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| Reception Spring 2 Term 4 | | | | | | | | | | | |
| Role Play | Inside: Home Corner/  Doctors/Dentists | | | | Outside: | | | Home & Away  (UK & Italy) | | | |
| Throughout all learning adults will ensure activities and interactions support the characteristics of learning: | | | **Playing & Exploring**: engagement, finding out & exploring; playing with what they know; being willing to have a go  **Active Learning**: motivation, being involved & concentrating, keeping trying, enjoying achieving what they set out to do  **Creating & Thinking Critically**: thinking, having their own ideas, making links, choosing ways to do things | | | | | | | | |
|  | | Week 1 | | Week 2 | | Week 3 | Week 4 | | Week 5 | Week 6 |  |
| **Personal, Social, Emotional Development**  **Self – Regulation**  Show resilience and perseverance in the face of challenge  **Managing Self**  Shows good understanding on how to contribute to good health, i.e. exercise, sleeping, hygiene.  **Building Relationships**  Developing confidence in building constructive and respectful relationships. | | **Self-Regulation**  Identify that others have a different opinion | | **Self-Regulation**  Begin to talk to others to solve conflicts | | **Self-Regulation**  Begin to suggest solutions to conflicts | **Self-Regulation**  Show resilience and perseverance in the face of challenge | | **Self-Regulation**  Show resilience and perseverance in the face of challenge | **Self-Regulation**  Show resilience and perseverance in the face of challenge |  |
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| **Building Relationships**  Continue to develop their recognition of their feelings and consider the feelings of others.  Show sensitivity to their own and to others’ needs. | | **Building Relationships**  Continue to build on their conflict resolution skills with some adult support.  Show sensitivity to their own and to others’ needs. | | **Building Relationships**  Continue to build on their conflict resolution skills with some adult support.  Show sensitivity to their own and to others’ needs. | **Building Relationships**  Developing confidence in building constructive and respectful relationships.  Show sensitivity to their own and to others’ needs. | | **Building Relationships**  Developing confidence in building constructive and respectful relationships.  Show sensitivity to their own and to others’ needs. | **Building Relationships**  Developing confidence in building constructive and respectful relationships.  Show sensitivity to their own and to others’ needs. |  |
| **Physical Development**  **Fine**  Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control  **Gross**  Develop overall body strength, coordination, balance and agility  Know and talk about different factors that support their overall health and wellbeing | | **Fine**  Begin to show accuracy and care when drawing.  Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control | | **Fine**  Begin to show accuracy and care when drawing.  Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control | | **Fine**  Begin to show accuracy and care when drawing.  Use a comfortable grip, good control forming legible letters and numbers. Begin to use scissors with control | **Fine**  Begin to show accuracy and care when drawing.  Develop the foundations of a handwriting style which is fast, accurate and efficient | | **Fine**  Begin to show accuracy and care when drawing.  Develop the foundations of a handwriting style which is fast, accurate and efficient | **Fine**  Begin to show accuracy and care when drawing.  Develop the foundations of a handwriting style which is fast, accurate and efficient |  |
| **Gross**  Develop overall body strength, coordination, balance and agility  Know and talk about different factors that support their overall health and wellbeing. | | **Gross**  Develop overall body strength, coordination, balance and agility  Know and talk about different factors that support their overall health and wellbeing | | **Gross**  Develop overall body strength, coordination, balance and agility  Know and talk about different factors that support their overall health and wellbeing | **Gross**  Develop overall body strength, coordination, balance and agility  Know and talk about different factors that support their overall health and wellbeing | | **Gross**  Develop overall body strength, coordination, balance and agility  Know and talk about different factors that support their overall health and wellbeing | **Gross**  Develop overall body strength, coordination, balance and agility  Know and talk about different factors that support their overall health and wellbeing |  |
| **Communication & Language**  **Listening, Attention & Understanding**  Engage in story times. Ask and answer questions about books shared in class.  **Speaking**  Describing events in some detail, full sentences and gaining confidence in using new vocabulary. | | **Listening, Attention & Understanding**  Engage in story times. Ask and answer questions about books shared in class. | | **Listening, Attention & Understanding**  Engage in story times. Ask and answer questions about books shared in class. | | **Listening, Attention & Understanding**  Engage in story times. Ask and answer questions about books shared in class. | **Listening, Attention & Understanding**  Engage in story times. Ask and answer questions about books shared in class. | | **Listening, Attention & Understanding**  Engage in story times. Ask and answer questions about books shared in class. | **Listening, Attention & Understanding**  Engage in story times. Ask and answer questions about books shared in class. |  |
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| **Literacy**  **Word Reading**  Read simple sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words.  **Comprehension**  Use vocabulary and forms of speech that are increasingly influenced by their range of books.  **Writing**  Use some of their print and letter knowledge  Form lower case and capital letters correctly  Write names & labels  Write simple sentences | | **Word Reading**  Blend sounds into words so they can read short words made up of known sounds.  Read some letter groups that represent one sound (diagraphs)  Read some common exception words – No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are,  **Phonics** – Level 3 sounds | | **Word Reading**  Blend sounds into words so they can read short words made up of known sounds.  Read some letter groups that represent one sound (diagraphs)  Read some common exception words- No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are  **Phonics** – Level 3 sounds | | **Word Reading**  Blend sounds into words so they can read short words made up of known sounds.  Read some letter groups that represent one sound (diagraphs)  Read some common exception words - No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are  **Phonics** – Level 3 sounds | **Word Reading**  Blend sounds into words so they can read short words made up of known sounds.  Read some letter groups that represent one sound (diagraphs)  Read some common exception words – No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are  **Phonics** – Level 3 sounds | | **Word Reading**  Blend sounds into words so they can read short words made up of known sounds.  Read some letter groups that represent one sound (diagraphs)  Read some common exception words - No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are,  **Phonics** – Level 3 sounds | **Word Reading**  Blend sounds into words so they can read short words made up of known sounds.  Read some letter groups that represent one sound (diagraphs)  Read some common exception words - No, go, I, the, to, he, she, we, be, me, was, my, they, You, all, are  **Phonics**- recap and assessment |  |
