

## Personal, Social & Emotional Development

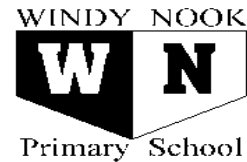
### **We will be learning to:**

- be confident when choosing resources and show perseverance when carrying out a chosen activity.
- show confidence in speaking to others about own needs, wants, interests and opinions.
- take steps to resolve conflicts with other children by negotiating and finding a compromise, sometimes with support.
- be aware of behavioural expectations and classroom rules, becoming sensitive to ideas of justice and fairness

Class: Reception Class  
Class Teacher: Mrs Ramanandi

Miss Byrne

Term: Spring 1



*Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

## Communication & Language Development

### **We will be learning to:**

- follow a story without pictures or props.
- follow instructions involving several ideas or actions, answering 'how' and 'why' questions about experiences and in response to stories or events.
- link statements and sticks to a main theme or intention.
- use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- listen and respond to ideas expressed by others in conversation or discussion.
- use past, present and future when talking about events that have happened or are to happen in the future.
- introduce a storyline or narrative into play.

## Physical Development

### **We will be learning to:**

- use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- negotiate space successfully when with other children, adjusting speed or changing direction to avoid obstacles.
- experiment with different ways of moving, testing out ideas and adapting movements to reduce risk.
- shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.
- manage our own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Learning Hook:

Wonderful Winter Wonderland

Winter - the frozen world

This term we will be exploring learning opportunities through winter season. We will explore freezing and melting, the world around us and the Arctic and Antarctic.

## Literacy

### **We will be learning to:**

- identify letters and begin writing recognisable letters in sequence, such as their own name.
- segment the sounds in simple words and blend them together, knowing which letters represent some of them.
- use a developing knowledge of letters and sounds to read simple words and sentences.
- enjoy an increasing range of print and digital books, both fiction and non-fiction.
- write words, labels and captions, later progressing to simple sentences.

## Mathematical Development

### We will be learning:

- to develop our basic skills of number, including counting / recognising numerals counting quantities of objects counting actions
- to order numbers 1-10/11-20
- in practical activities, add one and subtract one with numbers to 10.
- to subitise and identify larger numbers into groups of smaller numbers.
- to explore and work out mathematical problems, using signs and strategies of their own choice.
- to use informal language and mathematical terms to describe shapes.
- to experience measuring time with timers and calendars.

## Understanding the world

### We will be learning:

- to create a concept map about winter. Finding out what the children know and what they would like to find out.
- to observe seasonal change, exploring winter locally.
- about winter globally in the Antarctica.
- about polar animals and people.
- to explore similarities and differences
- to investigate freezing and melting.
- to use and explore natural materials.
- to make bird feeders and find out about why we need to help the birds.
- about making and eating foods used in various cultures to celebration traditions.
- to use simple equipment- IPADS, CD, computer mouse and keyboard, camera, talking microphones

## Expressive arts and design

### We will be learning:

- how to access the creative areas and use tools safely and correctly
- to draw, paint and construct with a purpose, using a variety of resources.
- to build a collection of songs and dances and make music in a range of ways.
- to explore what happens when we mix colours.
- to work with different media and materials to create new effects—linking to the winter theme.
- to use simple tools and techniques competently and appropriately.
- to choose particular colours, movements, instruments/sounds to use for a purpose.
- to develop storylines or narratives, playing cooperatively as part of a group.

## British Values

**Individual Liberty:** The right to an education, the right to play

**Rule of Law:** school / class rules & charter.

Understanding and accepting the difference between right and wrong

**Mutual Respect:** Class charter, circle time / PSE.

Welcoming visitors to class. Exploring Religions and beliefs

**Democracy:** Special helper rota. Turn taking

## RRSA Links

**Article 2** All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

**Article 12** You have the right to give your opinion, & for adults to listen & take it seriously

**Article 13** You have the right to find out things & share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 17** You have the right to get information that is important to your well-being, from radio, newspaper, books, computers & other sources. Adults should make sure that the information you are getting is not harmful, & help you find & understand the information you need

**Article 28** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

**Article 29** Your education should help you use & develop your talents & abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

## Characteristics of learning

### Playing and exploring – engagement

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

### Active learning – motivation

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

### Creating and thinking critically – thinking

Having their own ideas

Making links