognise that a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity. | **Understanding the World****Context:****In this area of learning we will be looking at, reading and making simple maps. We will be visiting our local church and comparing the similairites and differences between different countries.** **Key Skills:****People, Culture and Communities**Draw information from a simple map. Understand that some places are special to members of our community.  Recognise some similarities and differences between life in this country and life in other countries.**The Natural World**Understanding the effect of changing seasons on the natural world.  |
| **Expressive Arts and Design** **Context: In this area of learning we will be looking at large collaborative construction, painting, making our own playdoh, as well as performing songs, stories dances to our peers.****Creating with Materials** Return to and build on previous learning, refining ideas and developing the ability to represent them. Create collaboratively, sharing ideas, resources and skills. **Being Imaginative and Expressive**Singing in a group or on my own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. | **Stunning start:**Storytelling dress up day**Marvellous middle:** Duckling eggs**Fabulous finish:**Bread making | **PSHE:** **RSHE:** To know how to identify comfortable and uncomfortable feelingsTo know how to describe my feelingsTo know can manage uncomfortable feelingsTo identify ways to keep cleanTo know when it is important to wash my handsTo know how to wash my handsTo know that there are some ways that people can be the same as each otherTo know that there are some ways that people can be different to each otherTo know that everyone should be OK to be themselvesTo have thought about things that I likeTo have thought about things that I dislikeTo have considered how to make a difficult choice, listening to other people’s OpinionsTo know what private meansTo know that some things are done in privateTo know that other people need to be private sometimesTo know the people that are special to meTo know what makes people special to each otherTo know how special people look after each other**Dreams and Goals:** Know what a challenge isKnow that it is important to keep tryingKnow what a goal isKnow how to set goals and work towards themKnow which words are kindKnow some jobs that they might like to dowhen they are olderKnow when they have achieved a goal |