

Terms 3 Plan for Reception.

Understanding the World

Describe special times and events for family and friends.

Understand that there are similarities and differences between themselves, others and among communities.

Understand that information can be retrieved from computers.

The children will learn how to use an iPad to make short films of their versions of stories and to take photos of small world/construction equipment. They will also learn about Chinese New Year, investigating the stories and customs of the festival.

Expressive Arts and Design

Explore the different sounds of instruments.

Continue to build a repertoire of songs.

Create art on a large and small scale.

Combine different media to create new effects.

Construct purposefully using a variety of resources.

Use simple tools competently and adapt work where necessary.

Introduce a storyline into their play.

Play co-operatively as part of a group to develop and act out a narrative.

Create movement in response to music.

The children will develop their imaginations through the use of small world equipment. They will re-enact traditional stories, taking on different roles. They will create their own stories and use percussion instruments and music to add to them. They will have opportunities to create art on a large and small scale and explore materials in two and three dimensions.

Mathematics

Count and recognise numbers to 20 and beyond.

Say the number 1 more and 1 less than a number up to 20 and beyond.

Understand addition and subtraction practically using and understanding the correct vocabulary.

Record using marks they can explain.

Name and describe 2D and 3D shapes.

Use everyday language related to time and money.

The children will continue to practise counting forwards and backwards with particular emphasis on recognition of individual numbers. They will develop their understanding of the concepts of addition and subtraction at their own level. They will then use this knowledge to solve calculation problems. They will learn the names of 3D shapes, how to describe them using mathematical terms. They will learn to use the language of time and money through role play.

Communication and Language/Literacy

Blend and segment sounds and words while continuing to learn single sounds and digraphs (2 letters = 1 sound)

Maintain attention for increasing lengths of time.

Listen to and respond to the ideas of others.

Develop a storyline in their play using a range of tenses as they speak.

Identify the different elements of stories such as the main characters and the sequence of events through a variety of texts (traditional and modern stories).

Give meaning to the marks they make.

Using recognisable letters to communicate meaning.

Write independently for a variety of purposes such as cards, lists, letters, sentences, captions, speech bubbles and labels.

The children will continue their phonic learning in ability groups 4x a week. Letter sounds learnt each week will be stuck in their phonic book each Thursday. Reading books need to be brought to school every day. Children will explore different stories involving heroes and villains. They will look for clues, write lists and speech bubbles, interview characters and re-enact stories. This will help develop their imagination and ability to write their own stories.

Heroes and Villains

The children will be learning to...

Personal, Social and Emotional Development

Circle Time - explore the theme of 'Going for Goals'

Play co-operatively, taking turns with others.

Resolve conflicts with other children e.g. find a compromise.

Be confident to speak to others about their own needs and interests.

Describe themselves in positive terms and talk about abilities.

The children will learn to work together with each other to solve problems and to act out stories. Through 'Circle time' we will explore the theme of 'Going for Goals'. This focuses primarily on the aspect of motivation, encouraging all children's abilities, qualities and strengths to be valued.

Physical Development

Hold a pencil correctly between the first 2 fingers and the thumb with good control.

Handle tools, objects, construction and malleable materials safely and with increasing control.

Experiment with different ways of moving.

Improve control over equipment in PE.

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

The children will continue to develop their fine motor skills through the use of, playdough and plasticine and through the use of a variety of construction equipment. They will also develop their control over small equipment such as balls and quoits. They will learn the importance of a healthy diet and exercise.

PLEASE NOTE

It is really important that your child reads regularly at home, practises their letter sounds and their words.

Wednesday: PE

Thursday: Library books changed

Special Events

Thursday 19th January: Maths workshop (after school)

Thursday 9th February: Theatre trip (The very hungry caterpillar)

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'

Join in the play with your child, fitting in with their ideas without taking over or directing.

Model pretending an object is something else and help them to develop roles and stories.

Active learning - motivation

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

Help your child to choose their activities talking about what they want to do and how they will do it.

Help them to think about their own goals, plan with them and talk about how things went, what worked and what didn't.

Creating and thinking critically - thinking

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

Use the language of thinking and learning with your child: 'think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.'

Encourage open ended thinking – what else is possible?