



# THERE'S NO FULL STOP TO LEARNING

Year: Reception

Term: Spring 2

Topic: Taking Care of our Planet

*Our vision is to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential*

## Mathematics

**Daily maths sessions as a whole class or groups. Integrating maths in the free flow environment. White Rose maths scheme. Immersing number and maths into play and related vocabulary.**

Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity

## Personal, Social and Emotional Development

**Celebrating the children's successes. Games and activities to encourage sharing and building self esteem. Modelling positive friendships. How can we take care of our environment so that we can all enjoy it? Regular circle times** See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene

• Know and talk about the different factors that support their overall health and wellbeing.

## Communication and Language

**Free flow activities provided to encourage lots of talking and sharing of ideas. Talking about the weather and environment daily. Building topic related vocabulary daily through whole class sessions and free flow play. Talking about what we see in our school garden. Discussing how the world used to look and be different through stories and images. Language rich environment with quality interactions from adults. Vocabulary focus from key books and texts.**

Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding.

## Physical Development

**Exploring the Reception environment, both indoors and outside. Free flow activities on offer to strengthen both gross and fine motor skills. Encourage range of skills in the playground – balancing, jumping, moving in different ways with control. Developing fine motor skills through a range of tactile and stimulating activities. Weekly PE sessions. Developing pencil control through literacy and topic based tasks.**

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

## Skills and Knowledge

### Understanding the World

**Using the school garden on a regular basis to observe changes, interact with nature and wildlife. Learning about the world around us and nature through topic related stories. Observing the weather daily – class discussions, individual drawings/notes. Talking about our environment, how can we take care of it? What different environments do people live in all around the world? How do people work hard to look after the environment? Sketching in the garden. Taking photographs and talking about them. Making a simple map of our school garden. Easter story and activities (Easter day is on 31/3/24)**

Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.

## Literacy

**Daily phonics sessions, games and songs. Phase 3 phonics. Handwriting games and activities. Literacy tree unit 'The Extraordinary Gardener' by Sam Boughton. Stories based on nature, the environment and planet earth ; 'Here we are – Oliver Jeffers (non-fiction text) Hey, Water! – Antoinette Portis, Tidy – Emily Gravett'. Writing wishes for our planet. Writing opportunities – labels, letters of advice, instructions, narratives.**

Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme.. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

### Expressive Arts and Design

**Range of materials on offer in free flow time to ensure variety and freedom to express themselves. Props to support imaginative play. Tactile play and self access to resources. Expressing themselves through music and dance. Exploring natural materials from the school garden. Sketches/paintings/drawings in the school garden. Creating simple maps of our school garden. Artistic responses other key texts. Acting out stories. Making models of planet earth in groups.**

Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.