

Maths: Number (40-60m)

Continuing to work on number values to at least 10. Working out/known 1 more for numbers up to 10. Finding the total of 2 groups by counting all of the objects. Using vocabulary related to adding and subtracting.

ELG: Counting reliably with numbers from 1-20. Ordering numbers from 1-20. Knowing 1 more/less than a number up to 20.

EMU, Number of the Day/Week, Numicon, using objects/pictures, dominoes, adding using characters/objects from stories

Literacy: Reading

30-50m: Joining in with/talking about stories – anticipating key events, awareness of story structure, suggesting endings, describing the setting/characters, recalling events.

Recognising familiar words and signs.

40-60m: Blending/reading short words. Linking sounds and letter names to letters.

Continuing a rhyming string/list. Using vocabulary/ phrases from books/stories.

Understanding that information can be gained from books/computers. Beginning to read simple sentences.

Phase 3 phonics, home reading books, Read & Respond, Reading/Book Corner, story times, role-play/small world/puppets relating to traditional stories that we have read, big books.

Maths: Shape, Space and Measure (40-60m)

Time – Ordering events. Using 'time words' (first, next, then, after that, last of all). Measuring short periods of time in simple ways.

Using everyday language to talk about money.

EMU, ordering events from the traditional stories that we have read, Talk for Writing (including 'time words'), role-play: shop, sandtimers, stopwatches/electronic timers

Reception Spring 1: Once Upon a Time

Traditional Stories – the Little Red Hen (T4W), Goldilocks (T4W), the 3 Little Pigs

Author Focus:

Allan Ahlberg, Mick Inkpen

Literacy: Writing (40-60m)

Using clear letters to communicate meaning. Writing our names. Writing short words. Writing labels and captions. Beginning to write simple sentences.

ELG: Using phonic sounds to write words. Writing some 'Tricky' words.

Writing simple sentences that can be read by others and myself.

Daily name-writing practise, learning letter formation through Phonics & Handwriting sessions, writing labels/lists/captions/sentences about traditional stories that we have read (e.g. labelling objects/characters/scenes, retelling the story).

Personal Social and Emotional development (40-60m)

- Self-confidence & self-awareness: Confident to talk about what I feel I am good at.
- Managing feelings & behaviour: Beginning to negotiate and solve problems/conflicts in a positive manner. Understanding how my actions affect others.
- Making relationships: Explaining my own knowledge and understanding. Asking appropriate questions of others.

SEAL/circle times, talking about what I am good at, talking about the conflicts/problems in the traditional stories that we have read, character puppets, small world toys

Understanding the world (30-50m/40-60m)

- People & communities: Talking about different ways of life and similarities/differences between ourselves and others. Sharing my home experiences.
- The world: Talking about why things happen and how things work. Understanding growth, decay and changes over time. Show care and concern for living things and the environment. 40-60m: Asking appropriate questions.
- Technology: Completing simple programs that have been modelled.

For the traditional stories that we have read: Role-play opportunities, how to care for an animal, sequencing animal life cycles, Smartboard/ iPad apps/programs.

Circle times. R.E. (Chinese New Year).

Physical Development (40-60m)

- Moving & handling: Gross motor: Experimenting with different ways of moving. Jumping & landing appropriately. Showing increasing control over objects.
- Moving & handling: Fine motor: Beginning to form recognisable letters
- Health & self-care: Noticing bodily changes during exercise. Recognising the need for a healthy lifestyle. Managing some small/appropriate risks within the setting.

P.E. sessions, Tumble Tots/Wake Up Shake Up sessions, outdoor provision, Handwriting sessions, PD focus day.

Communication, Language and Literacy (40-60m)

- Listening & attention: Maintaining attention for a longer period.
- Understanding: Answering 'why' and 'how' questions. Following a story without needing pictures or prompts.
- Speaking: 30-50m: Speaking in clear, longer sentences. Using the correct tense. Questioning why. 40-60m: Extending vocabulary by grouping and exploring new words. Using language to imagine and develop stories in play. Using talk to clarify my thinking and ideas.

Talk for writing, role-play opportunities relating to the traditional stories that we have read. Talk Partners. check-in/out.

Expressive Art and Design (40-60m)

- Exploring & using media & materials: Manipulating materials to achieve a planned effect. Mixing colours. Creating textures. Using simple tools and techniques competently and appropriately to shape, assemble and join materials.
- Being imaginative: Playing alongside children who are engaged in the same theme. Playing cooperatively as part of a group to introduce and/or act out a narrative. Choosing particular colours for a purpose.

For traditional stories that we have read: role-play opportunities, character puppets, small world toys, painting, drawing, collaging, construction.