

Half term plan Reception 1st Spring 2025

Characteristics of effective learning

Playing and exploring- Engagement	Active learning- Motivation	Creative thinking- Critical thinking
Representing my experiences in play Taking on a role Acting out experiences with other people	Keep on trying Persist with activities when challenges occur Bounce back after difficulties Persevere with learning to ride the 2-wheeler bike	Finding ways to solve problems Making predictions Making links and noticing patterns in their experience

Prime areas

PSED	Communication	Physical
<p>We are learning to:</p> <p align="center"><u>Self Regulation</u></p> <p>Confidence to ask for help Identify and moderate their own feelings, socially and emotionally</p> <p align="center"><u>Building relationships</u></p> <p>Find solutions to conflicts and rivalries</p> <p align="center"><u>Managing Self</u></p> <p>Share & take turns independently Develop patience & wait for needs to be met Develop independence with selecting & using resources Begin to show perseverance</p> <p>Work as part of a group or class & understand & follow the rules.</p>	<p>We are learning to:</p> <p align="center"><u>Listening, Attention & Understanding</u></p> <p>Continue to develop focus & attention (be able to listen and do for a short span) Respond to instructions involving 2-part sequence Responding to <i>who, where</i> and <i>what doing</i> questions linked to experiences and stories(links to Owl Babies & colourful semantics) Understanding positional language (links maths/ PD)</p> <p align="center"><u>Speaking</u></p> <p>Extend vocabulary especially by grouping, naming & exploring meaning & sounds of new words (key language from POR; parts of a house; materials) Connect ideas or actions using connectives Listen to and talk about stories Retell stories, drawing on the language of text</p>	<p>We are learning to:</p> <p align="center"><u>Health & Self-care</u></p> <p>Awareness of safety when tackling new challenges</p> <p align="center"><u>Fine Motor and Gross Motor</u></p> <p>Experiment with different ways of moving on climbing/ balancing equipment Develop awareness of safety Balance on 1 leg & along bench Be able to jump, land and roll safely Be able to think of own ways to travel To develop fluency when linking movements To continue to develop scissor and pencil control Develop and refine a range of ball skills Activities: cutting and gluing paper houses; drawings; junk model houses</p>

Specific Areas

Maths	Literacy	Understanding World	Expressive arts
<p>We are learning to:</p> <p align="center"><u>Number</u></p> <p>White Rose Beginning to count & recognise numbers to 15 Counting back from 10 Match number & quantity correctly Find 1 more/ less from a group of up to 10 objects (introducing 10 frames) Introduce 0 Comparing numbers to 5 Begin to know different number combinations to 5, then 10 (eg: 5 is made up of 3 and 2) Begin to freely verbalise their ideas related to number</p> <p>Mastering number Subitising to 5 and beyond Arrangements of numbers within 5 Connect quantities and numbers to finger patterns</p>	<p>We are learning to:</p> <p align="center"><u>Twinkl Phonics: Level 3</u></p> <p align="center"><u>Reading</u></p> <p>Level 3 GPC'S Read tricky words: he, she, we, me, be, was, my, you, they, here, all, are Enjoy an increasing range of books –linked to POR Use phonic knowledge to decode regular words & read them aloud accurately</p> <p align="center"><u>Writing</u></p> <p>Segmenting for spelling Applying sounds to writing/ captions Write tricky words: the, to, no, go, I Sentence writing (linked to POR) Show awareness of writing for a purpose Begin to use tricky words and identified sounds in writing</p> <p align="center"><u>Comprehension</u></p> <p>Anticipate key events in familiar stories Can retell stories and narratives using their own words, including recently taught vocabulary</p> <p>Story Focus: Power of Reading (POR): Owl Babies Follow teaching sequence</p>	<p>We are learning to:</p> <p align="center"><u>People, Culture & Communities</u></p> <p>Where I live –my house Observe homes in our local area Think about features of a house and materials used Compare different types of homes Show an interest in the lives of people familiar to them Draw information from a simple map</p> <p align="center"><u>Natural World</u></p> <p>Use information books to make observations Comment & ask questions about where I live Look closely at similarities & differences between my home and that of others. Notice that some environments are different to the ones in which they live Can compare life in this country and in others</p> <p>Animals and Habitats Let's think- sort and offer reasons for where animals live Owls and their habitats -Explore the similarities & differences in features of animals and how they differ to us 3165</p> <p align="center"><u>Past & Present</u></p> <p>Comment on images from the past (local area)</p>	<p>We are learning to:</p> <p align="center"><u>Creating with materials</u></p> <p>Drawings/ paintings Use lines & shape to develop drawings Creates simple representation of events, people & objects (houses; owl baby drawings etc)</p> <p>Making Area Experiment with creating different textures Manipulate materials to achieve a planned effect Return and build on previous learning Explore clay when making clay owls Being creative with natural materials and nest making on the scrubs</p> <p align="center"><u>Being Imaginative and Expressive</u></p> <p>To develop confidence to sing alone Explores and learns how sounds can be changed. Create own beats & rhythms House building in construction area- develop storylines</p> <p>Use what they have learnt about media & materials in original ways, thinking about uses & purposes. link with literacy & understanding of the world)</p>