

Reception Topic Planning

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| Date: Spring 1 | Topic: What happens in winter? |
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| Key Learning Objectives: | Assessment for Learning: |
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| <p>PSED</p> <p>Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others</p> | <p>I can...</p> <ul style="list-style-type: none"> • keep trying at an activity I am finding tricky with adult support • have a go at new and different activities in the classroom • use all areas of the classroom independently to support my learning. • tell you how I am feeling using the vocabulary happy, sad, excited, worried and confused. • tell a grown up why a friend may be upset or worried • talk about how a why a character might be feeling happy, worried or sad in a story. |
| <p>CLL</p> <p>Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> | <p>I can...</p> <ul style="list-style-type: none"> • use new vocabulary linked to my own and other emotions • speak in clear sentences when answering a question • ask questions during talk time using appropriate vocabulary i.e. who, what, where, why • retell key parts of the Frog in Winter story using pictures or the story book • use the internet and non fiction books to tell you about one arctic animal |
| <p>PD</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> | <p>I can...</p> <ul style="list-style-type: none"> • hold a pencil using the correct grip • sit correctly at the table when writing |

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| <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully</p> | <ul style="list-style-type: none"> • form the majority of letters correctly, sitting on the line, using letter guides as a support • respond to story and songs by moving in different ways • walk, march and run confidently • move in different directions safely when directed by an adult |
| <p>Literacy</p> <p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower case letters correctly Write short sentences with words with known letter-sound correspondences</p> | <p>I can...</p> <ul style="list-style-type: none"> • recognise all set one single letter sounds and up to 5 digraphs • blend letters sounds to read simple words independently • recognise and read up to 5 'red' words • form lower case letters correctly • use my sound knowledge to write simple cvc words • write up to 3 words correctly in a sentence |
| <p>Mathematical Development</p> <p>Link the number symbol (numeral) with its cardinal number value. Compare numbers. Count beyond ten. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10 Subitise</p> | <p>I can...</p> <ul style="list-style-type: none"> • recite numbers to 20 backwards and forwards • tell you one more or less than a number to 10 • tell you two numbers which added together total 5 • tell you number pairs to 10 using apparatus or pictures to support • subitise numbers to 5 |

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| <p>Compare length, weight and capacity.</p> | <ul style="list-style-type: none"> • match a numeral to the correct amount of objects (to 10) • use apparatus to explore doubling • tell you which object is heavier / lighter • tell you which container will hold more |
| <p>KUW Draw information from a simple map. Describe what they see, hear and feel whilst outside Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.</p> | <p>I can...</p> <ul style="list-style-type: none"> • create a simple map of our school • create a simple map of Frogs world • answer simple question about a simple map of frogs world • tell you 3 differences between the arctic and Amble • tell you how animals which live in the arctic are able to survive there. • tell you 3 things I can see or hear outside • tell you 3 ways it changes outside from summer to winter |
| <p>EA&D Return to and build on their previous learning, refining ideas and developing their ability to represent them Listen attentively, move to and talk about music, expressing their feelings and responses.</p> | <p>I can...</p> <ul style="list-style-type: none"> • create my own stories in role play situations • tell you about one piece of music or song I like • re-create a well-known story in role play situations • use materials available to re-create a given picture. |