

Reception Term 6

Traditional Tales

Light & Dark

Space

Literacy	<p>MAIN TEXTS to choose from: Choose from 2- 3 texts...</p> <p>Traditional Tales- The Three Little Pigs The Very Hungry Caterpillar Whatever Next Peace at Last</p>
Language	<p><u>Listening & Attention:</u></p> <p>Can they sit and listen for long periods of time? Can they have two- channelled attention? Can listen and do for a short span.. Join in with repeated refrains and phrases..</p> <p><u>Understanding:</u></p> <p>Can you listen in a range of situations?</p> <p>Are they able to create story maps based on familiar texts?</p> <p>They listen to stories, accurately anticipating key events?</p> <p>They give their attention to what others say and respond appropriately while engaged in other activities.. (USING COLOURFUL SEMNANTICS.)</p> <p><u>Speaking:</u> Box clever</p> <ul style="list-style-type: none">• Repetitive stories• Chatterbox sessions for parents with speech and language therapist• All adults to model good grammar• Puppets and small world play provided as continuous provision• Visual prompts for adults to support language development• Sign along to be used by trained staff• Nicola's intervention – engaging children in stories/spirited play...• Sign cards• Colourful semantics• Story mapping• Encourage children to speak in full sentences
	<p><u>Writing</u></p> <p>Can they write their own name and other things such as labels, captions or instructions with growing confidence? Do they attempt to write short sentences in meaningful contexts? Are they able to read their written work back? Can they apply their phonic knowledge to write words in ways which match their spoken sounds? Can they begin to write some irregular common words? Can some children remember their finger spaces, punctuation and full stops when writing sentences? Can they write and spell irregular words? Can children form their letters correctly?</p> <p>Mark making opportunities to be maximised throughout setting / pre-writing patterns for specific children</p>

Special book specifically for writing... (showing progress)
Oral rehearsal- Pie Corbett/ intervention for writing use of next steps to enhance children's writing and letter formation.

Continuous purposeful writing- talk for writing- children to be even more independent this term – independent writing groups.

Reading (continuous strand)

- Links sounds to letters of the alphabet
- Segments and blends CVC words
- Reads with fluency and is able to discuss what they have read
- Is able to retell familiar stories
- Spends time reading and exploring a range of texts
- Pinny time to be maximised
- Is able to read words/simple sentences applying their knowledge of phonics
- Focus on continuing a rhyming string
- Love of reading time- so children can enjoy an increasing range of books..
- Fred in their head to read sentences.
- Linking sounds to letters
- Continue a rhyming string.
- Begin to read simple sentences.

Mathematics

Taken from Maths Mastery

Unit 15

Money 5 lessons

This one-week unit focuses on money; in doing so, pupils apply their knowledge of numbers beyond 20. Pupils explore the values of the coins and using different combinations of coins to make a certain amount. There are five planned lessons in this unit.

Key learning

- To recognise the value of one penny and to recognise the value of coins
- To explore different combinations of coins that total 5p and 10p
- To explore different combinations of coins that total 20p
- To be able to give change from ten pence
- To be able to apply number sense within the context of money

Unit 16

Doubling and Halving 5 lessons

This is a one week unit where pupils have the opportunity to apply their knowledge of addition and grouping and sharing. They explore double and half and recognise the relationship between the two concepts. This unit consists of four planned lessons and one consolidation lesson.

Key learning

- understand the concept of double
- understand the concept of half
- apply their understanding when completing tasks that involve doubling and halving

Unit 17

Addition and Subtraction (15 lessons)

This three week unit provides opportunities for pupils to apply learning when they add and subtract two single-digit numbers and count on or back to solve problems. Pupils will compare quantities and solve a range of problems set in different contexts. This unit contains 15 planned lessons.

Unit 18
Numbers
Beyond
20
(5 lessons)

This one week unit provides pupils with the opportunity to practise counting on and back to consolidate their understanding of counting on and back for solving addition and subtraction. As part of this unit, pupils will also take part in activities that require them to place numbers within 100 in order and establish which numbers are one more or one less than a given number. They will also look at solving problems involving grouping and sharing, and explore counting on in steps of 5 and 10 from zero. This unit consists of five planned lessons.

