

Reception Term 4

Traditional Tales

Adventure

Literacy	<p>MAIN TEXTS to choose from:</p> <ul style="list-style-type: none">- Paws and Claws- Hairy Maclary/ Brown Bear, Brown Bear/ Goldilocks and Three Bears- Easter- Non Fiction- Growing- Non Fiction
Language	<p><u>Listening & Attention:</u></p> <p>Can they sit and listen for long periods of time? Can they have two- channelled attention? Can listen and do for a short span..</p> <p><u>Understanding:</u></p> <p>Are they able to follow a story without pictures/props? Are they able to create story maps based on familiar texts? Do they understand stories and are they able to answer questions based on what they have read or listened to? Can they begin to understand the answer 'why' and 'how' questions about their experiences/ stories? (USING COLOURFUL SEMNANTICS.)</p> <p><u>Speaking:</u> Box clever</p> <ul style="list-style-type: none">• 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• Sign along to be used by trained staff• Nicola's intervention – engaging children in stories/spirited play...• Sign cards• Colourful semantics• Story mapping• Encourage children to speak in full sentences
	<p><u>Writing</u></p> <p>Can they write their own name and other things such as labels, captions or instructions with growing confidence? Do they attempt to write short sentences in meaningful contexts? Are they able to read their written work back? Can they apply their phonic knowledge to write words in ways which match their spoken sounds? Can they begin to write some irregular common words?</p> <p>Mark making opportunities to be maximised throughout setting / pre-writing patterns for specific children Special book specifically for writing... (showing progress) Oral rehearsal Continuous purposeful writing- talk for writing</p> <p>Reading (continuous strand)</p> <ul style="list-style-type: none">• Links sounds to letters of the alphabet• Segments and blends CVC words• Reads with fluency and is able to discuss what they have read• Is able to retell familiar stories• Spends time reading and exploring a range of texts

	<ul style="list-style-type: none"> • Pinny time to be maximised • Is able to read words/simple sentences applying their knowledge of phonics • Focus on continuing a rhyming string • Love of reading time- so children can enjoy an increasing range of books..
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Mathematics

Taken from Maths Mastery

<p>Unit 10</p> <p>Shape and Pattern</p> <p>5 lessons</p>	<p>This one week unit explores shape and pattern. In this unit, the emphasis is on exploring the properties of 2-D and 3-D shapes rather than on learning the names of the shapes. Pupils then use the shapes that they have explored to copy, continue and create patterns.</p> <p>To sort 2-D shapes on the basis of one and two criteria</p> <p>use 2-D shapes to recognise, continue and create patterns</p> <p>be able to describe and sort 3-D shapes on the basis of one and two criteria</p> <p>recognise, complete and create patterns using 3-D shapes</p>
<p>Unit 11</p> <p>Addition and Subtraction</p> <p>15 lessons</p>	<p>This is a three week unit focusing on adding and subtracting two single-digit numbers using concrete resources and pictorial representations. They will be able to count on or back to find the answer. During this unit pupils will also begin to develop an understanding about number bonds and the part-part-whole model, and practice estimating a number of objects. This unit consists of fifteen planned lessons.</p> <p>For example, estimation/part-part whole/ counting on and back...</p> <p>Pupils will use vocabulary relating to addition and subtraction- EYFS/ Numbers...</p>
<p>Unit 12</p> <p>Numbers Beyond 20</p>	<p>This one week unit provides pupils with the opportunity to practise counting on and back within 50 to consolidate their understanding of counting on and back for solving addition and subtraction. As part of this unit, pupils will also take part in activities that require them to place numbers within 50 in order and establish which numbers are one more or one less than a given number. This unit consists of five planned lessons.</p> <p>Pupils will focus on explaining and showing what they have done..</p> <p>Encouraging full sentences and vocabulary such as;</p> <p>More/fewer</p> <p>Greater/less</p> <p>Bigger/smaller- referring to the numbers- increase/decrease...</p>
<p>Physical Development</p>	<p><u>Moving and Handling</u></p> <ul style="list-style-type: none"> • Exercise and Fitness Games- football/ obstacle courses.. • Continuous provision – hammers, water play investigation pouring and filling • Mark making opportunities outside and inside <p>Games (Mr Roach PE lessons)</p> <p>Can they show increased hand eye coordination when controlling a ball?</p> <p>Do they show increased control over hand and eye co-ordination?</p> <p>Can they explore what happens to their body when they exercise?</p> <p>Can they negotiate space successfully when playing racing and chasing games with other children?</p> <p><u>Acquiring and developing skills</u></p> <p><u>Evaluating and improving</u></p> <p>Can they copy actions?</p>

	<p>Can they repeat actions and skills? Can they move with control and care?</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? Do they eat a healthy range of foodstuff and understand a need of variety in food? Can they show some understanding good practices with regard to exercise, eating, sleeping and hygiene? Do they understand the need for safety when tackling new challenges?</p>
PSED	<p><u>Making Relationships/ Managing Feelings & Behaviour/Self-confidence and Self-awareness</u></p> <p>Do they show care and concern for others?</p> <p>Can they explain their own knowledge and understanding of others?</p> <p>Can they take steps to resolve conflicts?</p> <p>Are they confident to speak in a familiar group?</p> <p>Are they aware of the boundaries set and of behavioural expectations in the setting?</p> <p>Are they beginning to negotiate and solve problems?</p> <p>Teachers to see: Jigsaw – Feelings...</p>
Understanding the World	<p><u>The World:</u> To show care and concern for living things/ observing plants/ To learn about growth and decay- looking closely at similarities and change</p> <p>Characteristics of Effective Learning Child initiated play – staff to carry out learning journeys to capture children demonstrating persistence and testing out ideas.</p>
Understanding the World	<p><u>People and Communities</u> Easter: The Good Shepherd My Christian Faith Dogger</p>
Expressive Art and Design	<p><u>Exploring and Using Media & Materials:</u></p> <p>Can they experiment whilst making different textures?</p> <p>Can they construct with a purpose in mind?</p> <p>Do they capture experiences by moving in different ways to music?</p> <p>Music- singing different songs and using different instruments (Miss Ridley's/Mr Nunn's music sessions)</p> <p><u>Being Imaginative:</u></p> <p>Role-play is a continuous strand and links to Literacy throughout the year. Can they act out / join in alongside a narrative with their peers? Can they represent their own ideas/ thoughts through design and technology, art, music dance and stories?</p>
ICT (UW)	<p>Technology:</p> <p>Progress Matters: Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc.</p> <p>Mouse and Keyboard skills - Where is Teddy? Understanding the World Use information and communication technology to</p>

	<p>support their learning.</p> <p>How to navigate around the computer using the mouse.</p> <p>How to log on to the computer and Mathletics/bug club</p> <p>How to complete a simple program on the computer using the mouse and keyboard.</p> <p>Use keyboard to write their name etc..</p>
Role-play areas	<p>Home corner</p> <p>Three Bear's Cottage</p> <p>Under the Sea</p>
Enrichment	<p>Places of Worship Week</p> <p>Mother's Day</p>