

|                                                                                                                                                                                                                                                         | YEAR: RECEPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | TERM: SPRING 1                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b><u>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT:</u></b> <ul style="list-style-type: none"> <li>Fingerprints – discussing differences.</li> </ul>                                                                                                    | <b><u>LITERACY:</u></b> <ul style="list-style-type: none"> <li>Finish Phase3 and recap Phase 2 and 3.</li> <li>Phase 3 keywords – diagraph hunt/sorting.</li> <li>Sentence writing – beginning to formulate own written sentences.</li> <li>Handwriting books – letter formation and key words.</li> <li>Letter formation.</li> </ul>                                                                                                                                           | <b><u>PHYSICAL DEVELOPMENT:</u></b> <ul style="list-style-type: none"> <li>Puddle jump game.</li> <li>Rainbow fruit kebabs.</li> <li>Making whale catchers.</li> </ul>                                                                                                                                                                                                                                                 |  |
| <b><u>COMMUNICATION &amp; LANGUAGE:</u></b> <ul style="list-style-type: none"> <li>Can you get the object down from the tree.</li> <li>Predictions – floating and sinking.</li> <li>Role play – re-telling stories.</li> </ul>                          | <b><u>MATHS:</u></b> <ul style="list-style-type: none"> <li>Read and order numbers forwards and back to 20.</li> <li>Number writing and counting teen numbers in maths books.</li> <li>Addition and subtracting.</li> <li>One more and one less to 20.</li> <li>Sequencing events.</li> <li>Money.</li> <li>Weight.</li> <li>3D shapes and properties of 2D shapes.</li> <li>Puddle jump 1-20.</li> <li>Capacity.</li> <li>Shop role play.</li> <li>Rain collection.</li> </ul> | <b><u>EXPRESSIVE ARTS &amp; DESIGN:</u></b> <ul style="list-style-type: none"> <li>Collages with variety of materials.</li> <li>Adding different textures to paint and painting a tree.</li> <li>Making kites and windsocks.</li> <li>Applying skills to other things.</li> <li>Role play – re-telling stories.</li> <li>Rain makers.</li> <li>Making whale catchers – re-tell story – Johna and the Whale.</li> </ul> |  |
| <b><u>COMMUNICATION &amp; LANGUAGE - (CP):</u></b> <ul style="list-style-type: none"> <li>Role play – Noah’s Ark – re-tell a story.</li> </ul>                                                                                                          | <b>TOPIC/THEME: WATER AND WEATHER</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b><u>LITERACY - (CP):</u></b> <ul style="list-style-type: none"> <li>Tricky words and chalks.</li> <li>Tricky words and sand.</li> </ul>                                                                                                                                                                                                                                                                              |  |
| <b><u>UNDERSTANDING THE WORLD:</u></b> <ul style="list-style-type: none"> <li>Rain gauge.</li> <li>Shadow shapes.</li> <li>People who help us discussion.</li> <li>Flying kites and wind socks.</li> <li>Predictions – floating and sinking.</li> </ul> | <b><u>PHYSICAL DEVELOPMENT - (CP):</u></b> <ul style="list-style-type: none"> <li>Using chopsticks in the sand.</li> <li>Pegs – sorting uniforms.</li> </ul>                                                                                                                                                                                                                                                                                                                    | <b><u>EXPRESSIVE ARTS &amp; DESIGN - (CP):</u></b> <ul style="list-style-type: none"> <li>Exploring texture – dove outlines.</li> <li>Planning and evaluating.</li> <li>Junk modelling and construction.</li> <li>Watering cans to make rain and small world.</li> </ul>                                                                                                                                               |  |
| <b><u>UNDERSTANDING THE WORLD - (CP):</u></b> <ul style="list-style-type: none"> <li>People who help us.</li> <li>Chinese New Year – differences in cultures.</li> <li>Links to forgiveness.</li> </ul>                                                 | <b><u>MATHS - (CP):</u></b> <ul style="list-style-type: none"> <li>Chinese numbers in the sand.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                      | <b><u>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT - (CP):</u></b> <ul style="list-style-type: none"> <li>Understanding forgiveness.</li> <li>Take turns in role play.</li> <li>Asking questions.</li> </ul>                                                                                                                                                                                                           |  |
| <b>HOMEWORK:</b><br>Daily reading, phonics and high frequency words for reading and spellings, maths challenges and some topic research.                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                        |  |