

## Personal, Social and Emotional Development

We will be...

### Making Relationships:

Setting up a space station and regularly adding props to it with the children to encourage role play and re-enacting what they have seen in their own lives.

Playing parachute games, yard and ring games to encourage collaboration.

### Self Confidence and Self Awareness:

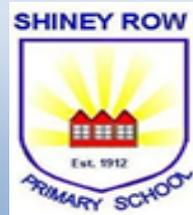
Setting up table top activities relating to all areas of learning to encourage making choices, trying new things and self challenge.

### Managing Feelings and Behaviour:

Looking at emotion photographs to the speaking and listening area and within the talk box to encourage talk about our feelings.

Using circle time and speaking and listening time to explore feelings.

Follow the clear routines/ expectations/ rules in the classroom.



## Reception

### Journeys/Ourselves

### Spring 1st Half Page 1.



## Enhancing Learning

We will be exploring the text 'Whatever Next', which will be the basis of our reading, writing and drama learning.

We are learning about space; the solar system, planet facts and journeys into space.

We are continuing to develop and add to our outside area with a range of small parts and large construction apparatus.

## Physical Development

We will be...

### Moving and Handling:

Correctly throwing and catching skills when outside.

Using outdoor equipment to create obstacle courses to develop our understanding of positional language.

Practising movement skills through PE lessons involving large apparatus.

Practise movement skills through dance sessions based on creating movements to match different cultures and music.

Retelling of stories by adding enhancements to the small world area complete with changeable characters and objects.

### Health and Self Care:

Discuss changes in our bodies during PE and whilst involved in games outside.

## Communication and Language

We will be...

### Listening and Attention:

Participating in our Read, Write Inc. daily activities.

Playing games such as 'Simon Says' and blending and segmenting games to encourage listening and following instructions.

Reading a range of rhyming stories and Pie Corbett and consider the repeated phrases.

Adding the Pie Corbett reading spine selection of books to the Reading corner to encourage independent use of story language.

Enhancing our speaking and listening area and a talk box to encourage conversation between the children developing vocabulary.

Introducing Individual Thinking Time and Talk

Partners.

### Understanding:

Reading Joke books and inventing our own jokes to tell.

Using our knowledge of the Pie Corbett stories retelling them using story maps.

### Speaking:

Encouraging use of talk box and speaking and listening area.

Making use of class discussion times and circle time.

Setting up a word wall for new and interesting vocabulary.

## Literacy

### We will be...

#### Reading:

Sharing the books from the Pie Corbett Reading spine with discussions about characters, story structure and story language. Modelling the language of print.

Adding texts covered to the book corner for independent reading and discussion.

Encouraging the children to have a love of reading and books by developing the book areas and how the children use them.

Reading fact and fiction books in all areas of the room.

Reading and following instructions - in the classroom and creating and making things.

#### Writing:

Encourage mark making and to scribe captions for pictures using children's ideas.

Daily name writing and word writing activities.

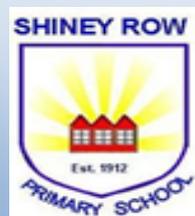
Using shared writing to model writing conventions: own versions of shopping list for cooking activities and instructions in how to make food.

Writing in the Role Play Area: add shopping lists and word cards, note books, price tags.

Using writing equipment to all areas of the environment.

Focusing on writing during Read Write Inc. activities : letters and simple words.

Beginning one-to-one writing activities. Linking to name writing and captions to match pictures.



## Reception

### Journeys/Ourselves

### Spring 1st Half Page 2.



## Understanding the World

### We will be...

#### People and Communities:

Talking about home, family and own experiences during circle time.

Thinking about how our families celebrate events and have specific routines.

Exploring how different cultures celebrate festivals around the world

#### The World:

The study of space and human exploration.

Concentrating on materials used and how they change - life cycles and cooking.

#### Technology:

Using ICT equipment on a daily basis to try a range of software.

## Expressive Arts and Design

#### Exploring and Using Media and Materials:

Encouraging rhythmic movement during dance sessions based on creating movements to match stimulus and music from other countries and cultures.

Singing context related songs, number rhymes, nursery rhymes etc. daily. Use percussion instruments to accompany singing.

Making paintings that look like the object—focusing on detail.

Looking closely at multi cultural paintings and use the stimulus to paint and create own versions of the paintings.

#### Being Imaginative:

Adding props to Role Play Area to encouraging them to work together and add a story line into their play.

## Mathematics

### We will be...

#### Numbers:

Counting of objects daily, using body parts, using movement, in unison etc.

Counting objects in different layouts using both concrete objects, Numicon and the interactive whiteboard.

Singing number rhymes on a daily basis, using pictures and counting prompts.

Playing number games on a daily basis: e.g. hide and seek. What's the time Mr Wolf?

Beginning to consider number formation on a shared and one-to-one basis.

Adding coins plus bags/ purses to the Role Play Area to buy items from the shop.

Adding a baskets for customers to the home corner and cards to show how many items are needed within it.

Introducing simple number lines both shared and one-to-one with puppets to jump along.

Matching numbers to objects.

#### Shape, Space and Measure:

Using positional language to describe where we are at.

Ordering objects by how tall they are or how long they are.

Looking at the routine in the classroom and introducing the clock to say what time it happens.