

Reception Term 2

Fantasy/Adventure

Aspirations

Winter

Cultural Celebrations/Festivals (Diwali/Christmas)

Literacy

MAIN TEXTS to choose from:

- **Peace At Last**
- **How to catch a star**
- **The Three Billy Goats Gruff**
- **My Muslim Faith**
- **My Christian Faith**
- **Fireworks**

Core texts to be taught over three weeks

Language

Listening & Attention:

Can they maintain attention and concentrate upon activities?

Can they sit, still and listen to stories with increased recall?

Can they answer question based on what they have listened to?

Understanding:

Can they follow two part instructions?

Are they able to follow stories without the use of puppets or props?

Are they able to create story maps based on familiar texts?

Speaking:

- Box clever
- Repetitive stories
- Chatterbox sessions for parents with speech and language therapist
- All adults to model good grammar
- Puppets and small world play provided as continuous provision
- Visual prompts for adults to support language development

Writing

- Do they employ a pincer grip when writing/drawing? (PD)
- Are they able to represent letter sounds when writing?
- Can they represent sounds when writing?
- Can they segment and blend sounds together?
- Can they write their name?
- Do they give meaning to the marks they make?

Mark making opportunities to be maximised throughout setting
Hand writing books to be completed daily

Reading (continuous strand)

- Links sounds to letters of the alphabet
- Segments and blends CVC words
- Is able to retell familiar stories
- Spends time reading and exploring a range of texts
- Pinny time to be maximised
- Is able to read words/simple sentences applying their knowledge of phonics

Mathematics

Taken from Maths Mastery – Autumn

<p>3. Numbers within 5 (2 weeks)</p> <p>4. Measure (1 week)</p>	<ul style="list-style-type: none"> • say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 1 to 5 • place numbers 1-5 in order • say which number from 1-5 is one more or one less than a given number <ul style="list-style-type: none"> • use everyday language to talk about size, weight, capacity • estimate, measure, weigh and compare and order objects • compare objects and quantities • solve size problems (i.e. length) • solve weight and capacity problems • recognises the numerals 1-5 • understand the conservation of number
<p>5. Numbers within 10 (3 weeks)</p>	<ul style="list-style-type: none"> • say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 1 to 10 • place numbers 0-10 in order • say which number from 1-10 is one more or one less than a given number • recognise the numerals 0-10 • use ordinal numbers: 1st, 2nd...last • understand the conservation of number • Understand zero
<p>6. Shape and calendar (1 week)</p>	<ul style="list-style-type: none"> • explore characteristics of everyday objects and shapes and use mathematical language to describe them • explore characteristics of everyday objects and shapes (focusing on 2d shapes) • use mathematical language associated with shape • use everyday language to talk about time (days and months) • use ordinal numbers: 1st, 2nd...last
<p>Physical Development</p>	<p><u>Moving & Handling</u></p> <ul style="list-style-type: none"> • Catching and throwing skills • Play-dough disco • Tennis • Continuous provision – hammers, water play investigation pouring and filling • Mark making opportunities outside and inside • <p>Games (Mr Roach PE lessons) Can they balance? Can they travel in different ways? Can they transport equipment safely? Can show increasing control when using one handed equipment? Do they demonstrate control and co-ordination over large motor skills?</p> <p><u>Acquiring and developing skills</u> Evaluating and improving Can they copy actions? Can they repeat actions and skills? Can they move with control and care? Are they able to run with control and co-ordination? Are they able to avoid collisions with others?</p>

	<p>Evaluating and improving Can they talk about what they have done? Can they identify how what skills they can improve? Do they show perseverance when developing a new skill?</p> <p>Health and self-care (ongoing) Can they recognise danger and seeks support of significant adults for help? Can they put on hat, unzip zipper on jacket, and take their jacket? Are they able to observe the effect of physical activity on their bodies? Do they take care of their personal hygiene without prompting?</p>
PSED	<p><u>Making Relationships/ Managing Feelings & Behaviour/Self-confidence and Self-awareness</u></p> <ul style="list-style-type: none"> • Are they sensitive to the needs and feelings of others? • Do they understand the impact of their actions on others? • Do they take steps to resolve issues with other children? • Are they confident to try new activities? • Are they able to speak about themselves in a positive way? • Can they recognise what they need help with and are confident to ask for support? <p>Teachers to see: Jigsaw – Puzzle2 celebrating difference – Foundation 2</p>
Understanding the World	<p><u>People & Communities:</u></p> <p>Do they take an interest in the local area and world around them? Do they have an understanding of the positive differences between themselves and others? Do have a developing understanding of others cultures and traditions? Do they take an interest in occupations? (fire fighters/ emergency services)</p> <p>Characteristics of Effective Learning: Playing and Exploring</p> <p>Engagement Making dens</p> <p>Observing Closely Observing changes to materials (science link) – ice investigations Can they use simple equipment to help them make observations? <i>Challenge</i></p>
Understanding the World	<p><u>People & Communities (RE)</u> Guru Nanak’s Birthday Christmas Spirited Play (Sikh story – The Bowl of Milk and the Jasmine Flower / The Donkey and the Tiger Skin)</p>
Expressive Arts & Design	<p><u>Exploring and Using Media & Materials:</u></p> <p>Can they choose specific colour for a particular purpose? Can they use tools effectively such as paint brushes and scissors? Do they experiment with colour, form and shape? Do their paintings include increasing detail?</p> <p><u>Being Imaginative:</u> Role-play is a continuous strand and links to Literacy throughout the year.</p>

ICT (UW)	<p>Technology: Progress Matters: Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc.</p> <p>Can they program Beebots? Can they use digital cameras? ITASS plans: Self – registration</p> <p>E-Safety – parent workshop</p>
Role-play areas	<ul style="list-style-type: none"> • Shop • Santa’s workshop • Dens – community friendly spaces (outside)
Enrichment	<ul style="list-style-type: none"> • Educational visit- Local Park, local area