**Reception Spring 2020 Out and About**

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| CL | Developing language and vocab—topic related vocab; responding to 2 part instructions; role play and storytelling; linking statements and sticking to a theme; increased attention; listening and responding to others; speaking to an audience | | |
| PD | Shows increasing control over an object; travels with increasing confidence and skill on climbing and balancing equipment; forming some recognisable letters. Drawing development. Independence; understanding safety and managing risks (using and carrying equipment safely). Practise some appropriate safety measures without direct supervision. | | |
| PSED | Continue to embed rocket rules, school values and routines; turn-taking games; separating listening to 2 part instructions; understands how their words and actions can affect others; takes steps to resolve conflict with others; confident to speak to others about own wants and needs. | | |
| Literacy | Reading: Links sounds to letters. Phase 2 and 3. Blending and segmenting visually; tricky words Phase 2 and 3. Lilac, pink and some red reading books and share books to go home.; beginning to read simple sentences & print in the environment; enjoy a range of books; use vocabulary and forms of speech influenced by books (Traditional tales and modern classics)—Super 7s, exciting book areas, guided reading.  Writing: Continue to practise letter formation. Writes name, cvc words, labels and captions. Begins to break the flow of speech into words (helicopter stories) | | |
| Mathematics | Numbers: Number songs and rhymes; recognising numerals to 20; counting objects, actions, pictures; representing number in different ways (objects, actions, pictures, fingers, Numicon), more and less, addition and subtraction  Shape, space and measure: naming 2D & 3D shapes and their properties, height, weight and length comparisons; using everyday language related to time (daily routine, weekend news, days of the week, months of the year, seasons, birthdays). Correct SSM vocabulary being reinforced and modelled within the environment in the moment (baking, water/sand play, construction, take and make) | | |
| Understanding the World | Talking about homes and families, celebrating birthdays, talking about weekend news, differences between people. Different homes/jobs, different materials. Seasons—environmental changes; floating and sinking; Continue to use different technology for a purpose (blender, toaster, microwave, photocopier, camera, computer). Independently accessing a range of programs on the computer and navigating around using the mouse and keyboard. | | |
| EAD | Learning new songs (singing assembly, number, shape and phonic songs, production) Exploring instruments, colour mixing, mixing different media, talking about what they have made, making & using dough & clay, differentiated scissor activities, construction | | |
| Key events | Chinese New Year, Winter, ice and frosts, Spring, Easter, production, author visit, different occupation visitors | | |
| Ongoing | Weekly baking/food preparation; enhanced snack (cereal, toast, yoghurt, different fruits) nursery rhymes; number songs and rhymes, daily story times, role-play, indoor and outdoor mark-making opportunities (fine and gross), a range of technology; woodwork; large and small construction; making playdough; take and make | | |
| Year Overview | Autumn—Mud, mess and mixtures | Spring—Out and about | Summer— Changes |