

Robins Reception Planning- Spring Term 2024

<p>Communication and Language</p> <p>Continue to work on previous skills and also focus on:</p> <ul style="list-style-type: none"> •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. •Describe events in some detail. •Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. •Use new vocabulary in different contexts. •Learn rhymes, poems and songs. 	<p>Physical Development</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • 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. • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes <p>Dance, Fitness, Invasion Games, Yoga</p>	<p>Personal, Social and Emotional Development</p> <p>Cambridgeshire Units My Body & Growing Up Healthy Lifestyles Me & My World</p> <p>Value Focus- Courage, Forgiveness</p> <p>Growth Mindset Focus</p> <p>Curiosity- Callum the Dog Having an inquisitive attitude to life. Wondering: Being alive to puzzles and incongruities. Questioning: Seeking deeper understanding. Exploring: Actively and adventurously investigating. Experimenting and Tinkering: Trying things out to see what happens.</p> <p>Isla the Unicorn Connecting: Using metaphor and association to leverage new ideas from what you know. Playing with ideas: Allowing the mind to bubble with possibilities. Visualising: Using mental rehearsal to refine skills and explore consequence. Intuiting: Tapping into bodily based hunches and inklings.</p>	<p>Literacy</p> <p>Set 2 Review Set 1 & blending Around letters c,a,o,d,g,q Down letters l,t,b,p,k,h,l,j,m,n,r,u,y Curly letters e,f,s Zig-Zag letters v,w,z,x Review digits 0-5, Practice 6-9</p> <p>Writing Sentence/s using a full stop. Writing stories using story maps Lists and Instructions Comparing Fiction and Non-Fiction</p> <p>Non-Fiction Book about our bodies Books about animals and plants</p> <p>Fiction Traditional Tale The Little Red Hen (Talk for writing) Handa's Surprise by Eileen Browne Weather Stories- The Cloud Spotter by Tom McLaughlin, Nelly and Nora- The Windy way home by Emma Hogan My Friend the Weather Monster by Steve Smallman Jaspar's Beanstalk by Nick Butterworth The Hungry Caterpillar by Eric Carle Dear Zoo by Rod Campbell The Tiger who came to tea by Judith Kerr</p> <p>Rhythm and Rhyme Don't forget the Bacon by Pat Hutchins</p> <p>Books to read Farmer Duck by Martin Waddell The Elephant and the Bad Baby by Elfrida Vipont Odd Dog Out by Tom Hardy Mr Grumpy's Outing by John Burningham Mrs Armitage on wheels by Quentin Blake Alan's Big, Scary Teeth by Jarvis 'Tad' by Benji Davies Tadpole's Promise by Jeanne Willis</p>
<p>Mathematics</p> <p>White Rose Phase 4- Alive in 5! Number: Introducing Zero Comparing Numbers to 5</p>	<p>Amazing Humans/ Growth</p> <p>Understanding the World Leicestershire RE Syllabus 1.1 What do Christians believe God is like? (God)</p>		
		<p>Expressive Arts and Design</p> <p>Music Express Units</p>	

<p>Composition of 4&5 Measure, Shape and Spatial Thinking: Compare Mass (2) Compare Capacity (2)</p> <p>Phase 5- Growing 6,7,8 6,7,& 8 Making Pairs Combining 2 Groups Measure, Shape and Spatial Thinking: Length & Height Time</p> <p>Phase 6- Building 9&10 Number 9&10 Comparing Numbers to 10 Bonds to 10 Measure, Shape and Spatial Thinking: 3D shape Pattern (2)</p>	<p>1.6 Who is a Muslim and how do we live? Part 1 Story of Easter</p> <p>How have I changed? Food Keeping Healthy People who help us Plants Caring for the Environment Animals & Life cycles Spring</p>	<p>Y1 Our Bodies- Beat Y1 Storytime- Exploring sounds Y2 Water- Pitch Y2 Number- Beat</p> <p>Cornerstones Project- Rain and Sunrays Motifs, Line and Shape, texture, Drawing Skills Painting Mother's Day Easter Cards</p>	
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