

**Reception – Spring 1
Once Upon A Time**

Communication And Language

Key Learning	Key Skills	Key Vocabulary
<p>Read and perform the story of Goldilocks and the Three Bears. Hot seat characters from the story of Goldilocks and the Three Bears. Identify characters from Goldilocks and the Three Bears. Create news report about crime scene created by Goldilocks. Become engaged in stories during Drawing Club.</p> <p>Adult planned into continuous provision area every day to support interactions.</p>	<p>Use vocabulary linked to instructions to recall how things are done or made. Listen carefully, asking and answering questions. Understand the need to take turns when speaking. Speaking in full sentences when contributing to discussions. Begin to use new vocabulary introduced through stories and adult interactions. Engage in high-quality interactions with peers and adults in all areas of the learning environment.</p>	<p>first, next, then, after that, put, mix, chop</p> <p>character, setting, adventure, report, scene, news</p> <p>hot, cold, soft, hard, cottage, woods, broken, big, medium, small</p> <p>*see Drawing Club overview for vocabulary introduced with each text</p> <p>*plus vocabulary is displayed many learning areas on vocabulary flowers for adults to use with the children during play and high-quality interactions</p>

Personal, Social and Emotional Development

Key Learning	Key Skills	Key Vocabulary
<p>Discussion and practical activities around self-regulation, self-awareness and self-confidence. Discussion around stranger danger. Use the zones of regulation for daily emotion check ins. Use the visual timetable to understand what is happening now and next. Use the linear calendar to find out what events are happening now and next.</p>	<p>Use language to communicate needs and wants. Further develop respectful relationships with staff and other children. Make good choices and explain why they are good choices. Understand that perseverance can bring success. Set goals and working towards them. Use kind words to encourage others.</p>	<p>persevere, encourage, goal, target, challenge, reflect/reflection</p> <p>happy, calm, relaxed, sad, tired, poorly, angry, mad, cross, worried, excited, kind, zone, feeling</p> <p>now, next, later, yesterday, today, tomorrow, weekend, before, after, soon</p>

<p>Share stories around common PSED themes but also in response to cohort's. needs Take part in an activity outside of the school environment. Take part in weekly class worship.</p>	<p>Identify when they are feeling in the red/blue/green/yellow zone and select an activity to overcome this where needed. Reflect on stories and examples heard and relate to own experiences. Make risk-based decisions when climbing in forest school. Know how to keep safe near the fire pit. Know how to keep safe near the hob when making soup. Give opinion when tasting soup. Continue to further develop skills needed to manage the school day successfully: lining up, queuing, mealtimes and personal hygiene.</p>	
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Physical Development

Key Learning	Key Skills	Key Vocabulary
<p>Weekly PE sessions focussing on dance skills. Daily Dough Disco. Daily Squiggle Whilst You Wiggle or wake up shake up for gross motor development. Continue to encourage children to use the visuals to support toileting independence, as well as to flush the toilet and wash hands independently. Put on and take off coat and jumper independently. Take shoes on and off for PE sessions. Take shoes on and off to wear wellies and mud suits for forest school. Making a healthy soup from vegetables. Climb the tree in forest school.</p>	<p>Find a space and be able to work in it independently during PE. Move skilfully negotiating the space successfully and safely, adjusting speed and avoiding obstacles. Move rhythmically to music and initiate movements in response to music. Further develop independence in fastening coats, taking shoes and jumpers on and off, dressing in wellies and waterproofs for forest school. Show more accuracy when drawing and painting. Cut along a line and around circles using scissors. Fold and bend when using creative materials. Use simple tools safely and accurately when working creatively, such as tape dispensers, hole punches and staplers.</p>	<p>action, bend, count, direction, high, low, move, shake, space, twist trim, scissors, hole punch, stapler, staples, tape, fold, bend, safely healthy, unhealthy, vegetable, fruit, safety, knife, blade, sharp, tool, edge, handle, chop, slice, cut</p>

	<p>Form lower case letters correctly. Hold a pencil in a secure grip and with increased control. Further develop fine motor skills through daily Dough Disco and finger gym activities. Develop gross motor skills through weekly PE, Squiggle Whilst You Wiggle, wake up shake up and outdoor provision. Identify vegetables and understand that they are a healthy food type. Use a knife safely with support.</p>	
Literacy		
<p style="text-align: center;">Key Learning</p> <p>Draw self portrait. Draw, label and describe characters from Goldilocks and the Three Bears. Draw a story map to retell the story of Goldilocks and the Three Bears. Design soup packaging. Write name daily at the top of each English book and Drawing Club piece and on all creations. Daily Read Write Inc phonics. Write CVC words independently in play and adult-led tasks. Read CVC words in sound blending book with increasing fluency. Through Drawing Club, imagine other possibilities for stories.</p>	<p style="text-align: center;">Key Skills</p> <p>Further develop letter and sound recognition with single sounds and some digraphs. Blend and segment sounds into words with increased confidence and independence. Write labels and lists. Begin to write captions. Retell a story using a story map. Enjoy and engage with a range of quality stories. Retell and innovate familiar narratives and stories with their peers and teachers Use identifiable letters to convey meaning and for a purpose. Use mark-making/drawing skills and phonic knowledge to communicate thoughts, feelings and ideas. Use adjectives to describe how fruit and vegetables look, smell, feel and taste.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>draw, write, letter, word, sound, blend, segment, Fred fingers, Fred talk, digraph, label, list, caption</p> <p>story, story map, retell, characters, setting, events, describe, beginning, middle, end, imagination</p> <p>hot, cold, soft, hard, cottage, woods, broken, big, medium, small</p> <p>design, packaging, label, information</p>
Maths		

