

LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

Prime Areas

Communication and Language:

Listening to a variety of fiction and non-fiction stories and talking about what has been read.

Answering questions about each story or fact.

*Listening to a variety of stories based on friendships, behaviour and working together.

Sharing news and getting to know each other

Take part in tasting and smelling different foods and discuss what they can smell and taste, like and dislike.

Personal, Social and Emotional:

Can play in a group, extending and elaborating play ideas, Initiates play, offering cues to peers to join them.

Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Confident to talk to other children when playing, and will communicate freely about own home and community.

Shows confidence in asking adults for help.

Become aware and follow rules and behavioural expectations in the setting.

Physical Development

How do we look after our bodies – Basic hygiene, brushing our teeth, washing our hands properly.

Undressing and dressing independently for PE.

Moving our bodies in different ways.

Activities focused on fine and gross motor skills to enable us to Use different tools and holding a pencil correctly.

To write name independently and begin to write some letters.

Reception

Miss Rutter
&
Mrs Underwood

Autumn Term

Celebrations/Festivals:

Harvest Festival

European Languages Day

Halloween

Guy Fawkes

Anti-Bullying week

Children in Need

Road Safety week

Christmas

Specific Areas

Literacy:

Writing and recognising their own names.

Introducing letter sounds – Ruth Miskins Read, Write Inc.

Discussing and writing about what makes a good friend.

Writing labels and captions for body parts.

Using magnetic letters to make CVC words beginning to sound out.

Introducing Pie Corbett stories and using actions and repetition to memorise stories.

Maths:

Begin to recognise numerals of personal significance.

Signs number rhymes and counts actions and objects.

Counting to and beyond 10.

Begins to estimate and subitise (seeing the amount without having to count for example: dice).

Play dice games.

Begin to recognise 2d shapes.

Understanding the World:

Look at similarities and differences with their bodies and features eg. eye and hair colour.

Find out about their five senses.

Find out about their family and pets.

Access programs on iPads.

Expressive Arts and Design:

Cooking linked to understanding instructions and following hygiene.

Painting self-portrait pictures, expressive art what can you see, hear, collages, pet pictures.

Singing, dancing and performing

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Prime Areas

Reception

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**Miss Rutter
&
Mrs Underwood**

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 Children in Need
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Personal, Social and Emotional Development :

- *Talking about how the characters felt in the stories.
- *What do they do to help someone? What could they do to make someone feel better?
- *Thinking about others needs and how to take care of things (beanstalk)
- *Thinking about good teamwork and what makes a good team. Give opportunities to play activities that involve team work.

Communication and Language:

- Listening to a variety of Traditional/Fairy Tales and reading some from another perspective. How does the Giant/Wolf feel?
- *Hot seating – retelling stories with props
 - *Answering questions about each story or fact – Understanding how and why questions.
 - *Retelling the stories but also discussing how can the ending be changed. What would you do?
 - * To develop their own narratives and explanations by connecting ideas or events, through questioning and role play.
 - ***Talk for writing – 3 little pigs.**

Physical Development :

- * Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- *Learning how to do gymnastics – roll/balance
- *Continue to practise correct formation of letters.
- *Use outdoor climbing equipment to continue to develop skills.

Reception

Spring 2 2019

Topic: Fairy-tales

Expressive Arts and Design

- *When constructing do it with a purpose in mind – what makes it a good structure – could they do anything differently.
- * Looking at different instruments – which would be best for sounds to accompany fairy-tales.
- *combining different media to create a new effect e.g. gingerbread paint.
- *Dress up clothes – Role play - castle

Stories:

Little Red Riding Hood
The Three Little Pigs
Rapunzel

Literacy :

- Listening and recognising rhyming words, can they write their own?
- *Writing about changing the end of stories – what would their version be?
 - *Retelling stories using features of narrative.
 - *Practise reading new books every week.
 - *Reading and blending new words including tricky words –
 - *Being able to read back what they have written.
 - *To continue to use adjectives, connectives and finger - spaces in their writing.

Mathematics :

- *Using everyday language related to money (pence).
- * Looking at 'less' and making number sentences.
- *Sharing Jacks magic Hen's gold coins with his mother. Can it be done equally? Halving?
- *Counting on recap– Can the children help the wolf count how many pigs went over his bridge?
- *Measuring and comparing length – Rapunzel's hair
- * Subtraction– How many pigs have been eaten by the wolf?

Understanding the World :

- *Use the iPads to annotate work and upload own work to seesaw
- *Making observations of plants and animals – What are the changes? Plant their own Beanstalk
- *Cooking , experiments and changes
- * Coding Caterpillars– Thinking about how to programme them to reach a certain point – can the wolf reach the three little pigs house?



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- *Thinking about others needs and how to take care of things
- *Thinking about good teamwork and what makes a good team. Give opportunities to play activities that involve team work.

Communication and Language :

- *Listening to a variety of fiction and non-fiction books. How does the characters feel?
- *Hot seating – retelling stories with props
- *Answering questions about each story or fact – Understanding how and why questions.
- *Retelling the stories but also discussing how can the ending be changed. What would you do?
- * To develop their own narratives and explanations by connecting ideas or events, through questioning and role play.
- *Talk for writing – Recipe for a story

Physical Development :

- Practising skills showing progression in throwing and aiming – did they reach their target..
- * Travels with confidence and skill around, under, over and through balancing and climbing equipment.
 - *Learning how to do gymnastics – roll/balance
 - *Continue to practise correct formation of letters.

Reception

Spring 1 2019

**Topic:
Child-Led interest:
Space**

Expressive Arts and Design

When constructing do it with a purpose in mind – what makes it a good structure – could they do anything differently.

- * Looking at different instruments
- *combining different media to create a new effect
- *Dress up clothes – Role play - Doctors

Literacy :

- *Listening and recognising rhyming words, can they write their own?
- *Using connectives and adjectives in their writing.
- *Writing shopping lists for recipes.
- *Retelling stories/Writing instructions for recipes using Talk4writing.
- *Practise reading new books every week.
- *Reading and blending new words including tricky words – the, like, they

Mathematics :

- *Using everyday language related to money (pence).
- *Looking at problem solving, position and distance.
- * Looking at 'less' and making number sentences.
- *Capacity – How many spoonful's - Problem solving to make it fair.
- *Practical subtracting– taking away moon rocks.
- *Sharing objects. Can it be done equally? Halving?
- *Counting on – Can the children help the alien count how many spaceships flew past him?

Understanding the World :

- Look at similarities and differences - different animals and planets
- *Use new activities on the IWB listening to instructions and following the rules.
 - *Making observations of plants and animals – What are the changes?
 - *Cooking and changes – making smoothies, sandwiches
 - *Celebrating Chinese New Year – trying different foods