



Reception - Spring 1- Theme: Once Upon a Time

Literacy

We will be reading a range of traditional tales including: Little Red Riding Hood and The Elves and the shoemaker. We will be using our phonic knowledge to write lists and captions. We will also be using role plays and props to retell the stories.

Mathematics

We will be introducing children to the number zero and the symbol. We will begin to understand that numbers can be made by combining smaller numbers, including zero. We will use five frames and part- whole models to look at how we can make numbers 1-5 for example $4+1=5$. We will begin to look at numbers 6-10, looking at how they can represent the numbers and comparing these numbers.

Physical Development

In P.E. the children will be doing gymnastics, creating sequences and learning to jump safely. We will develop our fine motor skills through a range of activities including: threading, playdough and cutting. The children will have access to large equipment outside.

Communication and Language

We will continue to explore rhymes. We will be exploring asking questions and understanding how to answer them.



Personal, Social and Emotional Development

We will look closely at our value of perseverance. We will also learn to work together to take turns and play cooperatively.

Expressive Arts and Design

Exploring media and materials: We will be using different media and materials to create collages representing the different traditional tales we are looking at. We will be exploring what pitch is and how the pitch can be changed in a piece of music. We will be cooking gingerbread and crumble.

Being imaginative: We will be learning how to join and combine materials to create 2D and 3D models based around the stories we are reading. We will be recreating the stories using props and the role play areas.

Understanding the World

The world: We will be looking at the season of winter and comparing it to other seasons. We will be looking at materials and testing them for a specific purpose.

People and Communities: We will be looking at Chinese New Year and how it is celebrated. We will be looking at different religious stories and what we can learn from them.

Technology: We will be learning how to programme a toy to follow instructions. We will have regular access to tablets and the interactive whiteboard to access age appropriate software.

Phonics 	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Assessment Week
English	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Writing Focus	Writing Focus	Reading Focus	Reading Focus	Reading Focus	Writing Focus
Contexts	Once Upon a Time Nursery Rhymes 	Once Upon a Time Little Red Riding Hood 	Once Upon a Time The Elves and the Shoemaker 	Once Upon a Time Hansel and Gretel 	Once Upon a Time Billy Goat's Gruff 	Once Upon a Time Each Peach Pear Plum 
Learning Intention and Success Criteria	WALT know what a rhyme is Remember: Rhyming words sound the same at the end.	WALT write a list. Remember: Write one word at a time. Write the next word underneath. The words should be in a line down the page.	WALT use context cues to work out an unknown word. Remember: Read the rest of the sentence carefully. Think about what word would fit. Does the sentence make sense?	WALT talk about characters in a story. Remember: Think about <ul style="list-style-type: none"> • what they look like • what they do • what sort of person they are 	WALT Know and tell a story. Remember: To say what happens at the beginning of the story. To say what happens in the middle of the story. To say what happens at the end of the story.	WALT Know how to write a sentence. Remember: Say your sentence. Use Fred Fingers and red words to help you. Leave spaces between words. Capital letter at the start. Full stop at the end.
New Vocabulary (Grandma Fantastic) 	Unfamiliar words in rhymes: <i>Water spout (Incy Wincy)</i> <i>Fiddle (Hey Diddle Diddle)</i>	Emotion words – how Little Red Riding Hood might feel?: <i>Terrified</i> <i>Panicked</i> <i>Anxious</i> <i>Surprised</i>	Traditional jobs in stories: <i>Cobbler/Shoemaker</i> <i>Tailor/Dressmaker</i> <i>Woodcutter</i> <i>Merchant</i>	Describing characters: <i>Hero</i> <i>Villan</i> <i>Wicked</i> <i>Courageous</i> <i>Resilient</i> <i>Patient</i>	Describing story settings: <i>Meadow</i> <i>Woodland</i> <i>Palace</i> <i>Fjord</i> <i>Lair</i>	Genre vocabulary: <i>Traditional tale</i> <i>Fairy tale</i> <i>Fantasy</i> <i>Fiction</i>
Starters	Odd One Out – which object/picture doesn't rhyme. Creating rhyming strings.	Fred Talk – sounding out items of food to go in Red Riding Hood's basket.	Captions with picture and missing word. Which word would fit? How do you know?	Predicting what might happen next in the story. Circle – I like/ dislike...because...	Tell the story in the wrong order. What do you notice?	Circle Time – say a sentence to match a picture from Each Peach Pear Plum.

