

### Communication, Language and Literacy.

#### Texts being used:

- Oliver's Vegetables
- Oliver's fruit salad
- Jack and the beanstalk
- The tiny seed
- Eddies garden
- Rosie's Walk

Learn new vocabulary.

Use new vocabulary through the day.

Connect one idea or action to another using a range of connectives.

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.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Form lower-case and some capital letters correctly.

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

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Develop storylines in their pretend play.

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

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Draw information from a simple map.

### Understanding the World.

#### **Farm yards- Farm animals**

Talk about what they see, using a wide vocabulary.

Show interest in different occupations.

Begin to understand the need to respect and care for the natural environment and all living things.

#### **Growing and planting vegetables**

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

### Physical Development.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop overall body-strength, balance, co-ordination and agility.
- Form lower-case and some capital letters correctly.

### Reception Sum 01 Farms and Growing



### Personal, Social and Emotional Development.

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

During some of our Circle times we will be following the PSHE scheme Jigsaw. This term the focus will be: Relationships

Belonging - my family

How to make friends

Solve problems and stay friends

Unkind words

Falling out and bullying

Being a good friend

**This is an area we will continue to promote and work on a lot over the year in Reception. We will promote a happy learning environment through model play, circle time, listening activities, small group tasks and 1-1 key worker time.**

### Mathematical Development.

To 20 and Beyond

Building numbers beyond 10

Counting patterns beyond ten

Spatial reasoning:

Match, rotate, manipulate

First, then, now

Adding more

Taking away

Spatial reasoning:

Compose and decompose

- Count beyond ten.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Understand the 'one more than/one less than' relationship between consecutive numbers.

### Expressive Art and Design.

Observational drawing of fruit, vegetables and flowers.

Explore colour and colour mixing.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Study Andy Goldsworthy art

Create collaboratively, sharing ideas, resources and skills.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Explore the natural world around them.

DT - design a healthy lunchbox

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Music- Big band

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

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.