

## Beaufront First School — Reception Spring Term #2 2018

<p><b>Personal, Social &amp; Emotional</b></p> <p>Become confident to try new activities and express preferences about activities</p> <p>Show knowledge and understanding about our behaviour and adjust behaviour to different situations in order to share enjoyment of our right to learn and to be safe.</p> <p>Play and learn cooperatively, showing sensitivity to others' needs and feelings and forming positive relationships with adults and other children (UNICEF RRSa link)</p>	<p><b>Physical Development</b></p> <p>Develop control and coordination in large and small-scale movements, moving confidently and handling equipment and tools effectively</p> <p>Show understanding of the need for safety when tackling new challenges, and consider and manage some risks with particular focus on outdoor play and our visit to a farm</p> <p>Know how to be safe and healthy with regard to managing risks, exercising and eating healthy, fresh food</p>	<p><b>Communication &amp; Language</b></p> <p>Listen to, and join in with, stories, rhymes and songs</p> <p>Respond to instructions and questions with actions and comments in a range of situations</p> <p>Engage in role play, using language to imagine and recreate roles and experiences in play situations</p> <p>Develop own narratives and explanations by connecting ideas or events based on experiences and imaginary situations</p>	<p><b>Literacy</b></p> <p>Enjoy a range of books, including information/ non-fiction books and poetry as part of our topic work</p> <p>Develop our reading and writing skills to use phonic knowledge to decode and read a range of words, and to write sentences to communicate our ideas through writing stories – re-writing a known story, then innovating the story with our own setting &amp; characters</p> <p><i>Focus Texts: The Gingerbread Man, The Three Little Pigs</i></p>
<p><b>“Traditional Tales”</b></p> <p>Themes: Local farms; Spring; Easter. Additional Topics: Pancake Day/Lent; spring; Holi/Red Nose Day; Mother’s Day; Easter</p>			
<p><b>Understanding the World</b></p> <p>Talk about and enjoy family/ cultural customs and routines such as Pancake Day, Lent, Holi, Red Nose Day, Mother’s Day, and Easter</p> <p>Look closely at similarities, differences, patterns and change in the natural world linked to spring and new life/ growing plants and seeds</p> <p>Use technology to learn new things and to record/ capture ideas and experiences, such as learning to use '2 Publish' programme to draw &amp; type on.</p>	<p><b>Mathematics</b></p> <p>Develop problem solving and reasoning skills to include doubling, halving and sharing using numbers and quantities to 20</p> <p>Develop understanding of position, direction and distance (awareness of space), using mathematical language to talk about direction and position</p> <p>Measuring short periods of time in simple ways and sequencing familiar events</p> <p>Follow a map and design a map linked the 'What the Ladybird Heard'</p>	<p><b>Expressive Art and Design</b></p> <p>Continue to develop designing and making skills using a range of mediums, tools, techniques, texture, form and function through activities such as designing and making a garden, creating Easter crafts etc...</p> <p>Represent ideas through design, art, music and dance to join in with celebrations as part of the whole school, e.g. through Holi and Easter celebrations</p>	<p><b>Planned Cross-Curricular Activities</b></p> <p>Sorting, tasting and cooking produce linked to understanding healthy eating, food from around the world and our right to have nutritious food</p> <p>Easter cookery</p> <p>Friendship day linked to UNICEF Rights Respecting Schools Project</p> <p>Red Nose day challenge</p> <p>Learn and develop a dance of 'The 3 Little Pigs' story.</p>