| **Comprehension**  Use vocabulary and forms of speech that are increasingly influenced by their range of books. | | **Comprehension**  Use vocabulary and forms of speech that are increasingly influenced by their range of books. | | **Comprehension**  Use vocabulary and forms of speech that are increasingly influenced by their range of books. | **Comprehension**  Use vocabulary and forms of speech that are increasingly influenced by their range of books. | | **Comprehension**  Use vocabulary and forms of speech that are increasingly influenced by their range of books. | **Comprehension**  Use vocabulary and forms of speech that are increasingly influenced by their range of books. |  |
| **Writing**  Phonic sentences  Name Writing  Letter formation  Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters. | | **Writing**  Phonic sentences  Name Writing  Letter formation  Labels  Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters. | | **Writing**  Phonic sentences  Name Writing  Letter formation  Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters. | **Writing**  Phonic sentences  Name Writing  Letter formation  Labels  Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters. | | **Writing**  Phonic sentences  Name Writing  Letter formation  Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters. | **Writing**  Phonic sentences  Name Writing  Letter formation  Form lower case letters correctly. Spell words by identifying sounds and then writing the sound with correctly formed letters. |  |
| **Mathematics**  **Number**  **Numerical Patterns**  **Shape Space & Measure** | | **Number** | | **Number** | | **Number** | **Number** | | **Number**  Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals. | **Number**  Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals. |  |
| **Numerical Patterns** | | **Numerical Patterns**  To recognise 9 & 10 and their composition  To compare numbers to 10  To recall bonds to 10 | | **Numerical Patterns**  To recognise 9 & 10 and their composition  To compare numbers to 10  To recall bonds to 10 | **Numerical Patterns** | | **Numerical Patterns** | **Numerical Patterns** |  |
| **Shape Space & Measure**  Recognise and order days of the week | | **Shape Space & Measure** | | **Shape Space & Measure** | **Shape Space & Measure**  To recognise 3D shapes  To explore patterns (ABB, AAB, AABB, AABBB patterns) | | **Shape Space & Measure** | **Shape Space & Measure**  Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shape |  |
| **Understanding the World**  **Past & Present**  **People, Culture & Communities**  **The Natural world**  . | | **Past & Present**  Talk about members of their immediate family and community.  Name and describe people who are familiar to them. | | **Past & Present**  Understand the past through settings, characters and events encountered in books read in class and storytelling. | | **Past & Present**  Understand the past through settings, characters and events encountered in books read in class and storytelling | **Past & Present**  Understand the past through settings, characters and events encountered in books read in class and storytelling | | **Past & Present**  Understand the past through settings, characters and events encountered in books read in class and storytelling | **Past & Present**  Easter celebrations over time. How have the celebrations changed for people who celebrate this seasonal event? |  |
| **People, Culture & Communities**  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Explain some similarities and differences between life in this country and life in other countries | | **People, Culture & Communities**  Explain some similarities and differences between life in this country and life in other countries | | **People, Culture & Communities**  Recognise that some environments are different from where they live  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries | **People, Culture & Communities**  Recognise that some environments are different from where they live  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries | | **People, Culture & Communities**  Recognise that some environments are different from where they live  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.  Explain some similarities and differences between life in this country and life in other countries | **People, Culture & Communities**  Recognise that some environments are different from where they live  Explain some similarities and differences between life in this country and life in other countries  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. |  |
| **The Natural world**  Know that there are different countries in the world and talk about differences they have experienced or seen in photos. | | **The Natural world**  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter  Know that there are different countries in the world and talk about differences they have experienced or seen in photos. | | **The Natural world**  Know that there are different countries in the world and talk about differences they have experienced or seen in photos. | **The Natural world**  Know that there are different countries in the world and talk about differences they have experienced or seen in photos. | | **The Natural world**  Know that there are different countries in the world and talk about differences they have experienced or seen in photos. | **The Natural world**  Know that there are different countries in the world and talk about differences they have experienced or seen in photos. |  |
| **Expressive Arts & Design**  **Creating with Materials**  **Being Imaginative & Expressive** | | **Creating with Materials**  Selecting and sharing ideas, resources and skills.  Draw self portraits | | **Creating with Materials**  Explore and refine artistic effects | | **Creating with Materials**  Safely use and explore a variety of materials, tools and techniques experimenting with colour design, texture form and function | **Creating with Materials**  Flower collages | | **Creating with Materials**  Oil pastels | **Creating with Materials**  Safely use and explore a variety of materials, tools and techniques experimenting with colour design, texture form and function |  |
| **Being Imaginative & Expressive**  Listen to songs- explore dynamics  Sing days of the week songs. | | **Being Imaginative & Expressive**  Listen to songs- explore tempo  Explore making sounds/music with instruments - changing in pitch | | **Being Imaginative & Expressive**  Listen to songs  Explore instruments | **Being Imaginative & Expressive**  Listen to songs  Explore instruments | | **Being Imaginative & Expressive**  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | **Being Imaginative & Expressive**  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. |  |