Main Lesson	<u>Language:</u> Rhyme, sound, end	<u>Language:</u> List, word, line, underneath, down	<u>Language:</u> Context, unknown, fit, sense	<u>Language:</u> Likes, dislikes, characters, behaviour, predict	<u>Language:</u> Know, tell, re-tell, story, beginning, middle, end	<u>Language:</u> Sentence, finger space, full stop, Kung Fu punctuation.
Task	Use magnetic letters to create a list of rhyming words. Write down the words created.	Write a list of things that Little Red Riding Hood could take to Grandma. (Provide a basket of goodies as a prompt.) Hot seating – asking questions of a character.	Read the book again in a small groups, using context to predict covered up words – then apply phonics skills to check the answer. Independent writing – thank you notes to the Elves.	In small groups discuss the story and the characters. Children to explain their likes and dislikes. Make links to real life experiences – can the children think of a time when they felt scared/brave? Independent writing – keep out notices & signs for wicked characters.	Re-tell and act out the story in small groups. Hot seating – asking questions of a character. Independent writing – zig-zag or stapled books to write stories.	Write a sentence about a picture from Each Peach Pear Plum. Assessment opportunity – phonics application, handwriting, punctuation.

Phonics:

Set 1

m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h
- sh - r - j - v - y - w - th - z - ch - qu - x - ng - nk

Set 2

ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

Set 3

a-e - ea - i-e - o-e - u-e - aw - are - ur - er - ow - ai - oa -
ew - ire - ear - ure - tious - tion



Spring term




Strand	Unit		Week	Weekly title	Early Learning Goal 2020	Old Early Learning Goal
	Unit 6	Number bonds within 5	1	Introducing the part-whole model	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Automatically recall number bonds up to 5.</p>	Prerequisite to: Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer.
	Unit 7	Numbers to 10	2	Counting to 6, 7 and 8	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p>	Children count reliably with numbers from 1 to 20, place them in order.
			3	Counting to 9 and 10	<p>Verbally count, recognising the pattern of the counting system.</p>	
	Unit 8	Comparing numbers within 10	4	Comparing groups up to 10	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p>	Children explore characteristics of everyday objects.







Strand	Unit		Week	Weekly title	Early Learning Goal 2020	Old Early Learning Goal
					<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	
	Unit 9	Addition to 10	5	Combining two groups to find the whole	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall numbers bonds up to 5 and some number bonds to 10, including double facts.</p> <p>Compare different contexts, recognising when one quantity is greater than, less than or the same as the other quantity quantities up to 10 in.</p>	Using quantities and objects, children add and subtract 2 single-digit numbers and count on or back to find the answer.







Strand	Unit		Week	Weekly title	Early Learning Goal 2020	Old Early Learning Goal
					Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	
	Unit 10	Number bonds to 10	6	Using a ten frame	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.	Prerequisite to: Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer.
			7	The part-whole model to 10	Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.	
	Unit 11	Shape and space	8	Spatial awareness		Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.
			9	3D shapes		
			10	2D shapes		

Week	Expressive Art & Design (Art) 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	They safely use and explore a variety of materials, tools and techniques, experimenting with design, colour, texture, form and function. Paper craft Humpty Dumpty	Join materials/ Cut out the pieces Connect them together	Composition Create Design	Cutting Sticking Folding paper (concertina)	Know different ways to join materials together.
2	They safely use and explore a variety of materials, tools and techniques, experimenting with design, colour, texture, form and function. Collage – Little Red Riding Hood	Combine materials/ Select materials Carefully place materials Attach with glue	Collage Paint Portray Contrast	Cutting Tearing Attaching with glue	Know what a collage is and how to attach materials using glue.
3	They safely use and explore a variety of materials, tools and techniques, experimenting with design, colour, texture, form and function. Painting – Elves & the Shoemaker	Create a painting/ Think of my idea Select colours Select painting tools	Paint Portray Blend Highlight	Colour selection/mixing Brush skills	Know how to make a specific colour by mixing paint.
4	They safely use and explore a variety of materials, tools and techniques, experimenting with design, colour, texture, form and function. Collage – Hansel & Gretel	Combine materials/ Select materials Carefully place materials Attach with glue	Collage Apply Layer Adhesive	Cutting Tearing Attaching with glue	Know what a collage is and how to attach materials using glue.
5	They safely use and explore a variety of materials, tools and techniques, experimenting with design, colour, texture, form and function. 3D Models - Billy Goats Gruff bridges (link to UtW)	Create a 3D model/ Think of my idea Select the materials Attach with glue or tape	Construct 3 Dimensional Abstract Model	Designing Cutting Attaching with glue and tape	Know techniques for attaching different materials to create a 3D model.
6	They safely use and explore a variety of materials, tools and techniques, experimenting with design, colour, texture, form and function. Multimedia – own representation (Fairy Tale characters)	Evaluate/ Think of my idea Select the materials Create my art work Talk about my work	Interpret Visualise Representation	Designing Selecting resources Evaluating	Know how to select and use materials to create a desired effect.