Physical
 Development

Moving and Handling

- Exercise and Fitness Games- football/ obstacle courses..
- Continuous provision – hammers, water play investigation pouring and filling
- Mark making opportunities outside and inside
- Handwriting practice- pre writing patterns/ letter formation to improve children’s pencil grips..
- Forming letters correctly holding a pencil correctly.

Games (Miss Mayuuf’s PE lessons)

Can they show increased hand eye coordination when throwing and catching a ball?
 Do they show increased control over hand and eye co-ordination? Play dough disco/ cooking- making smoothies/ showing good control whilst cutting the fruit.
 Can they explore what happens to their body when they exercise?
 Can they negotiate space successfully when playing racing and chasing games with other children?
 Can you control a ball when weaving out of the cones?

Acquiring and developing skills

Evaluating and improving

Can they copy actions?
 Can they repeat actions and skills?
 Can they move with control and care?

Evaluating and improving

Can they talk about what they have done?
 Can they identify how what skills they can improve?
 Do they show perseverance when developing a new skill?

Health and self-care (ongoing)

Can they recognise danger and seeks support of significant adults for help?
 Do they eat a healthy range of foodstuff and understand a need of variety in food?
 Can they show some understanding that good practices with regard to exercise, eating, sleeping and hygiene?
 Do they understand the need for safety when tackling new challenges?
 Five a day- the importance of a healthy diet..
 Do they know how to have a healthy diet?

PSED

Making Relationships/ Managing Feelings & Behaviour/Self-confidence and Self-awareness

Can children play cooperatively and take turns with others?
 Can they show sensitivity to other’s needs and feelings?
 Do they take steps to resolve conflicts with other children?
 Are children confident to try new activities and say why they like some more activities than others?
 Can you say when you do or don’t need help?
 Can you work as part of a group or class and understand how to follow the rules?
 Can you adjust behaviour to different situations, and take changes of routine in their stride?

	<p>Teachers to see: Jigsaw –changing me</p>
Understanding the World	<p><u>People and Communities</u></p> <p>Children know about similarities and differences between themselves and others, and among families, communities and tradition. Children talk about past, present events in their own lives and in the lives of their family members. They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p><u>The World:</u> To show care and concern for living things/ observing plants/ To learn about growth and decay- looking closely at similarities and change They make observations of animals and plants and explain why some things occur, and talk about changes. Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Characteristics of Effective Learning Child initiated play – staff to carry out learning journeys to capture children demonstrating persistence and testing out ideas.</p>
Understanding the World	<p><u>People and Communities</u> Eid-ul-Fitr My Muslim Faith The Gift of Friendship</p>
Expressive Art and Design	<p><u>Exploring and Using Media & Materials:</u></p> <p>Can children sing songs, make music and dance, and experiment with different ways of changing them.</p> <p>Can they safely use a tools and techniques experimenting with colour, design, texture, form and function?</p> <p>Can they experiment with ways of changing them?</p> <p>Can they safely use and explore a variety of materials, tools and techniques.</p> <p>Can they experiment with colour, design, texture, form and function?</p> <p>Can they construct with a purpose in mind?</p> <p>Music- singing different songs and using different instruments (Miss Ridley's/Mr Nunn's music sessions)</p> <p><u>Being Imaginative:</u></p> <p>Role-play is a continuous strand and links to Literacy throughout the year. Can they act out / join in alongside a narrative with their peers? Can they represent their own ideas/ thoughts through design and technology, art, music dance and stories?</p>
ICT (UW)	<p>Technology:</p> <p>Progress Matters: Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc.</p> <p>Mouse and Keyboard skills – Logging on to the computer network/ navigating around mathletics/ bug club/ How to navigate around the computer using the mouse. How to log on to the computer and Mathletics/bug club How to complete a simple program on the computer using the mouse and keyboard. They select and use technology for particular purposes.</p>
Role-play areas	<p>Home corner Travel Agents Beach role-play</p>

Enrichment	Transitions Summer educational visits LGBT story
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