

Personal, Social and Emotional Development (Prime Area)

Sharing and taking turns. Resolving conflicts
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 by planting cress seeds and beans. Life cycles; frogspawn, butterflies.

Mathematics (Specific Area)

Recite and read numbers to 100, Count in 1s, and 10s to 100 count in 2's to 20. Find 1 more/ 1 less than numbers up to 100. Count and record number of objects to 20 and higher. Explore counting objects to 100 by grouping in tens. Understand how larger numbers are made up of tens and ones. Measuring: capacity and length (exploring the language associated with this eg longer, longer, longest, empty, full, half full). Count on and back and record additions and subtractions. Know doubles and halves to 10. Recognise halves and quarters of shapes or objects. Describe and sort 2D and 3D shapes. Know the different units of time and that time can be measured. Use every day language related to time (morning, afternoon, yesterday, tomorrow etc).

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.

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 continue to manage their own basic hygiene and personal needs.

Literacy (Specific Area)

Fairy tales (Snow White, Sleeping beauty, Rumpelstiltskin, Cinderella, Jack and the Beanstalk). Using fairy tales to study elements of narrative, write own fairy stories and character descriptions. Discuss alternative plots. Explore author Eric Carl: *The Tiny Seed*, *The Very Hungry Caterpillar*, *The Very Busy Spider*. Link to understanding the world (what can we learn about plants, animals and how they change?). Non-Fiction how information can be found in non-fiction books. Writing labels, captions and questions eg. create a minibeast leaflet, label a plant.
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, know the names of letters as well as the sounds, read and write two-syllable words and blend longer words. Independently to write sentences that are phonetically plausible
daily practise developing correct letter formation;

Reception - Term 3 2021

Topics developed through child-led and individual interests

Short, teacher-led topics to include: Fairy tales, Keeping Healthy, Mini Beasts.

Religious Education

Pentecost
Reciting and writing prayers
Mary

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, acceptance, and 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)