



2016-2017	EYFS: Reception Class	
<p>Area of Learning</p>	<p>Spring 1: Celebration and Carnival</p> 	<p>SPRING 2: DEAR ZOO</p> 
<p>Mathematics</p> <ul style="list-style-type: none"> • Number • Shape, Space and Measures <p>Mathematical texts that we will read this term:</p> <ul style="list-style-type: none"> • Rosie's Walk • How Big is a Million? • Ten Tired Tigers 	<p>Number:</p> <ul style="list-style-type: none"> • Select the correct numeral to represent 1 to 20 objects. • Find the total number of items in two groups by counting all of them. • Add one more to any number up to 20 and name the total (using practical resources for support). • Subtract one from any number up to 20 and name the total (using practical resources for support). • Begin to use the vocabulary involved in adding and subtracting: add, plus, take away, equals, makes and altogether. <p>Shape, Space and Measures:</p> <ul style="list-style-type: none"> • Select a particular named shape from a selection of 2D and 3D shapes: square, circle, triangle, rectangle, oblong, pentagon, hexagon, octagon, cube, sphere, rectangular prism, cylinder, cone. • Use familiar objects and common shapes to create and recreate patterns and build models. • Describe the position of objects using words such as <i>'behind'</i> or <i>'next to'</i>. • Order at least three items by length or height. 	<p>Number:</p> <ul style="list-style-type: none"> • Record calculations, e.g. $4 + 2 = 6$ using marks that they can interpret and explain to an adult or friend. • Estimate the number of objects seen, then check using accurate counting. • Create and solve mathematical problems and calculations independently. <p>Shape, Space and Measures:</p> <ul style="list-style-type: none"> • Use the mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes: straight, curved, corner, edge, point, vertex, face, side, roll, flat, 2D and 3D. • Use everyday language related to time. • Use everyday language related to money. • Order and sequence familiar events. • Measure short periods of time in simple ways.
<p>Communication and Language (CL)</p> <ul style="list-style-type: none"> • Listening and Attention • Understanding • Speaking 	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Maintain attention so that we can listen and do an activity at the same time. • Concentrate for a sustained period during an activity. • Understand humour by listening to rhymes, jokes and fun poems. <p>Understanding</p> <ul style="list-style-type: none"> • Follow a story without pictures or props. • Listen and respond appropriately to friends and adults. <p>Speaking</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduce a storyline or narrative into play. 	

<p>Literacy (L)</p>	<p>Phonics:</p> <ul style="list-style-type: none"> We will be able to read the tricky words he, she, we, me, be, was. We will be able to spell the tricky words the, to, I, no, go; We will write each letter correctly using clear and legible formation. We will use the phase three sounds to blend for reading and segment for spelling: ch, ar, sh, or, th, ur, ng, ow, ai, oi, ee, ear, igh, air, oa. <p>Reading:</p> <ul style="list-style-type: none"> Begin to read words and simple sentences. <p>Writing:</p> <ul style="list-style-type: none"> Write labels, captions. Attempt to write short sentences in meaningful contexts. 	<p>Phonics:</p> <ul style="list-style-type: none"> We will be able to read the tricky words my, you, her, they, all, are; We will be able to spell the tricky words the, to, I, no, go; We will write each letter correctly using clear and legible formation. We will use the phase three sounds to blend for reading and segment for spelling: ure, oo, er. <p>Reading:</p> <ul style="list-style-type: none"> Begin to read words and simple sentences. Enjoys an increasing range of books. Know that information can be retrieved from books and computers. <p>Writing:</p> <ul style="list-style-type: none"> Attempt to write short sentences in meaningful contexts.
<p>Physical Development (PD)</p> <ul style="list-style-type: none"> Moving and Handling Health and Self-care 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Dance: ‘Carnival’ P.E: Locomotion Movements <p>Health and Self-care</p> <ul style="list-style-type: none"> We will engage in a ‘Safety Week’, which will help us to explore the importance of exercise, eating, sleeping and hygiene through various workshops and visitors. We will take steps to contribute to, and manage our own health. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> P.E.: Gymnastics Parachute Games <p>Health and Self-care</p> <ul style="list-style-type: none"> Children will show understanding of the need for safety when tackling new challenges, and consider and manage some risks through our outdoor exploration during Forest Schools.
<p>Personal Social and Emotional Development (PSED)</p> <ul style="list-style-type: none"> Making Relationships Self-confidence and self-awareness Managing feelings and behaviour 	<p>The Jigsaw PSED Curriculum:</p> <ul style="list-style-type: none"> Dreams and Goals (Spring 1) Healthy Me (Spring 2) <p>Making Relationships</p> <ul style="list-style-type: none"> We will take steps to resolve conflict by finding a compromise, playing co-operatively and taking turns with others. <p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> We will develop confidence when speaking to others about own needs, wants, interests and opinions. We will describe ourselves in positive terms and talk about abilities. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> We will try to develop empathy so that we understand how our actions can affect other people. We will comfort our friends and offer help when they are sad or upset. 	



<p>Understanding the World:</p> <ul style="list-style-type: none"> • People and Communities • Technology • The World 	<p>People and Communities</p> <ul style="list-style-type: none"> • Through exploring celebrations in other parts of the world, we will discover similarities and differences between ourselves and others, and among families, communities and traditions. <p>Technology:</p> <ul style="list-style-type: none"> • I can be safe. We will find out about how to operate technology safely and correctly. We will use the internet to find out about celebrations all around the world. <p>The world:</p> <ul style="list-style-type: none"> • We will look closely at similarities, differences, patterns and change when exploring special events around the world. 	<p>People and Communities</p> <ul style="list-style-type: none"> • Children will find out about past and present events in their own lives and in the lives of family members. <p>Technology:</p> <ul style="list-style-type: none"> • I can create: Animation and Art. We will complete animal artwork and will complete a class project animated film using computer software. <p>The world:</p> <ul style="list-style-type: none"> • Our exploration of animals will help us to find out about key similarities and differences in relation to living things.
<p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Exploring and Using Media and Materials • Being Imaginative 	<p>Exploring and Using Media and Materials</p> <p>Drawing and Painting:</p> <ul style="list-style-type: none"> • Use simple tools and techniques competently and appropriately. <p>Making (collage, sculpture, 3D)</p> <ul style="list-style-type: none"> • Select appropriate resources and adapt work where necessary. • Select tools and techniques needed to shape, assemble and join materials used. <p>Ideas, knowledge and evaluation</p> <ul style="list-style-type: none"> • Work from observation, imagination and memory. <p>Being Imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. 	<p>Exploring and Using Media and Materials</p> <p>Drawing and Painting:</p> <ul style="list-style-type: none"> • Painting animal patterns. Children safely use and explore a variety of tools and techniques, experimenting with colour and texture. <p>Making (collage, sculpture, 3D)</p> <ul style="list-style-type: none"> • Designing and making plasticine models for our Animation Project. Children safely use and explore a variety of materials, tools and techniques, experimenting with design, form and function. <p>Ideas, knowledge and evaluation</p> <ul style="list-style-type: none"> • Look at famous art and learn how different artists depict the same theme: animals. <p>Being Imaginative</p> <ul style="list-style-type: none"> • Play cooperatively as part of a group to develop and act out a narrative using self-selected or self-made props and resources.