

Reception – Spring 1
Respect and Love
Nursery Rhymes

Personal, Social and Emotional Development (Jigsaw)

Focus: Dreams and Goals

Key Skills

- To understand that if I persevere I can tackle challenges.
- To talk about a time I did not give up to achieve my goal.
- To learn to set a goal and work towards it.
- To learn to use kind words to encourage people.
- To understand the link between what I learn now and what I might like to do when I am older.
- To say how I feel when I achieve a goal and know what it means to feel proud.

Key Vocabulary:

Goal, target, persevere, encourage, achieve, kind, challenge, now, older, future, proud.

Key Outcomes:

- Children understand that if I persevere I can tackle challenges.
- Children can talk about a time I did not give up to achieve my goal.
- Children can set a goal and work towards it.
- Children can use kind words to encourage people.
- Children understand the link between what I learn now and what I might like to do when I am older.
- Children can say how I feel when I achieve a goal and know what it means to feel proud.

Communication and Language

Key Skills

- To continue to learn new vocabulary and its meaning.
- To use new vocabulary in conversations and discussions-with teachers and peers.
- To continue to learn new rhymes, poems and songs-some of which they can recite from memory.
- To develop and listen in lots of different situations such as carpet time, assembly, phonics and other lessons.
- To discuss both fiction and non-fiction books.
- To engage in extended talk during play
- To articulate their ideas and thoughts in well-formed sentences

Key Vocabulary:

Listen, looking, thinking time, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem Turn taking, listening, instruction, telling, listen, follow, why, question, explain, because.

Key Outcomes:

- Children will continue to learn new vocabulary and its meaning.
- Children will continue to use new vocabulary in conversations and discussions-with teachers and peers.
- Children will continue to learn new rhymes,

Physical Development (Get Set 4PE)

Gross Motor Skills

Key Skills

- To copy, repeat and explore actions in response to a theme.
- To explore and remember actions considering level, shape and direction.
- To explore actions with a prop.
- To move with control and co-ordination, expressing ideas through movement.
- To remember and repeat actions moving in time with the music
- To explore actions in response to a theme and begin to use counts.

Key Vocabulary:

actions, beats, count, direction, fast, slow, quick,start, finish, high, low

Key Outcomes:

- Children will :
Social - work safely , collaboration
Emotional - improve confidence and independence
Thinking - beginning to comprehend, feedback, select and apply actions, creativity

Fine Motor Skills

Key Skills

poems and songs-some of which they can recite from memory.

- Children’s listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons.
- Children showing a good level of attention and concentration. Children being attentive during classroom tasks- both guided and independent.
- Children making predictions about what might happen next in a story. Children discussing both fiction and non-fiction books. Children continue to build a rapport with friends.
- Children use talk to pretend-play.
- Children explaining things through speech.
- Children describing things through speech.
- Children talking in the past tense.

- To begin to show more accuracy and care when drawing and painting.
 - To practise holding scissors safely and correctly when cutting.
 - To cut along a line and around circles showing improved accuracy.
 - To begin to fold and bend paper and resources such as pipe cleaners when working on a project.
 - To use simple tools such as hole punches, tape dispensers and staplers safely when making creations.
 - To form most lower case letters of the alphabet correctly, holding the pencil in a secure grip, beginning to show better control.
- Key Vocabulary:** Cut, scissors, hole punch, stapler, staples, tape, fold, bend, safely, “tweeting bird” (pencil hold)

Key Outcomes: Children can:

- Show more accuracy and care when drawing and painting.
- Hold scissors safely and correctly when cutting, showing good control when following the line.
- Cut along a line and around circles showing improved accuracy, including self-drawn shapes.
- Fold and bend paper and resources such as pipe cleaners when working on a project.
- Use simple tools such as hole punches, tape dispensers and staplers safely when making creations.
- Children can form most lower case letters of the alphabet correctly, holding the pencil in a secure grip, beginning to show better control.

Expressive Arts and Design

Creating with Materials

Key Skills:

- To use pencils, pens and ready mixed paint to make drawings, and paintings linked to stories, rhymes and books we have shared.
- To use the combined media of oil pastel and water colour paint to make art works, blending the paint.
- To use a simple painting programme to make simple pictures linked to stories we have learnt about..
- To begin to plan which tools they need to create a desired effect when making models and paintings e.g. I need to make a hole so I will get a hole punch.
- To role play characters from familiar stories using props to support them.

Key Vocabulary:

draw, wax resist, plan, paint, runny paint, hole punch, model, solve the problem.

Key Outcomes:

- To use pencils, pens and ready mixed paint to make drawings, and paintings linked to stories,

Understanding the World

Past and Present:

Key Skills:

- To talk about family celebrations and customs they have celebrated in the past and that are celebrated by other people, including Chinese New Year.
- To begin to know similarities and differences between toys in the past and now.
- To begin to understand the past through books and stories we have shared

Key Vocabulary: Celebration, Chinese/Luna New Year (any other celebrations the children talk about will be discussed), same, different, similar.

Key Outcomes:

- Children can talk about family celebrations and customs they have celebrated in the past and that are celebrated by other people, including Chinese/Luna New Year.
- Children begin to talk about past experiences e.g holiday news
- Children begin to show an understanding of the

rhymes and books we have shared.

