

Term 5 Plan for Reception.

Understanding the World

Make observations of animals and plants.

Talk about features of their own environment, How they might improve it and how environments vary.

Ask questions about the world.

Talk about past and present events with their families.

Learn about different occupations and ways of life.

Use different computer software, selecting what they need for a particular purpose.

Children will investigate and talk about the creatures that live in the garden. They will make their own observations of butterflies and minibeasts and sort them depending on their features. We will be focusing on butterflies and learning about life cycles and food chains.

Plant a sun flower seed!

Mathematics

Continue to count, recognise and order numbers to 20 and beyond.

Continue to learn the value of number.

Say the number 1 less than a number.

Add and subtract and count on or back to find the answer.

Work out the numbers that add together to make 10 and 20.

Use everyday language related to money / time / weight

Practise our number bonds to 10

Discuss 2D and 3D shapes and their properties

Talk about position

Communication and language/literacy

Use their phonic and tricky word knowledge to write sentences **independently** to enable them to write letters, instructions, stories and diaries.

To learn how to write a variety of 'tricky words' To use their literacy targets; finger spaces, capital letters, full stops, writing on the line.

This term the children will be working hard to develop their independent writing. Each week they will work in groups with an adult for guided reading and writing. They will be encouraged to write independently, in play and for a purpose. They will continue their phonic learning in phonic groups 5x a week. Letter sounds/digraphs learnt each week will be stuck in their phonic book.

On pages 3, 4 and 5 there are examples of the 'expected' level in writing that children are expected to reach by the end of their Reception year. It is required that their writing is independent to ensure they are ready for Year 1

All Creatures Great and Small

The children will be learning

Watch butterflies grow!

Make a clay sculpture

Expressive arts and Design

Discuss how to improve their creative work - how can we make it better?

Junk modelling

Use a variety of materials and techniques Self access the creative, role play and writing area and choose resources appropriately

Represent their own ideas through art and role play

The children will create artwork with inspired by the artist Henri Rousseau, focusing on the art work 'Tiger in a Storm'.

Personal, Social and Emotional Development

Circle Time

Play co-operatively, showing sensitivity and taking turns with others

Confidently share their own ideas and listen to the ideas of others

Follow all the Diamond Rules

Say what activities they are good at and how they can improve.

Continue to come into school independently and put their belongings away.

Physical Development.

Know how to keep safe

Manage their own hygiene - including blowing your nose when you need to!

Know the importance for good health of physical exercise and a healthy diet.

Hop, skip and run confidently.

Transport equipment safely.

Fasten buttons and laces!

Characteristics of effective learning

The adults will encourage children to

- > Maintain focus on an activity for a sustained period of time.
- > Persevere at an activity when they encounter a challenge.
- > Change their strategy if they encounter a difficulty.

PLEASE NOTE

It is really important that your child reads regularly at home - 5/10 minutes per day. Please see your child's class teacher should you need support with reading at home.

Tuesday: PE

Thursday: Library books changed

Special events

23.05.19- Science Morning - plant a sun flower seed

22.05.19 - Flamingo Class Assembly

Throughout all these areas of learning we will be supporting the children to develop their **characteristics of effective learning.**

Here are a few ways you can help in their development at home:

Playing and exploring - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Encourage your child to try new activities and to judge risks for themselves.

Praise your child specifically for the effort they are making and pay more attention to the process rather than the end product.

Active learning - motivation

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Encourage your child to learn together with others.

Encourage them to talk about what they are doing and how they are doing it.

Creating and thinking critically - thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Support your child over time encouraging them to make links with their previous experiences.

Model thinking aloud, talking about what you're doing and why.

Value their questions and their talk.

Examples of children's writing (expected level) at the end of the Reception Year

"Children must use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelled correctly and others are phonetically plausible."

20.3.18 (I)
Planting a seed

- 1 Put the soil in the pot
- 2 make a hole for the seed
- 3 Put the seed in the hole.
- 4 now put the soil on top
- 5 and you can wait now
- 6 At now you can put it in a nice place.

With it grow every day.

(I) Capital letters-

05.03.18 I am learning to write sentences using my literacy targets. (I)



On Friday I built a snow man and her name is Lucy. It is like a isle or outside. I wear gloves hat and scarf and I loved that really.

(I) Capital letters and full stops

07.03.18 I am learning to retell a story. (I)

On a phatlym the air was a old man and the air was a libel old lady who was on the turnips grow and grow until until it was in normis. He pld and pld but in woodnot buy. So he showed to the little