

Communication and Language

- Words to describe and compare locations
- Past tense
- Present tense
- Turn taking conversations-listening skills

Literacy

- reading and writing

- Phase 3 Phonics
- Rhyming games and words
- Predicting rhymes at the end of a line
- Shopping lists
- Writing menus
- Captions and recounts

Expressive Arts and Design

- Designing, creating and role playing different shops, cafes and restaurants
- Songs, rhymes, music & dance
- Chinese New Year decorations

Understanding the World

Exploring the similarities and differences between...

- Trees in our Woods
Forest School sessions
- The countryside and the town
Jordans Village / Chalfont St Peter
- Jordans Village Shop
past & present
- England and China -Festivals-Chinese New Year

Mathematics

- Zero
- Comparing numbers to 5
- Composition of 4 and 5
- 6,7,8
- Making pairs
- Combining 2 groups
- Comparing mass and capacity
- Length and height
- Time

Reception Foxes Spring 1



Where will we Explore?

-Near or Far

- Past or Present

Physical Development

Continuous provision in outside area

- Games
- Ongoing provision inside and outside area for gross and fine motor activities
- Using a knife & fork
- Chopstick challenges
- Balance
- Posture
- Sensory trays
- Funky Fingers
- Dynamic pencil grip for fluent writing
- Self- care

Personal, Social and Emotional Development

- Our own and others' perspectives
- Coping with change
- Healthy Eating
- Being a safe Pedestrian

Don't Forget:

- Wellies to be kept in school and a warm coat with a hood to be brought in each day.
- The children gain a sense of pride when they can put on and do up their clothes and coats independently. It helps them if they practise this at home too by putting on their own clothes each morning.
- Keep accessories to a minimum as it can be too high a challenge for a Reception child to keep track of lots of loose items. No need for hats as hoods will keep them warm and any gloves should be attached together with wool threaded through the inside of the coat.