

A fairy tale ending...

Reception Spring 2020

M

- Daily use of calendar and singing our days of the week song
- Consolidate understanding and recognition of 0 – 10
- Capacity
- Doubling
- Addition
- Time – ordering events, vocabulary
- Teen numbers
- Weight

In Reception, lots of our learning is based on the **children's interests**, which cannot be planned for the term. This overview shows the development of skills and the knowledge which will be initiated by adults this term.

PD

- PE – travelling, balancing, using equipment safely
- Funky fingers sessions to continue daily – including children's practising their name writing
- Introduce toast to the snack area – children to manage safely and independently
- Developing pencil grip
- Scissor skills development – moving paper
- Safety with sticks
- Woodwork sessions – Introduce new tools and safety procedures, children need to earn their 'safety badge'
- Yoga – learning and developing our poses

PSED

- Introduce 'JONK' – the joy of not knowing. This includes our school values, learning dispositions and 'the learning pit'
- Parts of me
- Develop ideas around behaviour – is Goldilocks really a 'villain'? Thinking about the choices she has made, how could she have made better choices?

UW

- Chinese New Year 25th January – learn about traditions, enhance provision (e.g. Chinese calendar, chopsticks, red envelopes)
- Growing area – make a scarecrow, prepare the area, start growing
- Learn about how plants grow and plant 'magic beans'
- Seasonal – observing winter, discussing the changes in weather
- Computing – Using bee-bots to tinker with, explore the app too. Consolidate iPad rules.

EAD

- Self-service paint – how to mix colour, develop painting skills and access independently
- Junk modelling skills – how best to join, choosing resources for a purpose, having a plan
- Developing a 'loose parts area'
- Music – learning songs sung by the whole school in singing assembly and weekly music sessions
- Home corner – becomes deconstructed role-play, using open-ended resources

CL/L

- Phonics – consolidate learning from phase 2, phase 3
- Phonics workshop – parents attend
- Talk partners – what does a good talk partner look like?
- Book talk – reading traditional tales (Cinderella, the Gingerbread Man, Jack and the Beanstalk)
- Developing sequence of stories e.g. beginning, middle and end
- Developing story-telling language e.g. 'Once Upon a Time', 'happily ever after'
- Story mapping
- Recap villains and heroes in stories

Books

- It's not a stick / box
 - Stanley's Stick
- Traditional tales – e.g. three little pigs, three billy goats gruff, goldilocks and the three bears, little red riding hood, Hansel and Gretel, gingerbread man, Rumpelstiltskin, Jack and the Beanstalk, the Princess and the Pea, the Elves and the Shoemaker, the ugly duckling