

Front Street Primary School Reception Spring Term 1 overview.

Expressive Arts and Design

- Drawing/painting to match imagination. (Article 5)
- Follow Kapaw music programme (Article 29)
- Imitating movement to music, through singing, making and dramatic play, drawing, talking, constructing and mapping.
- Linking imaginative play and creates sounds, movements and drawings to accompany stories.
- To use role-play in their play (Article 31)
- Beginning to be creative and use different materials in their artwork using imagination and real life ideas. (Article 13)
- Plan and create junk models with a purpose in mind.
- **Opportunities to follow child-led interests.**

Literacy

- Developing pencil control through pincer grip activities and daily fine motor tasks.
- A range of print, (digital books) both fiction and non-fiction
- Daily Read, Write, Inc for teaching letter sounds/letter formation/words - early segmenting and blending.
- Reading and writing set 1-2 sounds (Article 28 and 29)
- Awareness of rhyme, alliteration and rhythm.
- Hearing sounds in words and blending them together to read and write words. Knows simple words such as peers, siblings, mummy, daddy etc (Article 28 and 29)
- Reading imaginative stories and joining in with repeated refrains and anticipants key events in rhymes and stories.
- Recall and discuss stories or information that has been read.
- Everyday artefacts in environment and play opportunities.
- **Opportunities to follow child-led interests.**

Communication and Language.

- Asking and answering questions, using a range of vocabulary and tenses, talking in sentences to express thoughts.
- Listening to others in small groups (Including NELI and other intervention groups) (Article 12)
- Learn and use new vocabulary.
- Uses talk to explain what is happening and what may happen next.
- Understanding prepositions
- Understand humour, nonsense rhymes and jokes
- **Opportunities to follow child-led interests.**

British Values

- Sense of belonging - through understanding and experience of celebrated events. (Article 1, 7, 8, 12, 14, 15)

Understanding the World

Learning about other culture special days, for example Chinese New Year and Shrove Tuesday. (Article 6)

- Making and eating foods used in various cultures to celebration traditions. (Article 12 and 13)
- Looking at signs of winter, through winter walks and investigating the change in weather conditions.
- Using and exploring natural materials.
- Joins in family customs and routines.
- Shows interest in different occupations
- Know what makes them unique.
- Knowing how to operate and complete a simple equipment- IPADS, CD, computer mouse and keyboard, camera and story phones to understand cause and effect.

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Wherever our imagination will take us...?

Mathematics (Article 28 and 29)

- Using number names in play, ordering numbers and recognising numbers in the environment.
- Represent numbers using fingers, marks and pictures
- Comparing quantities using language 'more' and 'less' or 'same'
- Looking at 2D shapes/3D shapes - colours and patterns and creating repeating, growing and spatial patterns
- Recognising, ordering, counting, matching numeral with a group, estimating and using number names and symbols for 1-10
- Exploring mathematical problems using signs and strategies
- Looking at more than/less than a given number.
- Joining in with number songs and rhymes relating to addition and subtraction
- Counting a set of objects accurately
- Using everyday language relating to time
- Beginning to form numbers.
- Introduce addition and subtraction methods.
- To use estimation within their play
- Subitising 1-5 objects
- To develop their understanding of positional language.
- Liaise with NCETM - mastering number programme including maths blast opportunities.

Opportunities to follow child-led interests.

Personal, Social and Emotional Development

- Discussing their feelings and describe themselves in positive and realistic terms, becoming more aware of similarities and differences between themselves and others (Article 12,13)
- Sensitive to others messages of appreciation and criticism.
- Turn taking, sharing and caring with peers. (Article 15, 31)
- Wide range of feelings and interactions with others.
- Recognise their choices and behaviours have impact on others.
- Expressing their needs and opinions. (Article 12, 13)
- Problem solving with their friends, during 'Make a New Friend Monday' assertion, negotiation and compromise (Article 15)
- Seeking companions with other adults and peers.
- A sense of belonging through daily tasks and routines.
- Begin to develop confidence to try new activities.
- Shows perseverance and confidence when choosing and carrying out a task.
- Know behaviours have consequences

Opportunities to follow child-led interests.

Physical Development

- Gross Motor Skills encouraging moving different ways, increased heart rate and core strength. (Article 3, 23, 24, 28, 29, 31)
- Developing fine motor development using threading, ribbons and tweezers etc. daily Finger Gym activities! (Article 3, 23, 24, 28, 29, 31)
- Preference for a dominant hand.
- Manipulates a range of tools and equipment in one hand, tools include, paint brushes, scissors, hairbrush and ribbons.
- Lines and circles pivoting from the elbow and shoulder,
- Dressing and undressing, using zips and buttons. (Article 24)
- Recognising how we stay healthy. (Article 6 and 24)
- Managing own personal hygiene including washing hands and oral health. (Article 24 and 27)
- Talking about how we stay safe in school and when using resources. (Article 1, 3, 6, 19, 24, 27, 28, 29, 31)
- Developing spatial awareness and negotiates space successfully adjusting speed and direction.
- Understanding simple safety rules and reducing risk. (Article 24)
- To develop throwing and catching skills.
- Increasing body weight strength, co-ordination and stability for example squatting and changing balance from one foot to another
- Continue Gymnastics PE sessions - balance, jumps and landing.
- Name and identify different parts of the body.
- Friday handwriting sessions

Morning task for pencil grip and formation.

Opportunities to follow child-led interests.

Community Cohesion (Article 1 and 42)

- Newsletters to support discussions at home
- Internet Facebook, website and YouTube for links and updates
- Reading books, home school diary, Tapestry and library books.
- Family learning
- Support of local walks and visits, ie Hermitage Garden, and Chase Park
- YouTube video - We're Going on a Bear Hunt
- Visit to Hamsterly Forest - Gruffalo trail