

## Half-termly Overview

### Spring 1

#### Reception Caterpillar Class



### Literacy

#### Word reading

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

#### Comprehension

Use vocabulary and forms of speech that are increasingly influenced by their range of books.

Engage in extended conversations about stories, learning new vocabulary.

#### Writing

Spell words by identifying the sounds and then writing the sound with letter/s.

#### The Gruffalo – Power of Reading

#### Little Wandle Phonics

ai, ee, igh, oa

oo, oo, ar, or, Tricky words: was, you, they.

ur, ow, oi, ear, tricky words: my, by, all

air, er, tricky words: are, sure, pure.

Words with double letters: dd, mm, tt, bb, rr, gg, pp, ff.

### Communication and Language

#### Listening, Attention and Understanding

Listen to and talk about stories to build familiarity and understanding.

#### Speaking

Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.

### Understanding the World

#### Past and Present

Timelines – To organise some events using basic chronology.

Talk about the lives of people around them and their roles in society. Compare what these looked like in the past.

#### People, Cultures and Communities

Recognise that people have different beliefs and celebrate special times in different ways.

Talk about the lives of people around them and their roles in society. Challenge stereotypical/gender assumptions.

#### The Natural World

Know that there are different countries in the world and talk about differences they have experienced or seen in photos.

New Year Celebrations around the world.

Make comments on the weather, culture, clothing, housing.

Environments and exploring maps - Features of the local environment.

How can we look after our environment?

Seasonal changes – Spring time.

#### Religious Education

HINDUISM - Theme: Celebrations

Key Question: How do people celebrate?

### Maths

#### Number

Begin to subitise (recognise quantities without counting) up to 5.

Solve real world mathematical problems with numbers up to 5.

Experiment with their own symbols and marks as well as numerals.

#### Numerical Patterns

Count verbally beyond 10.

Understand the 'one more/one less than' relationship between consecutive numbers to 10.

Positional language: describe a familiar route, using words such as 'in front of' and 'behind'.

Compare numbers using appropriate vocabulary such as 'more than', 'less than', 'equal to'.

Begin to identify evens and odds to 10.

Begin to recall double facts to 10.

Begin to share quantities between 2 and 3 people to 10.

Talk about patterns in environment and continue copy and create repeating patterns.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compose and decompose shapes to show shapes can be made up of smaller shapes.

### Physical Development

#### Fine motor Skills

Use a comfortable grip with good control when holding pencils.

#### Gross Motor Skills

Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; tooth brushing; sensible amounts of screen time; good sleep routine; being a safe pedestrian.

Further develop skills they need to manage school day successfully – lining up, mealtimes and personal hygiene.

#### PE – Games Unit

To work safely and develop running and stopping

To develop throwing and learn how to keep score.

To be able to play games showing an understanding of the different roles within it.

To follow instructions and more safely when playing tagging games.

To work co-operatively and learn to take turns.

To work with others to play team games.

### Personal, Social and Emotional Development (PSED)

#### Self-Regulation

Talk with others to solve conflicts.

Identify and moderate own feelings socially and emotionally

#### Managing Self

See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed).

#### Building Relationships

Help to find solutions to conflicts and rivalries.

Express their feelings and consider the feelings of others.

#### PSHE/RSHE – My Life

What do people do in their jobs all day?

What skills do people need to do their jobs?

How do we work together? How do I cross the road safely?

What are strangers?

How do I know who people are online?

Can I identify the special people in my life and talk about what makes them special and explain how special people care for one another?

### Expressive Arts and Design

**Creating with materials** – 'People who help us' craft activities, joining different materials to create woodland scene, Chinese New Year lanterns.

**Being imaginative** - Create own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively to music and create own stories.

**Charanga Music** – Listen to a range of music and join in with songs/actions including: Wind The Bobbin Up, Rock-A-Bye Baby, Five Little Monkeys, Twinkle, Twinkle, Little Star.