

# Reception Spring 1

## How to Care for our World

### Our Learning

This term's Reception planning is based around several Core stories. They will underpin and support the delivery of a language rich curriculum to which the possible lines for development are wide, exciting & numerous. We will continue to follow the children's own lines of enquiry, therefore themes and core books are subject to change.

**PLAY** is how children learn, and how they form a foundation for life in society.

**PLAY** is how children explore discover, fail a succeed, socialize, flourish and thrive.

### Key Dates

- 20th Feb**—Start of term
- 22nd Feb** –EYFS coffee Morning
- 24th Feb**—Spring Disco (FOLPS)
- 2nd March**—World Book Day
- 6th March**—Science Week
- 29th March**—Grandparents Day / Easter Bonnet Parade
- 31st March**—Last day of term finish at 2pm.



improve focus challenge Healthy unhealthy exercise taking turns

? Question answer listen and so but because Who where what how

Move dance rhythm, Fiction non-fiction fact information

Segment, Part-part whole Double Long, wide

Religion Easter Jesus crucifix Past present difference/s, Local, community,

journey, map, senses, touch, taste, sight, smell, hear, environment

equipment materials assemble design Internet website e-safety



Well-being

Community

Wider Life Opportunities

Outdoor Learning

## Phonics

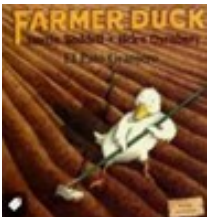
This half term we will be reviewing all that we have looked at so far along our ELS journey and learning our HRSW said, so, have were, out, like some, come, there little, one, do children, love

Our expectation is that you read with your child at least 4 times a week. Please remember to share with us through the reading record when you have read with your child. This can be through the hard copies or through our e-books. The children will receive stickers and certificates as they reach our

## Celebration

At the end of last half term we began to go to celebration assembly with the KS1 children on a Friday. Each Friday, we get to celebrate 2 members of each class. If your child is celebrated within this assembly it is written up in the schools special book, this is kept in the school office for you to go and look at with your child.

## Core Books



## Learning Focus

### Knowledge

PSED: Know some strategies to resolve conflict. Knows a wider range of feelings: scared, excited.

Knows which foods are healthy. Knows that exercise makes the heart beat faster.

CLL: Knows questions require an answer. Knows when it is their turn to speak in a conversation.

PD: Knows that their hands and feet can be used to control a ball. Knows why they should jump safely from a piece of equipment.

L: Knows that a non-fiction book contains facts and information.

M: Knows how to represent amounts to 10 on a 10 frame. Knows some 3D shape names: sphere, cube, cuboid, cone, pyramid

UW: Know some similarities and differences between the past and now. Knows the name of the place they live: town/village. To some features of their local area and that these can be identified on a map. Knows the story of Easter.

EAD: Knows a range of tools and resources to assemble and join. Knows how to use their imagination to create more complex drawings and models.

C: To know what the internet is and when they are on the internet and when they are not (e-safety link)

### Skills

PSED: Can identify a wider range of feelings in others: happy, sad, scared, excited, angry, worried, nervous, joyful. Can talk about ways that skills can be improved and to demonstrate pride in achievements. More confident to tackle new challenges and with encouragement will keep going.

CLL: Can listen in whole school assemblies and recall some of the themes and comments at a later stage. Can switch attention from one task to another.

PD: Sits at a table to write. Holds a pencil in a tripod grip. Use paintbrushes carefully to achieve a particular result and in different ways e.g., dab, brush stroke.

L: Can talk about the main events in the story and predict what might happen. Shows a good understanding of what has been read. Writes CVC words and labels using Phase 2 and 3 phonemes. Writes CVC words and labels using Phase 2 and 3 phonemes.

M: Developing a sense of numbers beyond 5. Uses mathematical language to compare and talk about shape and size.

UW: Look at and make maps of the local area. Describes a journey within the local area. Make observations and drawings of features in their local environment.

EAD: Can combine materials to create different textures. Is beginning to plan a design before starting.

C: Uses the internet to play games and find simple information.

## Forest School

We are currently exploring our vast and exciting school grounds. We will begin to look at our local environment and community.



Well-being

Community

Wider Life Opportunities

Outdoor Learning