

Personal, Social and Emotional Development (Prime Area)

Sharing and taking turns
Resolving conflicts and exploring feelings
Develop a positive self image and confidence

Understanding the world (Specific Area)

Observing environmental changes-Spring to Summer using senses- looking for and describing detail, making observations noticing and discussing similarities and differences. Measuring/observing growth in allotment and beans in jars. Life cycles; frogspawn, butterflies.

Mathematics(Specific Area)

Recite and read numbers to 100, Count in 1s, and 10s to 100 count in 2's Find 1 more/ 1 less. Subtract 2 by counting back. Count and record number of objects to 20 Count on or back 2 or 3 Pairs with a total of 6 or 7 - addition and subtraction. Doubles to double 5 Create and complete repeating patterns with two or three colours/shapes/objects/ actions. Describe cube, cuboid, cylinder, sphere, cone and pyramid. Follow directions. Left and right. Recognise all coins. Very simple addition and subtraction problems involving money. Children will know days of the week and will be able to talk about different times of the day and what we doing at these times.

Expressive art and Design (Specific Area)

Children will use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children will sing songs, make music and dance, and experiment with ways of changing them. They will explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Communication and Language (Prime Area)

Children will express themselves effectively.
Listen and respond to what they hear with relevant comments, questions or actions.
Use language to imagine and recreate roles and experiences in play situations. Reading, retelling, acting out stories:
Link statements and stick to a main theme or intention.
Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
Develop own narratives and explanations by connecting ideas or events.
Weekly show and tell to help build confidence talking to groups

Physical (Prime Area)

Children will show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children will know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully.

Literacy (Specific Area)

Writing labels, captions and questions based around their play
Using fairy tales to study elements of narrative and to help to write own fairy stories.
Phonics-Letters and Sounds : using phonic knowledge to independently write captions, sentences etc in a variety of contexts ,learning to recognise/read high frequency words create rhyming strings,
Daily practise developing correct letter formation.

Reception - Term 3 2019

Topics developed through child-led and individual interests.

Focus on "Things that grow"

The Characteristics of Learning - Playing and Exploring, Active Learning, and Creating and Thinking Critically to support children's learning across all areas

Religious Education

May- celebrating Mary, learning a song for our procession
Pentecost
Baptism
Reciting prayers
Stillness and quietness
Feelings

Values

Children are given many opportunities to air their own views and ideas and are supported by all staff in valuing the views of others. Staff and children collaborate and agree the codes which we all follow: behaviour, tolerance, sharing, kindness and acceptance. Children are again supported by staff in putting these into practise through role play, role-modelling and set objectives. (links with PSE and UW and implicitly embedded in EYFS)