

Reception Term 5

Traditional Tales

Jungle

Growing

Literacy	<p>MAIN TEXTS to choose from:</p> <ul style="list-style-type: none">- Growing- Non Fiction book/ My Bean Diary or Fiction- Jasper’s Beanstalk- <i>The Monkey Puzzle</i>- <i>The Gingerbread Man</i>- <i>Mini-beast Non-fiction books</i>- <i>Dinosaurs</i>
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? Can some children remember their finger spaces, punctuation and full stops when writing sentences? Can they write and spell irregular words? Can children form their letters correctly?</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- Pie Corbett/ intervention for writing use of next steps to enhance children’s writing and letter formation.</p>

Continuous purposeful writing- talk for writing

Reading (continuous strand)

- 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
- 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..
- Fred in their head to read sentences.
- Linking sounds to letters
- Continue a rhyming string.

Mathematics

Taken from Maths Mastery

Unit 11

**Addition
and
Subtraction
15 lessons**

This three-week unit builds on pupils' learning about numbers within 20 and formally introduces pupils to number bonds, addition and subtraction. Unit 11 begins with pupils learning number bonds for numbers within 5. Pupils are then introduced to counting on and back as a strategy for solving addition and subtraction within 10 before applying the strategy when exploring addition and subtraction within 20.

Key learning

- To know number bonds within 5
- To understand the concept of addition
- To be able to solve addition problems using counting on as a strategy
- To understand the concept of subtraction
- To be able to solve subtraction problems using counting back as a strategy.

Unit 12

**Numbers
Beyond 20
5 lessons**

This one-week unit gives pupils the opportunity to explore numbers within 50 and apply their understanding of counting within 10, counting on and counting back as well as one more and one less. Before working through this unit, pupils will have had the opportunity to practise counting on and back within 50 as part of transitions and Maths Meetings. This unit consists of four planned lessons and one consolidation lesson.

Key learning

- To be able to say number names in order within 50
- To compare numbers within 50
- To say what is one more and one less than a number within 50.

<p>Unit 13</p> <p>Measure</p> <p>5 lessons</p>	<p>This one-week unit looks at length, weight and capacity. Pupils compare the lengths, capacities and weights of different objects and use appropriate language to talk about each one.</p> <p>Key learning</p> <ul style="list-style-type: none"> To compare lengths and use language about length To begin to estimate the lengths of objects and then measure their lengths To compare the capacities of objects and use language about capacity To compare the weights of objects and use language about weight
<p>Unit 14</p> <p>Grouping and Sharing</p> <p>10 lessons</p>	<p>This is a 2-week unit where pupils have the opportunity to apply their knowledge of number sense when grouping and sharing. They explore grouping and sharing and recognise the relationship between the two concepts.</p> <p>Key learning</p> <ul style="list-style-type: none"> To understand the concept of equal groups and sharing equally To explore counting groups of the same number of objects and adding them together To understand the concept of pairs To explore counting in groups of two, five and ten To interpret and represent a problem in concrete and pictorial form To explore sharing quantities into equal groups To explore sharing objects into two equal groups To explore sharing quantities into more than two equal groups To recognise the connection between sharing and grouping and solve problems
<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 • Handwriting practice- pre writing patterns/ letter formation to improve children’s pencil grips.. <p>Games (coach)</p> <p>Can they show increased hand eye coordination when throwing and catching a ball?</p> <p>Do they show increased control over hand and eye co-ordination? Play dough disco/ cooking- making smoothies/ showing good control whilst cutting the fruit.</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>Can you control a ball when weaving out of the cones?</p> <p><u>Acquiring and developing skills</u></p> <p>Evaluating and improving</p> <p>Can they copy actions?</p> <p>Can they repeat actions and skills?</p> <p>Can they move with control and care?</p> <p>Evaluating and improving</p> <p>Can they talk about what they have done?</p> <p>Can they identify how what skills they can improve?</p> <p>Do they show perseverance when developing a new skill?</p> <p>Health and self-care (ongoing)</p> <p>Can they recognise danger and seeks support of significant adults for help?</p> <p>Do they eat a healthy range of foodstuff and understand a need of variety in food?</p> <p>Can they show some understanding that good practices with regard to exercise, eating, sleeping and hygiene?</p> <p>Do they understand the need for safety when tackling new challenges?</p> <p>Five a day- the importance of a healthy diet..</p>
<p>PSED</p>	<p><u>Making Relationships/ Managing Feelings & Behaviour/Self-confidence and Self-awareness</u></p> <p>Can children play cooperatively and take turns with others?</p>

	<p>Can they show sensitivity to other's needs and feelings?</p> <p>Can they play form positive relationships with adults and other children?</p> <p>Do they take steps to resolve conflicts with other children?</p> <p>Teachers to see: Jigsaw –Healthy Me Or Relationships</p>
Understanding the World	<p><u>People and Communities</u></p> <p>They know about similarities and differences between themselves and others, and among families, communities and tradition.</p> <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 They make observations of animals and plants and explain why some things occur, and talk about changes.</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> Eid-ul-Fitr My Muslim Faith The Gift of Friendship</p>
Expressive Art and Design	<p><u>Exploring and Using Media & Materials:</u></p> <p>Can children sing songs and make music/dance.?</p> <p>Can they experiment with ways of changing them?</p> <p>Can they safely use and explore a variety of materials, tools and techniques.</p> <p>Can they experiment with colour, design, texture, form and function?</p> <p>Can they construct with a purpose in mind?</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.</p> <p>Can they act out / join in alongside a narrative with their peers?</p> <p>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 – Logging on to the computer network/ navigating around mathletics/ bug club/ How to navigate around the computer using the mouse. How to log on to the computer and Mathletics/bug club How to complete a simple program on the computer using the mouse and keyboard.</p>
Role-play areas	<p>Home corner Travel Agents</p>

	Garden Centre
Enrichment	Educational visit: Tesco visit / bakery visit / pizza express