

Communication and Language

- CL2, CL3 Children to understand and use the new vocabulary related to the new theme and discuss the category it belongs to eg; an onion is a vegetable.
- CL2, CL3 Children will learn and use vocabulary to discuss objects/ pictures that have been brought in, relevant to the theme/festival. (Chinese New Year)
- CL4 Re-visit who where when what and extend to why questions.
- CL5 Provide opportunities for incidental talk.
- CL6 Model sentences with connectives/conjunctions for children to learn and repeat. Eg I knew it was raining outside because she had her umbrella.
- CL7 Use sequencing words to describe a routine eg; Before school I had breakfast, then I cleaned my teeth.
- C11 Discuss what is happening in the story and comment on the actions. Talk about the plot and the main problem. Use different voices for different characters in the story.
- CL13 Use phrases from the story throughout the day.
- CL12 Children to re-tell stories they have heard to their peers or visitors in the role play area.
- CL13 Explain the meaning of new words in the context of a story.
- CL14, CL15 Listen to a range of traditional and contemporary poems where words and phrases are modelled and emphasised for rhyme. (Carpet time).
- CL15 In songs and phrases listen to and identify word boundaries and the words they can hear (Once upon a time, Happily ever after).

Literacy-

- L3 Children to read words containing familiar letter groups eg; shop, chin, feet, storm.
- L5 Read words, phrases and sentences that include the common exception and phonics that have been taught.
- L6 Children to have access to a range of fiction and non-fiction books for enjoyment ,building up their confidence, fluency and ensuring that they understand what they are reading.
- L7 Practise correct letter formation
- L8 Model and practise common exception words.
- L9 Build upon independent writing opportunities as their letter and sound knowledge develops.
- L10 Re-read their work to make sure it makes sense.

Expressive Arts and Design

- EAD1b Notice and record features in the natural world. Use colour, shape, texture and smell to record in their own words.
- EAD4 Take part in call and response songs.
- EAD5 Have opportunities in their pretend play to act out a story which may include negotiation and patience.
- EAD6 Replicate choreographed dances.
- EAD6 Using a range of instruments encourage children to create their own music.

PSED

- PS2 Reward systems to praise children or their kindness to others when they help list and support their peers.
- PS3 Circle time focus on thoughts, feelings and opinions.
- PS4 Reflect and self-evaluate their own work and share with their peers.
- PS5 Learn strategies to enable them to stay calm in frustrating situations, and think about their own feelings in a quiet space before returning to their activity. (On going)
- PS6 Share texts which give opportunities for children to talk about how different characters feel and how to overcome the challenge.
- PS7 Children begin to change independently into PE kits. Washing hands before snack and at lunchtime, and make healthy choices about food.



Reception
Spring 1 Happily Ever After
What do we want
children to know and know how to do at the
end of this half term.

Understanding the World-

- UW4 Explore fictional/non-fictional characters from different times and cultures.
- UW8 Discuss and re-enact traditions from Chinese New Year celebrations.
- UW9 UW10 Name and draw pictures of the natural world, including plants and animals whilst outside. Provide opportunities to care for the natural world—including songs, rhymes and poems.
- UW9 Know and demonstrate how to plant seeds and predict how it will grow.
- UW10/12 Compare weather change between seasons (Winter to Spring).
- UW12 Observe how animals behave differently as the seasons change.

Characteristics of Effective Learning

- Playing and Exploring-** Do things independently
- Active Learning -** Keep trying when things are difficult
- Creating and thinking critically-** use pretend play to think beyond the 'here and now' and to understand perspective

