

# Reception

## Spring Term 2 - Reception

### What is our Local Area Like?

1	PSED	CL	PD	Literacy	Maths	UW	EAD
<p>Focus and skills</p>	<p><b>How do I keep myself happy and healthy?</b></p> <p>Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Children to take part in weekly PSHE lessons where the focus is on keeping ourselves healthy. Linked to PD skills on toileting, hygiene and self-care. Children are to be aware of the importance of healthy eating and healthy bodies.</p>	<p><b>How can questions help me find out about something new?</b></p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>The children gain more experience in active listening and paying attention in different situations. They can follow more than one instruction and respond to a series of questions during whole class and group teaching sessions. The children show good concentration skills when working in more formal lessons.</p>	<p><b>Why is it important to keep healthy?</b></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <p>The children become increasingly more aware about how to keep themselves healthy through self-care and being safe. They are being made aware of how to make healthy choices when it comes to food and drink and how exercise helps to keep our bodies healthy and active.</p>	<p><b>Can I read for different purposes?</b></p> <p>- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>-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.</p>	<p><b>How do we add and subtract?</b></p> <p><b>What are 3D shapes and what can I say about them?</b></p> <p><b>How do we measure time?</b></p> <p>-Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>-Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.</p> <p>-Uses everyday language related to time. •Beginning to use everyday language related to money. •Orders and sequences familiar events. •Measures short periods of time in simple ways. 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. Children to take part in 'Fast 5' to practise the rapid recall of known facts e.g number bonds to 10.</p>	<p><b>What is our local area like?</b></p> <p><b>What features can we spot?</b></p> <p>-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 recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Children to explore their local area. What land uses are there? Why do we use maps? What facilities are there for us to use? How is our local area different to other areas e.g rural areas? Can we use IT to find out about maps and our local area and can we contrast different areas by using computer programs?</p>	<p><b>How can my imagination make my play more fun?</b></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children to use a variety of materials and media to represent new things they have learnt about their local area. We will also be covering Mother's Day and Easter during this half term and the children will have opportunity to take part in our school Easter Egg Modelling Session.</p>

Text s	<i>Non fiction Local Area Maps</i> <i>Make our own class book about Our Local Area</i> <i>Non fiction Egg and Chick books</i> <i>The Easter Story</i>						
Trips	Walk around Our Local Area						