

Reception- Spring One

Area of learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Settling in Key text 'How to Catch a Star'	Key text 'The Gingerbread Man'	Key text 'The Three Billy Goats Gruff'	Assessment Week	Key text - 'The Lonely beast'	Key text – 'Mystery Tour (Funny Bones)'
PSED	To form positive relationships with adults and other children – settling back in and adapting to changes to routine and new adult. To be able understand and adhere to class rules.	Children are confident to try new activities: free flow experience.	They work as part of a group or class, and understand and follow the rules; demonstrated during free flow.	Assessment focus – activities	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences – consider how the beast in the story feels.	
PD	PE coach – lesson on Wednesday afternoon – gross motor focus	PE coach – lesson on Wednesday: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	PE coach – lesson on Wednesday: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	PE coach – lesson on Wednesday -They move confidently in a range of ways, safely negotiating space.	PE coach – lesson on Wednesday - They move confidently in a range of ways, safely negotiating space.	PE coach – Pick area that children need to refine their skills in.
Health and Self-care (H&S)		Shows some understanding good practices with regard to hygiene– cooking activity – discussing Why we need to wash our hands before cooking. (Health and self-care)	Health and self-care: Children know the importance for good health of physical exercise, and a Healthy diet – pack a healthy packed lunch.	Assessment focus – activities		

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<p>UW</p>	<p>Seasons To observe changes in the season. We looked at the beginning of Winter, what is it like now? How has the weather changed? Sorting clothes for seasons.</p>	<p>Technology – Able to complete a simple program. Children to use iPads to complete Gingerbread Man math activities.</p>	<p>Place of worship visit – They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Assessment focus – activities</p>	<p>Looking at the differences between different landscapes: links to key text – city scape and park environment. (Link to EA&D) making painting of different landscapes</p>	<p>Looking at light and dark. What comes out at night? Look at animals (Nocturnal)</p>
<p>EA&D</p>	<p>Making their own stars (PD link – scissor skills)</p>	<p>Drawing their own Gingerbread men – Experimenting with colour and design. Making choices to what media to use.</p>	<p>Design and make a troll? Painting trolls/paper plate trolls etc. Children to make choices about what they wish to use – developing their independence. Constructs with a purpose in mind, using a variety of resources.</p>	<p>Assessment focus – activities</p>		<p>Making night pictures using different materials. Making day pictures using different materials. Using paint to create and light and dark colours? What happens when you add white to the paint? Song – The head bone is connected to the.....</p>
<p>CLL</p>	<p>Writing will be taught through: -What we did in the holidays news. - What would you do with a star?</p>	<p>Writing will be taught through: - orally retelling the story - describing gingerbread - instruction writing - speech for a character Speaking:</p>	<p>Writing will be taught through: - oral retelling of the story - describe the troll in the story - To write captions for a scene from the story: The big goat went trip trap, trip trap.</p>	<p>Assessment focus – activities</p>	<p>Writing will be taught through: -Weekend news. - The children will retell the story. - The chn will describe the beast - Use their imagination and describe a setting - Imaginative story based on going to a party</p>	<p>Writing will be taught through: -Weekend news. - The chn will describe the skeletons. -The chn are to describe a space setting.</p>

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<p>Maths</p>	<p>Ordering numbers to 20: assessment opportunity</p> <p>Shape recognition and describing the features.</p> <p>Maths meeting: date, seasons.</p>	<p>Measures: Comparing length Comparing weight</p>	<p>To count the number of objects. Comparing amounts: Which one is there more of? Which one is there less of? Counting irregular grouped objects.</p>	<p>Assessment focus – activities</p>	<p>To subtract the smallest number from the biggest number.</p>	<p>To identify properties of shape. Recognising shapes in everyday objects. What 3d shape is the bin? What 2d shape is the clock?</p>
<p>Enrichment</p>	<p>Baking Gingerbread men (HOOK DAY)</p>		<p>Dark den – exploring light and dark. Sensory room.</p>			
<p>Characteristics of Effective learning – These activities can be led by a TA and learning journey obs taken. (Sue has a format for this)</p>	<p>What could you make to help the Gingerbread Man cross the river? COEL - provide children with a range of materials to design and make their own creations. Ensure there have the opportunity to have real gingerbread men biscuits to test crossing the river</p>	<p>The bridge is broken! – can you make a new bridge for the goats?</p> <p>Children to work in the construction area outside – making choices and testing out ideas for making a bridge?</p>	<p>TAs observing characteristics of effective learning</p>			

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