Week	Understanding the world: The World and People and Communities 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	They make observations of animals and plants and explain why some things occur and talk about changes Egg experiment (Humpty Dumpty)	WALT: Make observations./ *Look closely. *say what you see *predict what will happen	Predict Observe Test	Observing changes Predicting	How fizzy drinks affect egg shells.
2	They know about similarities and differences about themselves and others and among families, communities and traditions. Jonah and the Whale Small groups- talk about the story. Retell the story	Identify the message of a story/ What do you learn from the story? How does the story make you feel?	Similar Different Same	Discussing the events of a story. Retelling the story	What can you learn from the story and how you can use this in your own life?
3	They talk about the features of their own immediate environment and how environments might vary from one another Winter in the Park week	<ul style="list-style-type: none"> WALT make observations/ Look carefully say what you see Compare 	Winter Trees Plants Weather Temperature Animals Hibernate	Observing changes	How trees/ plants change in winter What the weather is like in winter Hibernation in winter What we wear Longer nights
4	Explain why some things occur and talk about changes Making gingerbread	WALT: Observe /*Look closely. *Say what I see *what has changed	Ingredients Beat Sift Mix Cook Soft Hard	Observing changes	How to make gingerbread How the gingerbread mixture changes when heated.
5	Make observations and talk about changes. know about similarities and differences in relation to places, objects, materials and living things Testing materials- making a raft.	WALT: Identify/ Look closely Use the correct vocabulary	Float Sink Light Heavy Air pocket	Identify	Testing materials Working collaboratively Floating and sinking

6	<p>They know about similarities and differences about themselves and others and among families, communities and traditions.</p> <p>Chinese New Year</p>	<p>Compare / How is it the same ? How is it different?</p>	<p>Celebration New Year Drangon Fortune Ox Greeting Lantern Chopstick Symbol</p>	<p>Similarities and Differences of celebrations</p>	<p>What Chinese new year is. How people celebrate Chinese New Year Customs and celebrations</p>
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Week	Physical Development 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Safely negotiating space Children show good control and coordination in large and small movements. Gymnastics and small apparatus	Identify and use simple gymnastics actions/ Listen to the instructions Take turns Move in different ways	Balance Apparatus Coordination Movement Climb Travel Land Agility Mat Hoop	Agility, balance and coordination	Vocabulary associated with gymnastic and apparatus
2	Safely negotiating space Children show good control and coordination in large and small movements. Gymnastics and small apparatus	Identify and use simple gymnastics actions/ Listen to the instructions Take turns Move in different ways	Balance Apparatus Coordination Movement Climb Travel Land Agility Mat Hoop	Agility, balance and coordination	Vocabulary associated with gymnastic and apparatus
3	Safely negotiating space Children show good control and coordination in large and small movements. Gymnastics and small apparatus	Identify and use simple gymnastics actions/ Listen to the instructions Take turns Move in different ways	Balance Apparatus Coordination Movement Climb Travel Land Agility Mat Hoop	Agility, balance and coordination	Vocabulary associated with gymnastic and apparatus
4	Safely negotiating space Children show good control and coordination in large and small movements. Gymnastics and small apparatus	Jump off an object and land safely/ Listen to instructions Take turns	Balance Apparatus Coordination Movement	Agility, balance and coordination	Vocabulary of the names of P.E. equipment and ways of moving.

		Move in different ways Bend my knees when I land	Travel Jump Land Bend Agility		
5	Safely negotiating space Children show good control and coordination in large and small movements. Gymnastics and small apparatus	Jump off an object and land safely/ Listen to instructions Take turns Move in different ways Bend my knees when I land	Balance Apparatus Coordination Movement Travel Jump Land Bend Agility	Agility, balance and coordination	Vocabulary of the names of P.E. equipment and ways of moving.
6	Safely negotiating space Children show good control and coordination in large and small movements. Gymnastics and small apparatus	Create and perform a simple sequence on apparatus/ Listen to instructions Take turns Move in different ways Bend my knees when I land	Balance Apparatus Coordination Movement Travel Jump Land Bend Agility	Agility, balance and coordination	Vocabulary of the names of P.E. equipment and ways of moving.