Physical Development

- PD1 Take part in a wide range of physical opportunities suitable for the child's needs within an appropriate space eg; outdoor area, quad, hill, tyres etc.
- PD3 Have access to wheeled resources for balance, sit on, pull, push (bikes, prams, scooters etc).
- PD4 Have access to a range of good quality resources to develop fine motor skills in provision areas. In adult-led sessions offer encouragement for correct pencil grip.
- PD6, PD7 During PE sessions and outdoor play create opportunities to move in different ways, speeds and directions involving a variety of obstacles and equipment.
- PD8 Introduce and model bat and ball skills for batting, hitting and patting.
- PD9 In adult-led and child initiated provision model, practise and check correct letter formation.
- PD10 Understand that exercise, healthy eating and sleep are important to their well-being. Know that screen time (mobile phones, I pads) should be limited to enable a good night's sleep. Personal hygiene (teeth, washing) contributes to a healthy lifestyle.
- PD11 Continue the Bailey Green school rules of 'good sitting, good looking and good listening'. Model and practise how to eat with good manners, taking turns and being considerate throughout the day.

Mathematics

- Sing a range of counting songs and poems to reinforce counting.
- M1 Estimate a set of objects and then count to check. Accurately count out a smaller number from a larger group. Regularly practise counting in everyday situations (lining up, register).
- M2 Recognise a group of objects by the layout rather than counting eg; 4 objects in a square shape, numicon. Use 5 /10 frames and fingers to show the correct number without counting.
- M3 Record matching cardinal numbers and symbols.
- M4 Practise counting beyond 20 in a variety of different ways and contexts.
- M5 Practical opportunities to use and understand the terms more than, less than the same as.
- M7 Using a range of maths equipment eg; dice, numicon, hoops and bean bags, explore the composition of numbers to 10.
- M8 Practical opportunities to use number bonds to 10. School policy - use and understand the + - and = signs.
- M9, M10 Have opportunities to explore pattern and building sets to manipulate shapes and understand their properties. Investigate how shapes can be put together to create new shapes.

Enhancements for Continuous Provision to apply knowledge

- Roleplay linked to Traditional Tales — The Three Bears Cottage.
- Props linked to story (masks, resources, real life objects such as oats, bowls, spoons and scales)
- Investigation station– use of maths resources, numicon, frames, counters, shapes
- Small world– wooden story characters
- Bikes, prams, scooters, large building blocks in Area 5.
- Dance/Music..use of stage in Area 5.
- Phonics/ Literacy table top games
- Sequencing games—linked to story of the week.
- Mark making areas– opportunities for observational drawing (magnifying glasses, cameras, clipboards, range of pencils, crayons, pens, paint, chalks) Introduce large writing logs to enhance the natural world provisions.
- Gardening tools for planting in Area 5. Children to create labels for planting vegetables and herbs.
- Fine motor skills– pegs, elastics, threads, pompom, tweezers, playdough.
- Date/Weather chart linked to seasons
- Wooden blocks to support fine motor skills and mark making opportunities

Books– Fiction

- The Gingerbread Man
- Goldilocks and the Three Bears
- Chicken Licken
- The Enormous Turnip
- Three Billy Goats Gruff

Books- Non-Fiction

- Planting and gardening*
- Science—What is it investigation books.*

Visits, Visitors and Special Experiences

- Winter Walk in local area
- Musician in school/ Mrs Moretti
- Parent—reading to the class to discuss his journey on becoming an author.
- Dance workshop— Miss Morgan to lead linked to EAD.

Strategies for most vulnerable

- Intervention as needed
- Narrative group to explore story language
- Use of Over and Over to practise story structure and retelling

Words and Phrases

C and L	PSED	PD	L	M	UTW	EAD
Once upon a time And, because Story of Week VIP words Who, What, When, Where questions	Being kind Thoughts and opinions Calm Feelings/ helping with challenge	Space Apparatus– climbing, jumping, running Pencil grip Batting, hitting and patting balls Well-being/hygiene	Poems Rhyming words Capital letter Full stop	Numbers/ symbols More than Less than Numicon Measure– heavier than, taller than, shorter than Pattern	Past and present Places of worship Winter Hibernation Materials Investigate Predict Reasoning	Observational drawing Colours, shapes, texture and smell Live music Call and response Dance Movement Change