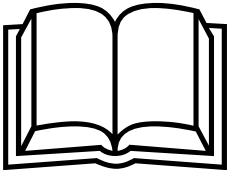








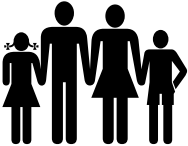




# Deanery C.E. Primary School

## Programme of Work in Reception SPRING TERM 2018

### 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. <b>Letters and Sounds</b> - Jolly Phonics sounds focus on digraphs and reading the action words <b>Writing Focus –</b></p> <ul style="list-style-type: none"><li>- Describing words ('wow' words)</li><li>- Creating sentences – sentence structure, capital letters and full stops</li><li>- Making lists and captions</li><li>- Making an information poster</li><li>- Composing a recount</li><li>- Writing speech bubbles</li></ul>
<p><b>Mathematical Development</b></p> 	<p><b>Measures –</b></p> <ul style="list-style-type: none"><li>- ordering days of the weeks</li><li>- time – o'clock</li></ul> <p><b>Shape and Space –</b></p> <ul style="list-style-type: none"><li>- straight and curved shapes</li><li>- language such as 'more', 'less', 'longer', shorter'</li><li>- direct comparisons of lengths or masses by filling and emptying containers</li></ul> <p><b>Reasoning –</b></p> <ul style="list-style-type: none"><li>- sorting objects into small, medium and large</li><li>- recognise and recreate simple patterns</li><li>- solve simple problems/puzzles</li></ul> <p><b>Money and 'real life' problems –</b></p> <ul style="list-style-type: none"><li>- role play shop</li><li>- use developing mathematical ideas to solve practical problems</li><li>- counting and comparing money</li></ul> <p><b>Counting –</b></p> <ul style="list-style-type: none"><li>- reinforce number sequence and value</li><li>- counting in twos and tens</li><li>- estimating and then checking by counting</li><li>- sequencing a given set of numbers</li></ul>
<p>Knowledge and Understanding of the World</p> 	<p><b>ICT –</b></p> <ul style="list-style-type: none"><li>- to use programme with pattern and sequence</li><li>- to continue to develop mouse and keyboard skills</li><li>- to learn to log on to the computer</li></ul> <p><b>Science –</b></p> <ul style="list-style-type: none"><li>- to explore forces</li><li>- to identify living things – sleeping patterns and hibernation</li><li>- to look closely at similarities, patterns and change</li><li>- to explore sound and how it can be directed or reduced</li><li>- to look at reflective surfaces</li></ul> <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 subject of remembering</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 activities</li> <li>- to make simple bridges using different materials</li> <li>- to make an item for a user and purpose</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>- to explore pattern</li> <li>- to explore textures</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></p> <ul style="list-style-type: none"> <li>- threading, buttons, pencil control, cutting skills, shoelaces, zips</li> <li>- dress and undress independently</li> </ul>
<p>Personal, Social and Emotional Development</p> 	<p><b>Personal Skills -</b></p> <ul style="list-style-type: none"> <li>- select activities independently</li> <li>- encourage confidence to try new activities and speak in familiar groups</li> </ul> <p><b>Social Skills -</b></p> <ul style="list-style-type: none"> <li>- work as part of a class or group taking turns and sharing fairly</li> </ul> <p><b>Emotional Skills -</b></p> <ul style="list-style-type: none"> <li>- consider the consequences of their actions</li> </ul> 
<p>Homework</p> 	<ul style="list-style-type: none"> <li>- daily reading books</li> <li>- Jolly Phonics sounds taught throughout that week</li> <li>- Action words</li> <li>- Maths challenges</li> </ul>