

<p style="text-align: center;">Stories and Songs</p> <p>One Snowy Night – Nick Butterworth The Way Home for Wolf – Rachel Bright Stickman – Julia Donaldson The doorbell rang – Pat Hutchins</p> <p>Traditional Tales: Gingerbread Man, Little Red Hen, Three Little Pigs, Red Riding Hood, Cinderella, Snow White,</p>	<p style="text-align: center;">Core Experiences</p> <p>Big School Bird watch – from 5th January 2022 Making bird feeders for garden birds Playing with snow and ice – crack ice Care for a pet Write a shopping list Bake some bread, scones, biscuits Go on a treasure hunt</p>	<p style="text-align: center;">Seasonal Links</p> <p>Signs of winter; Comparing winter to autumn Winter clothing and winter weather National Handwriting Day Burns Night National Storytelling week Candlemas Chinese New Year Early signs of spring Valentines day Shrove Tuesday –</p>
<p style="text-align: center;">Communication and Language</p> <p>Concentrate and listen carefully during an activity Carry out an instruction with two parts Understand humour and jokes Follow a story without pictures or props Listen to others in a conversation and respond Use talk to organise and sequence ideas Link my ideas together to talk and use lots of new words</p>	<p style="text-align: center;">Merton Bank Primary School Reception Class Learning Overview</p> <p style="text-align: center; font-size: 2em; color: #42a5f5;">Spring 1</p> <p style="text-align: center;">Winter Time / A New Year Polar animals and their habitat Winter weather Garden birds</p>	<p style="text-align: center;">Learning about the World</p> <p>How does ice melt and how does water freeze? Why are there more birds in my garden in winter? Where have some other birds gone? What is it like to live in the polar regions? Why can I see green shoots poking through the soil? Talk about the different weather we see in winter Join in with family routines and customs and be able to talk about what I have done</p>
<p style="text-align: center;">Literacy</p> <p>Talk about the characters and events in a story Read words and simple sentences Read some tricky words: I, no, to, go, the, into, my, me, he, she, we, you, they, Segment words into sounds and write the sounds in order Write my own name Write labels, a list, a letter, a caption, Write a short sentence Begin to write a short story</p>	<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>Understanding that my actions effect other people (I can upset someone and then make it better) PATHS feelings: happy, sad, angry/cross, worried Explain my knowledge and understanding and ask appropriate questions Take steps to resolve a conflict – find a compromise, help someone who is upset Describe myself in positive terms and talk about my abilities and my skills</p>	<p style="text-align: center;">Physical Development</p> <p>Pencil grip – two fingers and thumb Forming letters using the correct sequence Use tools safely, with skill and control</p> <p>Catch a ball, a bean bag and other items Throw and kick a ball to a target Understanding the effect of exercise on our bodies Understanding what we need for healthy eating and a healthy lifestyle Show how to be safe and manage some risks</p>
<p style="text-align: center;">New words</p> <p>Freeze, frozen, frost, ice, icicle, snow, snowflake Day, month, year, yesterday, tomorrow, next week, last week,</p>	<p style="text-align: center;">Creative Learning</p> <p>Explore the sounds I can make on different instruments Explore what happens when I mix colours Construct something with a purpose in mind Use simple tools safely and with skill (scissors) Choose the tools and techniques I will need for my project: shaping, assembling, joining materials Create representations of people, events and objects Use dance to express my ideas and feelings Make up a storyline to go with my play</p>	<p style="text-align: center;">Maths</p> <p>Recognise the numbers 1-10 Count up to 10 objects Select the number to match up to 10 objects Find the total of two groups Find out how many are left when some are taken away Say what is one more or one less than a given number Use language related to time, measure time in different ways; order and sequence events Use language related to money Order items by height, length, weight, and capacity</p>

Reception Class Spring 1 Skills Focus

Communication and Language	Personal, Social, Emotional	Physical	Literacy		Mathematics	Understanding the world	Expressive Arts and Design
<p>Connect one idea or action to another using a range of connectives.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Begin to use the past tense.</p> <p>Recount past events.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Continue to develop confidence and skill with workbench tools: drill a hole, saw a piece of dowel</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them (set 2)</p> <p>Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Comprehension: Use picture cues Make a prediction based on text, pictures Express a preference for a book / rhyme Play is influenced by experience of books</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Set 1 and 2 graphemes matched to RWInc level.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Count beyond ten</p> <p>Begin to estimate before counting</p> <p>Compare numbers – more less same</p> <p>Write number sentences and tell the related maths story</p> <p>Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’.</p> <p>Part whole models for numbers to 10 using counters</p> <p>Use numicon to explore the numbers that make other numbers to 10</p> <p>Create ABAB, ABB and AABB patterns</p> <p>Identify the mistake in a pattern and explain how to fix it</p>	<p>Talk about special events shared with family</p> <p>Talk about characters from the past</p> <p>Identify other cities / areas with UK on map</p> <p>Draw map of school grounds</p> <p>Draw imaginary map from stories</p> <p>Name and explain purpose of places of worship in other communities</p> <p>Talk about different celebrations in different communities</p> <p>Talk about the features of winter</p> <p>Explain why ice melts</p> <p>Talk about how animals and birds behave in winter and how we can help</p>	<p>Create as part of a group, sharing ideas, skills and resources</p> <p>Use a hole punch and treasury tags to join</p> <p>Use materials and junk resources to build for a purpose</p> <p>Talk about the choices of materials used</p> <p>Talk about how music makes them feel</p> <p>Name instruments</p> <p>Talk about the sounds made on different instruments</p> <p>Keep a steady beat</p> <p>Copy a rhythm</p> <p>Change the tempo, volume,</p> <p>Match pitch and follow a melody</p>