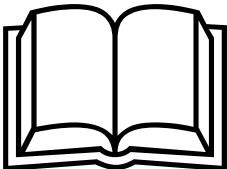




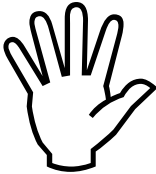

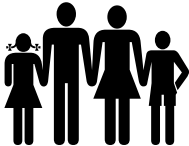



# Deanery C.E. Primary School

## Programme of Work in Reception SPRING TERM 2016

### EARLY LEARNING GOALS

<p><b>Communication, Language and Literacy</b></p> 	<p><b>Themes:</b>  <b>Fairy Tales</b> - Rapunzel, Sleeping Beauty, Snow White, Cinderella, Peter Pan.  <b>Traditional Tales</b> – Hansel and Gretel, Goldilocks, The Three Little Pigs Jack and the Beanstalk, Little Red Riding Hood, The Little Red Hen.</p> <p><b>Letters and Sounds -</b>          Jolly Phonics sounds focus on digraphs and reading the action words.</p> <p><b>Writing Focus –</b>              Describing words ('wow' words)              Creating sentences – sentence structure, capital letters and full stops              Making lists and captions              Making an information poster              Composing a recount              Writing speech bubbles</p>
<p><b>Mathematical Development</b></p> 	<p><b>Measures –</b>              - ordering days of the weeks              - time – o'clock</p> <p><b>Shape and Space –</b>              - straight and curved shapes –              - language such as 'more', 'less', 'longer', 'shorter'.              - direct comparisons of lengths or masses by filling and emptying containers.</p> <p><b>Reasoning –</b>              - sorting objects into small, medium and large              - recognise and recreate simple patterns.              - solve simple problems/puzzles.</p> <p><b>Money and 'real life' problems –</b>              - role play shop.              - use developing mathematical ideas to solve practical problems.              - counting and comparing money.</p> <p><b>Counting –</b>              - reinforce number sequence and value              - counting in twos and tens.              - estimating and then checking by counting.              - sequencing a given set of numbers.</p>
<p><b>Knowledge and Understanding of the World</b></p> 	<p><b>ICT –</b>              - to use programme with pattern and sequence.              - to continue to develop mouse and keyboard skills.              - to learn to log on to the computer.</p> <p><b>Science –</b>              - to explore forces.              - to identify living things – sleeping patterns and hibernation.              - to look closely at similarities, patterns and change.              - to explore sound and how it can be directed or reduced.              - to look at reflective surfaces.</p>

	<p><b>Geography –</b> </p> <ul style="list-style-type: none"> <li>- to use simple maps.</li> <li>- to appreciate different types of land use.</li> <li>- to learn about the features of different locations.</li> <li>- to look at habitats.</li> </ul> <p><b>History –</b></p> <ul style="list-style-type: none"> <li>- to recognise old and new objects.</li> <li>- to sequence events on a simple timeline.</li> </ul> <p><b>RE –</b> </p> <ul style="list-style-type: none"> <li>- to explore the New Testament.</li> <li>- to become aware of other cultures and beliefs.</li> </ul> <p><b>Design and Technology –</b></p> <ul style="list-style-type: none"> <li>- to build and construct with a range of objects.</li> <li>- to continue with our weekly cooking activities.</li> <li>- to make simple bridges using different materials.</li> <li>- to make a model with moving wheels.</li> </ul>
<p>Creative Development</p> 	<p><b>Music -</b></p> <ul style="list-style-type: none"> <li>- to experiment with high and low sounds using voices and a variety of instruments.</li> <li>- to investigate beat and tempo.</li> </ul> <p><b>Art –</b></p> <ul style="list-style-type: none"> <li>- to paint and print simple patterns.</li> <li>- to develop skills of observational drawings.</li> <li>- explore clay modelling.</li> <li>- to explore pattern.</li> <li>- to mix and experiment with colour.</li> <li>-</li> </ul>
<p>Physical Development</p> 	<p><b>Gross Motor Skills -</b></p> <ul style="list-style-type: none"> <li>- To create simple contrasting dance movements.</li> <li>- To explore big and little body movements and ways of travelling.</li> <li>- Explore running fast and slow and jumping over obstacles.</li> <li>- To explore different ways of balancing using small and large apparatus.</li> </ul> <p><b>Fine Motor Skills -</b> threading, buttons, pencil control, cutting skills, shoelaces, zips</p>
<p>Personal, Social and Emotional Development</p> 	<p>Encourage confidence to try new activities and speak in familiar groups. </p> <p>Work as part of a class or group taking turns and sharing fairly.</p> <p>Consider the consequences of their actions.</p> <p>Dress and undress independently.</p> <p>Select activities independently.</p>
Homework	<p>Daily reading books</p> <p>Jolly Phonics sounds taught throughout that week.</p> <p>Action words.</p> <p>Maths challenges.</p>

