

**Half term plan Reception 1<sup>st</sup> Spring 2019**

**Characteristics of effective learning**

<b>Playing and exploring- Engagement</b>	<b>Active learning- Motivation</b>	<b>Creative thinking- Critical thinking</b>
Representing my experiences in play Taking on a role Acting out experiences with other people	Keep on trying Persist with activities when challenges occur Bounce back after difficulties  Persevere with learning to ride the 2-wheeler bike	Finding ways to solve problems Making predictions Making links and noticing patterns in their experience

**Prime areas**

<b>PSED</b>	<b>Communication</b>	<b>Physical</b>
<p><b>We are learning to:</b>  <u>Self confidence &amp; self awareness</u>                      Develop independence with selecting &amp; using resources                      Confidence to ask for help  <b>Confidence to choose the resources they need for a chosen activity</b>  <u>Making relationships</u>                      Listen and respond                      Take account of what others have said                      Activities: 'Tell me'; hot seating; etc...  <u>Managing feelings &amp; behaviour</u>                      Share &amp; take turns independently                      Develop patience &amp; wait for needs to be met                      Talking about feelings (linked to POR)  <b>Work as part of a group or class &amp; understand &amp; follow the rules.</b></p>	<p><b>We are learning to:</b>  <u>Listening &amp; Attention</u>                      Continue to develop focus &amp; attention ( be able to listen and do for a short span)  <u>Understanding</u>                      Respond to instructions involving 2-part sequence                      Responding to <i>who, where</i> and <i>what doing</i> questions linked to experiences and stories(links to Owl Babies &amp; colourful semantics)                      Understanding positional language (links maths/ PD)  <u>Speaking</u>                      Extend vocabulary especially by grouping, naming &amp; exploring meaning &amp; sounds of new words (key language from POR; parts of a house; materials)                      Use language to imagine &amp; recreate roles &amp; experiences in play situations (linked to music project)                      Retell stories, drawing on the language of text</p>	<p><b>We are learning to:</b>  <u>Health &amp; Self-care</u>                      Awareness of safety when tackling new challenges                      Transporting PE equipment  <u>Moving &amp; handling</u>  <b>Gymnastics</b>                      Experiment with different ways of moving on climbing/ balancing equipment                      Develop awareness of safety                      Balance on 1 leg &amp; along bench                      Be able to jump, land and roll safely                      Be able to think of own ways to travel                      To develop fluency when linking movements  <b>Fine motor</b>                      To continue to develop scissor and pencil control                      Activities: cutting and gluing paper houses; drawings; junk model houses</p>

**Specific Areas**

<b>Maths</b>	<b>Literacy</b>	<b>Understanding World</b>	<b>Expressive arts</b>
<p><b>We are learning to:</b>  <u>number</u>                      Beginning to count &amp; recognise numbers to 15                      Counting back from 10                      Practical adding/ taking away                      Match number &amp; quantity correctly (begin to go beyond 10)                      Estimate &amp; guess by counting cont                      Find 1 more/ less from a group of up to 10 objects (introducing 10 frames)                      Count an irregular arrangement of up to 10 objects                      Begin to know different number combinations to 5, then 10 ( eg: 5 is made up of 3 and 2)                      Begin to freely verbalise their ideas related to number  <u>Shape, space &amp; Measure</u>  <b>Height &amp; Position</b>                      Can describe position such as "behind" or "next" to (link to PE)                      Describe the properties of 2d shapes ( ongoing maths meetings)                      Introduce 3D shapes                      Order 2 or 3 items by weight or capacity (link with Owl babies &amp; vocabulary in water tray)                      use everyday language to talk position to compare quantities, objects &amp; to solve problems</p>	<p><b>We are learning to:</b>  <u>Reading</u>                      Identify all words in list 1                      Begin to identify some tricky words in list 2 in text                      Enjoy an increasing range of books –linked to POR                      Use vocabulary &amp; forms of speech increasingly influenced by experiences of books  <b>Use phonic knowledge to decode regular words &amp; read them aloud accurately</b>  <u>Writing</u>  <b>Phonics:</b>                      Recognise all common diagraphs learnt                      Applying sounds to writing/ captions  <b>Tricky words</b>                      Write tricky words in list 1 from memory  <b>Sentence writing (linked to POR)</b>                      Show awareness of writing for a purpose                      Begin to use tricky words and identified sounds in writing                      Activities: Wanted poster; letter to mummy owl, speech bubbles; advice for baby owls etc...  <b>Story Focus:</b>                      Power of Reading (POR): Owl Babies                      Follow teaching sequence</p>	<p><b>We are learning to:</b>  <u>My community</u>  <b>Where I live –my house</b>                      Observe homes in our local area                      Think about features of a house and materials used                      Compare different types of homes                      Show an interest in the lives of people familiar to them                      Recognise &amp; describe special times, events for family &amp; friends ( Valentines day )                      (Homes around) <b>the world</b>                      Use information books to make observations                      Comment &amp; ask questions about where I live                      look closely at similarities &amp; differences between my home and that of others  <b>Animals and Habitats</b>                      Let's think- sort and offer reasons for where animals live                      Owls and their habitats  <u>Technology</u>                      Effective connecting- junk models                      Know that information can be retrieved from computers</p>	<p><b>We are learning to:</b>  <u>Exploring media &amp; materials</u>  <b>Drawings/ paintings</b>                      Use lines &amp; shape to develop drawings                      Creates simple representation of events, people &amp; objects (houses; owl baby drawings etc)  <b>Making Area</b>                      Experiment with creating different textures                      Manipulate materials to achieve a planned effect                      Use masking tape to connect and join effectively                      Realise tools can be used for a purpose  <u>Being Imaginative</u>                      To develop confidence to sing alone                      Explores and learns how sounds can be changed.                      Create own beats &amp; rhythms                      House building in construction area  <b>Music Project continued</b>  <b>Use what they have learnt about media &amp; materials in original ways, thinking about uses &amp; purposes. link with literacy &amp; understanding of the world)</b></p>