

Communication and Language

Listening, attention and understanding: Children are encouraged to ask questions to find out more and develop their understanding.

Speaking: Children talk about the life cycles of plants and animals using key vocabulary. They can describe signs of spring. Children articulate their ideas and thoughts with talk partners. They start to describe events in more detail.

Personal, Social and Emotional Development

Self-Regulation: Introduction of more feelings through the PATHS scheme. Children can acknowledge some of their feelings and use strategies developed through PATHS to help regulate these.

Managing Self: Discuss why we take turns, wait politely, say excuse me, tidy up and strive to be 'ready, respectful and safe' at school.

Building Relationships: Continue to problem solve with peers and try to be helpful and encouraging when it comes to supporting others.

Physical Development

Gross Motor Skills: PE - GAMES

Continue developing ball handling skills – handling ball, passing to self, passing to others (send and receive). Developing accuracy, control, appropriate force and catching skills. Encourage obstacle building/climbing outside. Scooter/Trike time on playground.

Fine Motor Skills:

Playdough, cutting, threading, painting, drawing, sticking, measuring, building and funky finger activities.

Literacy

Comprehension: Children can explain the main events of a story. They can describe key characters.

Word Reading: Consolidation of phase 3 sounds. Start of Phase 4 – CVCC, CCVC, CCVCC, CCCVC words. Longer words, compound words. Introduce more common exception (tricky) words.

Word Writing: Focus on correct letter formation - lower case and introduce some capital letters. Captioning pictures and writing sentences.



Mathematics

Selecting shapes for purpose. Matching, rotating, and manipulating shapes. Tangrams. Replicating models.

Number:

Building and recognising numbers to 20 and beyond. Adding more. Taking away.

Numerical Patterns:

Verbal counting patterns beyond 20.

Understanding the World

Past and Present: Talk about members of their immediate family and community.

People, Culture and Communities: How might we learn from the Easter story to help others today? The Good Samaritan. Signs of new life and new beginnings.

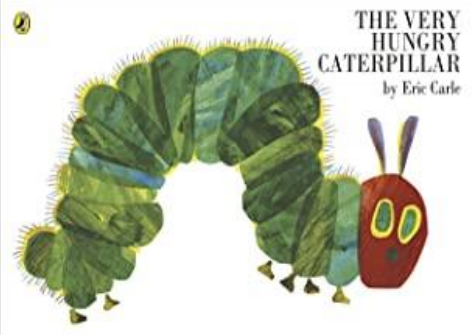
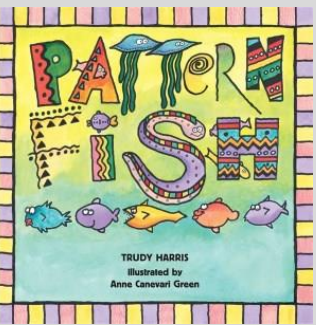
The Natural World: Children investigate the seasonal changes that spring brings. Signs of spring. Life cycle of a plant, chick and butterfly.

Expressive Arts and Design

Creating with Materials: Pictures are more recognisable. Painting outdoors. Colour mixing. Painting spring flowers, signs of spring pictures. Draw with increasing complexity and detail.

Being Imaginative and Expressive: Begin to develop more complex stories using small world equipment. Create collaboratively, inventing narratives and stories with peers. Remember and sing entire songs – number songs, rhymes.

Reception - Summer 1 - Spring has Sprung!

<p>Family Participation:</p> <ul style="list-style-type: none"> ● Tapestry. ● Compliments from home. ● Reading books. ● Reading bear. 	<p>Key Texts</p>    	<p>Paths:</p> <ul style="list-style-type: none"> ● The children will be learning about different types of feelings including: <ul style="list-style-type: none"> ● Excited ● Tired ● Frustrated ● Proud ● We recognise that some of these are comfortable and some of these are uncomfortable feelings.
<p>Trips/Activities/Enrichment Ideas:</p> <ul style="list-style-type: none"> ● Butterfly garden. ● Planting seeds. ● Spring walk. 	  	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Cocoon ● Shoots/Buds ● Nest ● Life Cycle ● Baby animals – chick, lamb, calf. ● Hatch ● Days of the week ● Soil