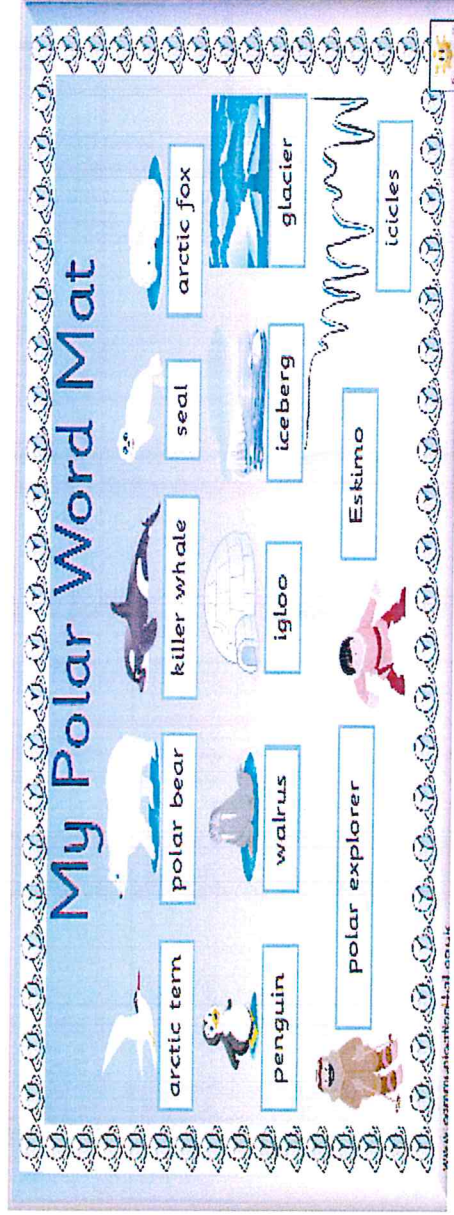
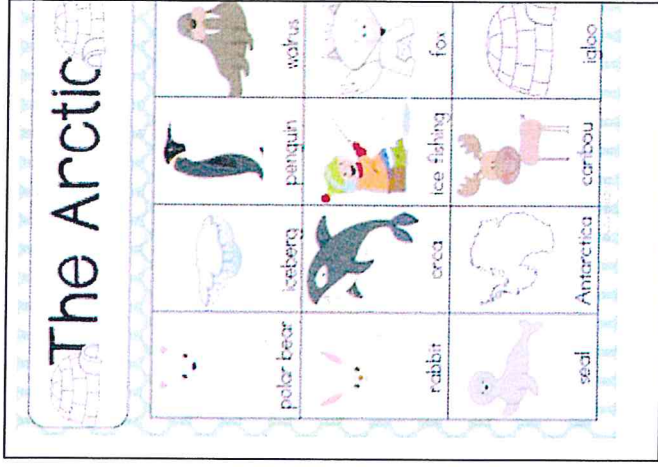




Reception Spring One

Ice World



Reception Early Learning Goals: To achieve the goal children need to:

writing: Children use their phonic knowledge to write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Reading: Children can read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Numbers: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Maths

- I can recognise and order numbers to 0-20.
- I can match numeral with quantity.
- I can pick up a number and say what is one more.
- I can add two groups together and find the total.
- I can record addition sums.
- I know my number bonds to 10.
- I understand basic place value and can make numbers 10-20 using different resources.
- I can select my own resources to help solve mathematical problems.

Social and emotional development

- To identify and discuss feelings. How does the character feel? How do you know? Have you ever felt...? What else might make you feel...? Consider the feelings of others.
- To develop self-esteem: celebrations of achievement, gold card and dojos.
- Working well with others: Team building games-working together to build an igloo and boats. To think about ways of helping others: Discussions with talk partners.
- To think about occasions/events special to themselves and others and developing respect for their beliefs and culture and for those of others; Celebrations (see 'knowledge and understanding'), Birthdays – their own and others, related books and stories, role play - a birthday party for a doll/teddy, Making cards and birthday chart/display.

Communication and language

- To develop confidence in the use of language: Taking part in class discussions and developing confidence to share thoughts and ideas with the class. Sentence starters to develop language. I predict that, I think that,
- To take pleasure in songs and rhymes: weekly music lesson.
- To use language imaginatively: In the role play area acting out scenarios from the class story and developing and acting out a narrative with others.
- To develop listening skills - Story time recalling and inferring information from the class story or visual prompt.
- Literacy
- To write my name on my work.
- To Write for different purposes. Sentences, Captions, bullet points, lists, letters, speech, thoughts.
- I can write sentences which can be read by others
- I can read words and simple sentences.
- I use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

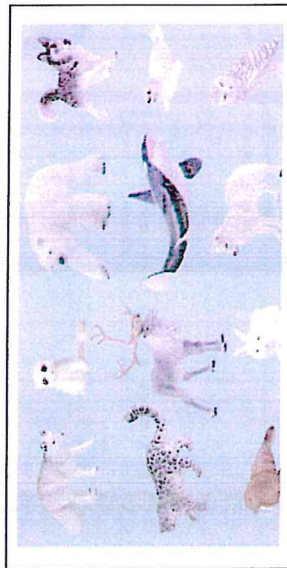
Creative development

Providing a range of creative art activities: creating different arctic animals using colours for purpose. Combining different materials together to create a planned effect. Using a variety of different tools. Creating props for role play.

Imaginative play: Using the role play area to take on a role and develop a narrative. Engaging in imaginative play with others and keeping play going by responding to what others are saying and doing.

PE

- To undress and dress independently
- Throwing, kicking, catching and moving in different ways



Ice World

Knowledge and understanding the world

- To identify similarities/differences in the world around them: Comparing different arctic animals, where do they live? what do they Eat? What is similar?different?
- To comment and ask questions about the world: discussing the role play area and tough spots set up to reflect the arctic. What can they see? What is happening? Why?
- To investigate ice melting, water freezing .
- To use a range of technology such as ipads, laptops, computers. I can interact with age appropriate software.
- To understand that technology can be used to find out information. Children to choose and arctic animal and as a class use the internet to find out information.

Assessment

- Assessment fans
- How did you find the work faces
- My friend thinks my work is...
- I think my work is.....
- Gap tasks: to be completed immediately
- Oral feedback