NB. In addition, fine motor skills are taught and practised in EAD, English, Handwriting and specific activities available in continuous provision (inside & outside). Gross motor skills also developed daily, through use of the large outdoor equipment .

Health and Self-care taught and supported daily through circle times, meal times and books. Parents encouraged to help children to develop self-care skills at home, as communicated through weekly parent updates.

Week	PSED 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Confident to try new activities and say why they like / dislike them. Challenging yourself – staying motivated when something is difficult	Persevere / Listen to the story Decide how the character perseveres Share your ideas	Perseverance Overcome Challenge Motivated	Listening Speaking clearly Discussing	What is perseverance?
2	Confident to try new activities and say why they like / dislike them. Challenging yourself – staying motivated when something is difficult	Persevere / Listen to the story Act the story out Think about what the story teaches us	Perseverance Overcome Challenge Motivated	Listening Speaking clearly Acting	When have I persevered in my life?
3	Confident to speak to others about own needs, wants, interests and opinions. Never giving up – keep trying when something is difficult	Setting a goal / Identify a skill Think how you can improve	Improving Practicing Persevering	Listening Working as a team	How we can improve skills by not giving up.
4	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Using kind words to motivate and support others.	Using kind words to encourage people/ Identify positive trait Share ideas.	Motivate Support Achieving Reflecting	Listening Speaking clearly Discussing	How what we say affects other people.
5	Children are confident to speak in a familiar group. What do you want to be when you're older?	Understanding link between learning and the future / Listening to others Sharing ideas	Impact Planning Achieving	Listening Speaking clearly Discussing	Why it is important to do well in school and that it impacts your future choices.
6	Children are confident to speak in a familiar group. Reflecting on goals achieved.	Share our ideas/ Listen Share ideas Ask questions	Challenge Achieving Motivation Accomplishment	Listen Speak clearly Discuss	Reflecting on how we have improved.

NB. In addition, daily circles, daily 'check-in' , support to develop friendships, restorative practice and turn taking games.

Week	Understanding the World - Technology	Learning Intention/Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
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1	<p>Select and use technology for a particular purpose.</p> <p>Recognising everyday technology used in school.</p>	<p>WALT: Select and use technology/understanding where technology is used in school and how it can help us learn.</p>	<p>Technology Laptops Computers IPads/Tablets Telephones SMART Boards Speakers CD Players</p>	<p>Identifying everyday technology</p>	<p>How technology supports learning in school.</p>
2	<p>Select and use technology for a particular purpose.</p> <p>BEE BOTS</p>	<p>WALT: Select and use technology/ how to take care of the equipment, how to use the equipment safely, what controls you need to use</p>	<p>Beebot Direction Left, Right Forward, Backward Stop/clear Programming</p>	<p>Selecting the correct direction</p>	<p>Positional language Programming</p>
3	<p>Select and use technology for a particular purpose.</p> <p>BEE BOTS</p>	<p>WALT: Select and use technology/ how to take care of the equipment, how to use the equipment safely, what controls you need to use</p>	<p>Beebot Direction Left, Right Forward, Backward Stop/clear Programming</p>	<p>Selecting the correct direction</p>	<p>Positional language Programming</p>
4	<p>Select and use technology for a particular purpose.</p> <p>Bee bot app</p>	<p>WALT: Select and use technology/ how to take care of the equipment, how to use the equipment safely, what controls you need to use</p>	<p>IPad/Tablet App Direction Left, Right Forward, Backward</p>	<p>Selecting the correct direction</p>	<p>Positional language Programming</p>
5	<p>Select and use technology for a particular purpose.</p> <p>Bee-bot app</p>	<p>WALT: Select and use technology/ how to take care of the equipment,</p>	<p>IPad/Tablet App Direction Left, Right Forward, Backward</p>	<p>Selecting the correct direction</p>	<p>Positional language Programming</p>

		how to use the equipment safely, what controls you need to use			
6	Select and use technology for a particular purpose. Bee Bot app	WALT: Select and use technology/ how to take care of the equipment, how to use the equipment safely, what controls you need to use	IPad/Tablet App Direction Left, Right Forward, Backward	Selecting the correct direction	Positional language Programming

NB. Technology also planned in across all areas of learning and in continuous provision.