

What are we learning?	Key Themes <ul style="list-style-type: none">• Pets• Spring• Easter• Change• Keeping Healthy	Reception Term 4 2023	Key Experiences <ul style="list-style-type: none">• Show and Tell - talk about a pet you have, or a pet you'd like• A vet visit• Spotting signs of spring at forest school• Celebrating Easter-egg hunt• Vets- Role play• Visit to Derby Open Centre-Cathedral, Synagogue visit• The Lost Cats of Buxton Workshop
Communication and Language <ul style="list-style-type: none">• Understand why listening is important• Maintain attention in different contexts• Keep play going in response to the ideas of others and engage in conversation relevant to play theme• Use speech to resolve problems with adult support• Ask questions• Speak in full sentences• Talk with a partner in back and forth conversation• Learn rhymes, poems and songs• Engage in story times and non-fiction books• Learn and use new vocabulary• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary• Retell/create stories in their own words and for teacher scribing• Begin to connect one idea or action to another and use simple conjunctions 'and', 'because'		Key Texts:  	Maths <ul style="list-style-type: none">• Recall bonds to numbers within 5• Represent 9 and 10 in different ways• Use 10 frames, fingers and bead strings to subitise groups of 9 and 10• Make comparisons by lining items up with 1:1 correspondence• Understand one more/one less relationship between consecutive numbers within 10• Compare quantities to 10 using the language of more than, less than, fewer than• Explore composition of 9 and 10• Explore number bonds to 10• Continue, copy and create repeating patterns• Measures- compare different amounts, estimate and predict, investigate balance using balance pans to compare weight• Simple cookery- making playdough, chocolate nests• Begin to use non-standard units- cotton reels to calculate mass, use pulley to lift loads <div></div>

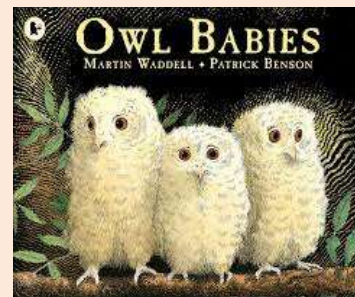
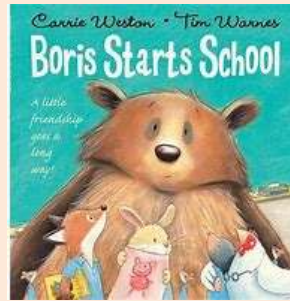
Personal, Social and Emotional Development

This term in PSHE Matters scheme, our theme is 'Change.'

- I understand that I need to exercise to keep my body healthy
- I understand how moving and resting are good for my body
- I know which foods are healthy and not so healthy and can make healthy eating choices.
- I know how to help myself go to sleep and understand why sleep is good for me
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge such as change.
- Understand the effect of changing seasons on the natural world around them.

Other

- Managing own dressing and undressing

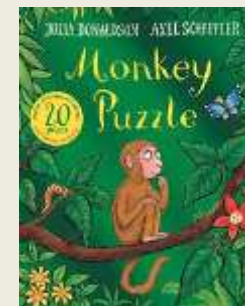


Understanding the World

- Explore the natural world around them
- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them
- Make observations and draw pictures of animals and plants in the natural world around them
- Notice signs of spring
- Learn about the lifecycles of animals
- Understand some important processes and changes in the natural world around them, including the seasons and life-cycles
- Begin to develop an awareness of what different animals need.
- To begin to develop knowledge of how to care for other living creatures and what they need to survive and thrive- incubate chicks
- Continue to develop respect for other living creatures and the natural environment
- People, culture and communities- find out about the Bible and the Jewish Toran
- Special Stories-listen to stories from both religions, role play

Physical Development

- Continue to develop their fine motor skills so that they can
- Use a range of tools competently, safely, and confidently: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.
- Development of threading, weaving, and cutting skills.
- Hold pencil effectively and comfortably - using the tripod grip in almost all cases to effectively form recognisable letters.
- Begin to form clear ascenders and descenders.
- 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.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine



Literacy

- Listen and enjoy sharing and joining in with a wide range of books, poems and songs
- Suggest how an unfamiliar story read aloud to them might end
- Give a simple opinion on a book they have read, when prompted
- Play influenced by experience of books
- Say a phoneme for the following graphemes: j, v, w, x, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar,
- Read words containing the above GPCs with increased automaticity
- Spell to write VC and CVC words independently using Phase 2 and phase 3 graphemes
- Consolidate knowledge of Phase 2 and 3 common exception words in reading and writing
- Read simple captions and sentences made up of known GPCs and common exception words
- Hold a pencil effectively to form recognisable letters
- Form most lower-case letters correctly
- Begin to form capital letters correctly
- Begin to write simple phrases and sentences that can be read by others
- Regularly use finger spaces when writing more than one word
- Begin to demarcate sentences with capital letters and full stops



EAD

- Represent ideas in different ways: printing, collage, drawing, painting, modelling
- Explore a range of malleable materials including clay, plasticine, playdough
- Notice changes in the environment and represent them in the form of a landscape picture
- Paint spring landscapes
- Combine different media and skills.
- Create creatures out of a single piece of clay to support minimal breakage in the drying process
- Invent, adapt and recount narratives and stories with peers and teacher
- Use props to retell stories and re-enact events
- Create collaboratively sharing ideas, resources, and skills
- Sing a range of well-known nursery rhymes and songs - including It Old MacDonald; Incy Wincy Spider; Baa Baa Black Sheep; Row, Row, Row Your Boat; The Wheels on the Bus and The Hokey Cokey