

Khalsa Primary School - Reception – Spring 1

Personal, Social and Emotional Development

Making Relationships

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise..

Self-confidence and Awareness

- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities

Managing Feelings and Behaviours

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Communication and Language Development

Listening and Attention/Understanding/Speaking

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention - can listen and do for short span.
- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
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Literacy

Reading

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers

Writing

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts

Physical Development

Moving and Handling

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

Health and Self-care

- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

Once Upon A Time Goldilocks and The Three Bears SPRING 1

- Discussion on the behaviour of Goldilocks (Stranger danger, letting people into your home)
- Do you think the Bears should have gone upstairs? What should they have done?
- What do you think Goldilocks should have done?
 - Safety in the kitchen
- Do you think Daddy Bear should have got angry? Why? What could they have done?
- ROLE-PLAY – The three Bears house/ Restaurant/ Airport (Travel Agency)

- Writing a sorry letter from Goldilocks to the Bears for her behavior
- Creating a map of Goldilocks's journey from her home to the Bear's house
- Writing a instruction manual of how to make a chair bed etc
 - Writing a wanted poster of Goldilocks
 - Writing a recipe of how to make porridge
- Creating a passport of Goldilocks – or yourself
- Writing a bill to Goldilocks for all the damages that she has done
- Creating their own mini books of the story



Expressive Arts and Design

Exploring and using media and materials

- Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments. •Explores what happens when they mix colours. •Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using

Being Imaginative

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

Understanding the world

People and Communities

- Enjoys joining in with family customs and routines.

The World

- Looks closely at similarities, differences, patterns and change.

Technology

- Completes a simple program on a computer. •Uses ICT hardware to interact with age-appropriate computer software.

Numeracy

Shape, Space and Measure

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Numeracy

Numbers

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group objects or actions which cannot be moved
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them. •Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

Our Artist this term
Picasso

- A plan of how they are going to create their tables, chairs, bed etc
- Observations of how they created their porridge and how it changed.
- Creating a map/ journey on computer of Goldilocks through the woods.
- Why is Goldilocks called Goldilocks' - comparison with other children
- Looking at how a person changes from when they were a baby onwards (related to Baby Bear, Mummy Bear and Daddy Bear)

WoW Moments
Trip to the Woodlands
Chinese New Year Reception Parade

- Workshop on creating a chair, bed, table etc using junk modelling for the three bears
- Songs related to walking through the woods/ journey (creating own songs)
- Creating pictures, scenes/ characters from the story (painting, mixed media etc)
- Role-play of Goldilocks and the three Bears using available props
- Creating own props to support re-telling the story

- Quilt making (using shapes and patterns to create a quilt for Grandma)
- To use 3D hspes to create different statures/ characters from the story (to talk about the features of 3D shapes)
- Time Words – First, Next, Then, Finally
- Ordering of size
- Where is the Bear? (Linked to positional language – group games)
- Buying ingredients for making porridge (role-play with money)
- Retelling events in your house (What do you do everyday before you come to school) e.g. getting up brushing yor teeth etc)
- Making a visual timetable of your day
- What is the routine in school (School timetable)