- To use the combined media of oil pastel and paint to make art works.
- To use a simple painting programme to make simple pictures linked to stories we have learnt about.
- To begin to plan which tools they need to create a desired effect when making models and paintings e.g. a need to make a hole so I will get a hole punch.
- To role play characters from familiar stories using props to support them.

Being imaginative and Expressive

Key Skills:

- To retell and innovate familiar narratives, rhymes and stories with their peers and teachers.
- To perform familiar songs, rhymes and chants and learn new ones linked to curriculum learning.
- To perform simple dances for their peers responding to the pace of the music.

Key vocabulary:

Rhyme, beginning, middle, and end, dance, fast, slow, character, audience, perform, act, show.

Key Outcomes:

- Children can retell and innovate familiar narratives, rhymes and stories with their peers and teachers.
- Children can perform familiar songs, rhymes and learn new ones linked to curriculum learning.
- Children can perform simple dances for their peers responding to the pace of the music.

past when sharing books and stories.

People and Communities:

Key Skills:

- To know that different people celebrate different events in different ways (Chinese New Year).
- To begin to be aware of how to keep safe on line.
- Learning about different countries we come from and learning different culture.

Key Vocabulary:

Celebrate, new year, country, flag, culture, material, natural, internet, on-line, safe.

The Natural World

Key Skills:

- To know they live in the town of Watford in the country of England.
- To be able to identify the day's weather with increasing accuracy.
- To recognise how animals prepare for winter.
- To sort animals based on where they live.
- To know that some things are alive, some things are dead and some things have never been alive.
- To know that objects that are alive grow, feed, need water and move.
- To identify objects that are people made and/or natural naming plastic as a people made material.
- To begin to use simple vocabulary linked to time e.g. day/night, days, minutes, and seconds.
- To begin to notice and talk about patterns and the changing seasons as winter progresses and spring begins.
- To talk about changes of state of water from frozen ice to liquid water when investigating melting.

Key Vocabulary:

Town, Watford, country, England, map, cold, winter, season, change, ice, snow, investigate, melt, liquid, solid, natural, people made, alive, not alive, non living, animals, home, habitat

Key Outcomes:

- Children know they live in the town of Watford in the country of England.
- Children can identify the day's weather with increasing accuracy.
- Children know that some things are alive, some things are non living and some things have never been alive.
- Children know that objects that are alive grow, feed and move.
- Children can identify objects that are people made and/or natural naming plastic as a people made material.
- Children notice and talk about patterns and the

	<p>changing seasons as winter progresses and spring begins.</p> <ul style="list-style-type: none"> •Children can talk about changes of state of water from frozen ice to liquid water when investigating melting. <p>Religious Education <u>Key Skills</u> Being Special Where do we belong? World views, Christians, Muslims, Hindus <u>Key Outcomes:</u></p> <p>Beliefs about the beginning of the world Exploring death and the celebration of life The natural world - life cycles Candlemass How people express care and concern How people show care and concern in religious groups</p>
<p>Literacy Comprehension</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> •I can read simple phrases and can talk about them. •I can talk about a story I have listened to. •I can use some of the new words I have learnt from stories. <p><u>Key Outcomes:</u></p> <ul style="list-style-type: none"> •Children can handle books carefully. •Children can talk/ discuss about illustrations •Children can use expressions to communicate meaning. <p>Word Reading <u>Key Skills:</u></p> <ul style="list-style-type: none"> • To use my finger(for reading) to show that text is read from the top of the page and moves left to right. • To match words that start with the same sound. • To read some letters and say the phonic sounds that they make. • To be able to blend sounds together and read simple VC and CVC words. • I can recognise some tricky words that I can't yet use my phonic sounds to read. • I can read some simple phrases and sentences. 	<p>Mathematics</p> <p>Key skills</p> <ul style="list-style-type: none"> •Knowing the position of numbers 0-10 and the relationship to other numbers, such as 0, 5 or 10 •Developing a deeper understanding that numbers are made •Combining parts to make a whole and using the part, whole model to develop an understanding of addition <p><u>Key Vocabulary</u></p> <p><u>Key Outcomes:</u> Children can :</p> <ul style="list-style-type: none"> • Recognise that a count starts with nothing (zero) and increases equally by one each time • Order values in a linear way, noticing and comparing their positions to each other and key benchmarks • Practice the count - 1 more, 1 less •Estimate relative position using benchmark numbers • Regroup a whole into two parts using subitising, recognising that when combined, they equal the whole •Identify that a whole can be broken into many parts •Use subitising to identify multiple parts within a given whole

Key Outcomes:

Children can

- use their finger to track by sliding their finger from left to right under each word as they read aloud, making sure the finger follows the line of text and moves to the start of the next line.
- can segment and blend words.
- Begin to apply grapheme phoneme correspondence
blend sounds together and read simple VC and CVC words.

Writing

Key Skills:

- To begin to write letters that are formed correctly
- To able to segment and identify individual sounds in CVC words, then write the corresponding letters. Initially, this may just be one or two sounds and then progress to all three sounds.
- Letters may be written randomly at first, then progress to being written in the order in which they occur in the word.

Key Outcomes:

Children can

- hear initial sounds in words and write the letters down to match. For example c- cat, d-dog
- can spell out and write down vc, cvc words by matching letters and sounds. For example at, in, up, cat, dog, pig

Key Vocabulary: phoneme, grapheme, blend, segment, write, word,