<p style="text-align: center;">Key Learning</p> <p>Daily maths working wall/maths meeting. Build staircase patterns of Numberblocks 1-5. Identify missing Numberblock in a numberline of 5. Compare size of self when looking at photos of baby/toddler/Reception ages and order small, medium and big. Represent responses to a question/class survey using blocks and tallies. Copy, continue and create patterns using natural and manmade resources.</p>	<p style="text-align: center;">Key Skills</p> <p>Hear and join in with the counting sequence to 10. Match numeral to quantity. Count on and back to 10. Connect quantities to numerals. Begin to identify missing parts for numbers/quantities within 5. Explore the structure of numbers which are 'five and a bit'. Join in with verbal counting beyond 20. Use concrete resources, such as five frames, ten frames, dice, blocks and counters. Represent quantities in a range of ways and using different resources. Know that different parts make a whole. Apply mathematical understanding through opportunities in the daily routine, e.g. snacktime. Identify errors in a pattern and recognise the unit of repeat. Explore and investigate quantity, shape, space and measure through the learning environment.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>count, how many, subitise, show</p> <p>zero, one, two, three, four, five, six, seven, eight, nine, ten, five and a bit</p> <p>none, same as, equal/equals, add, plus, altogether</p> <p>number, part, whole</p> <p>pattern, repeating pattern, symmetrical</p> <p>2D shape, 3D shape, slide, roll, flat</p> <p>bigger, larger, smaller</p> <p>length, longer, shorter, taller, longest, shortest, tallest, high, highest</p>
<p>Understanding The World</p>		
<p style="text-align: center;">Key Learning</p> <p>Planting seeds and taking care of plants. Experiencing changes in the weather. Introduction to stories from the Bible. NUSTEM civil engineers session. Build the three bears cottage in forest school.</p>	<p style="text-align: center;">Key Skills</p> <p>Begin to understand the past through books and stories we have shared. Know that living things are alive, grow, feed and move.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>old, new, past, long ago</p> <p>change, grow, seed, plant, soil, water, sunlight, alive, move, fruit, vegetables, roots, leaves, stem, juicy, sweet, sour, dry, wet, bitter, chewy, watery</p>

<p>Taste different fruit and vegetables as part of our research for making soup. Use vegetables to make a soup. Read stories and view artefacts linked to the traditions of Chinese New Year. Logging in and out and using a computer mouse. Create digital art.</p>	<p>Observing changes in living things, including plants. Discuss the changes during the winter season. Explore changing states from frozen to melted. Listening to and discussing Bible stories. Know that vegetables are grown. Understand that different people celebrate different events. Compare own traditions to those of people who celebrate Chinese New Year. Develop basic mouse skills, such as moving and clicking. Use a simple online paint tool to create digital art.</p>	<p>freeze, melt, solid, liquid, winter, investigate, ice, snow</p> <p>Bible, Jesus</p> <p>Computer, mouse, monitor, keyboard, log in, log out, left click, right click, arrow, cursor</p>
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Expressive Arts and Design

Key Learning	Key Skills	Key Vocabulary
<p>Use primary colours to create a piece in the style of Mondrian. Explore primary and secondary colours in the painting area and in the puddles outside by mixing different colours together. Explore the work of Hundertwasser whilst developing control of a pen by mimicking his style. Paint Goldilocks and the bears. Kapow Music and Movement unit – performing action songs. Make soup</p> <p>Focus Artists: Mondrian, Hundertwasser</p>	<p>Use the senses to explore a range of painting materials. Develop skill and control when painting. Begin to paint with expression. Identify primary colours. Mix primary colours to explore making secondary colours. Begin to plan which tools they need to create a desired effect when making models and paintings. Recognise that music is fast or slow. Know that the beat is the pulse of the song. Match body movement to the speed (tempo) or pulse (beat) of the song.</p>	<p>thick, thin, ready mix, powder paint, primary, secondary, mix, plan, tools, model</p> <p>actions, song, Makaton, lyrics, verse, beat, music, heartbeat, sound, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, medium, moderate, slow, pitch, high, low</p>

Explore fruit and vegetables and the differences between them.
Chop playdough and vegetables safely with support.

Key Texts

Goldilocks and the Three Bears
Drawing Club texts – Jack and the Beanstalk, The Three Billy Goats Gruff, Chicken Licken, The Three Little Pigs.
Goldy Luck and the Three Pandas by Natasha Lin
Soup Day by Melissa Iwai
Jack in the Box (class worship)

Enrichment Activities

NUSTEM civil engineers session and parent workshop
Forest school fire pit session
Simonside climbing wall
Stay and play session

Vocabulary Flowers for Continuous Provision Areas





