

Reception

Spring Term 1 - Reception

I wonder what it is like in a castle?

1	PSED	CL	PD	Literacy	Maths	UW	EAD
<p>Focus and skills</p>	<p>How do I stay safe and help keep others safe? -Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children to take part in weekly PSHE lessons where the focus is on safety and people who keep us safe. Part of this understanding is building on the class and school behavioural expectations of the children to keep everyone safe in class and on the playground.</p>	<p>How can questions help me find out about something new? Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Through our topic work children will be taking on new learning through stories, videos, small world and a trip. Children will be encouraged to ask questions to deepen their learning further and to ensure they have an on going inquisitive mind. Questions and how to answer them will be modelled and supported by an adult and children will be encouraged to use the skills of investigation to find out the answers to their own and others questions.</p>	<p>Why is it important to stay safe and keep others safe? -Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. -Shows understanding of how to transport and store equipment safely. -Practices some appropriate safety measures without direct supervision.</p> <p>The children become increasingly more confident in using the indoor and outdoor area and in using a range of tools without adult supervision. The children are encouraged to take managed risk through outdoor play and when organising their own games and activities during PE sessions.</p>	<p>Can I write for different purposes? -Links sounds to letters, naming and sounding the letters of the alphabet. -Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. -Writes own name and other things such as labels,captions. -Attempts to write short sentences in meaningful contexts.</p> <p>The children take part in daily RWI sessions which ensures the systematic teaching of phonics. Children are using these skills to sound out to spell and have modeled writing sessions to learn how to write in sentences for different purposes.</p>	<p>What numbers do I know? Can I put numbers in the right order and explain why? How do we measure different things? -Estimates how many objects they can see and checks by counting them. -Uses the language of 'more' and 'fewer' to compare two sets of objects. -Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. -Orders two or three items by length or height. -Orders two items by weight or capacity. Children to take part in daily maths lessons. These take the format of mental warm ups, whole class and group teaching. Independent learning is accessed through continuous provision based on what the children know and to expand prior knowledge further.</p>	<p>What is it like in a castle? What materials can we find in a castle and why are they used? -Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Children to explore what castles are like and compare them to their own homes. Explore what materials can be found in castles and investigate why old and new buildings are made from certain materials. Explore the concept of 'past' and 'present'</p>	<p>How can my imagination make my play more fun? -Introduces a storyline or narrative into their play. -Plays alongside other children who are engaged in the same theme. -Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Children to use small world settings to expand on new vocabulary learnt through the topic and to include narratives in their own play. Representations of castles are to be made through adult lead art activities where new skills and tools are used to increase confidence: printing using shapes to make shape castles.</p>

Text s	<i>Fiction: Small Knight and George by R. Armitage</i> <i>Non-fiction: In the Castle by Usborne</i> <i>Rhyme: There was a Princess Long Ago</i> <i>Fiction: Zog by Julia Donaldson</i>						
Trips	Visit to Stafford or Tamworth Castle						