

Stories as a gateway to learning

Spring, lifecycles



Number / Literacy



Songs and Rhymes

Musician of the Month songs
Ten in a Bed
5 little ducks
Farmer Pete – number bonds song

Charanga Songs:
Old Macdonald
Incy Wincy Spider Baa Baa Black Sheep
Row, Row, Row Your Boat
The Wheels On The Bus
The Hokey Cokey

Communication and Language

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

Merton Bank Primary School Reception Class Learning Overview

Spring 2

Springtime – Spring Festivals
Seeds and New Growth
Lifecycles: chick, tree, frog, butterfly
Baby farm animals: calf, lamb, foal,

Seasonal Links

Shrove Tuesday / St David's Day / Mother's Day / St Patrick's Day
World Book Day
Holi Festival of Colour
Vincent Van Gogh's Birthday

Learning about the World

Why can I see green shoots poking through the soil?
Talk about the different weather we see in winter and spring
Join in with family routines and customs and be able to talk about what I have done
What does a plant need to grow healthy and strong?
Where does a chick come from?
Where does our food come from?
How do fruits and vegetables grow?

New words

Day, month, year, yesterday, tomorrow, next week, last week,
Seed, bulb, roots, shoot, stem, leaves, bud, flower
Egg, chick, incubate, hatch, wings, beak, claws, feathers,

Core Experiences

Care for a pet
Bake some bread, scones, biscuits
Go on a treasure hunt
Planting Seeds
Look for signs of Spring
Make pancakes
Observational painting of flowers / plants

Literacy

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
Write a recipe for how to make pancakes (bossy verbs)
Label the parts of a plant
Write instructions for planting a seed (connectives)

Personal, Social and Emotional Development

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

Growth Mindset
Jobs people do – roles and responsibilities

Physical Development

Pencil grip – two fingers and thumb
Forming letters using the correct sequence
Use tools safely, with skill and control

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

Healthy Me Happy Me poster

| | | |
|--|---|--|
| | Creative Learning | Maths |
| | <p>Explore the sounds I can make on different instruments</p> <p>Explore what happens when I mix colours</p> <p>Construct something with a purpose in mind</p> <p>Use simple tools safely and with skill (scissors)</p> <p>Choose the tools and techniques I will need for my project: shaping, assembling, joining materials</p> <p>Create representations of people, events and objects</p> <p>Use dance to express my ideas and feelings</p> <p>Make up a storyline to go with my play</p> <p>Observational painting of spring flowers</p> | <p>Numbers 11-20</p> <p>White Rose Maths 6,7,8,9,</p> <p>Select the number to match up to 10 objects</p> <p>Find the total of two groups</p> <p>Find out how many are left when some are taken away</p> <p>Say what is one more or one less than a given number</p> <p>Use language related to time, measure time in different ways; order and sequence events</p> <p>Use language related to money</p> <p>Order items by height, length, weight, and capacity</p> <p>Name 2D and 3D shapes</p> <p>Talk about the properties of 2D and 3D shapes</p> <p>Doubling and halving</p> |

Reception Class Spring 2 Skills Focus

| Communication and Language | Personal, Social, Emotional | Physical | Literacy | | Mathematics | Understanding the world | Expressive Arts and Design |
|--|--|--|--|---|--|--|---|
| <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <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</p> | <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>regular physical activity</p> <p>healthy eating</p> <p>sensible amounts of 'screen time'</p> <p>Express their feelings and consider the feelings of others.</p> | <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</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</p> | <p>Word Reading:</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Green Level)</p> <p>Comprehension:</p> <p>Use picture cues</p> <p>Make a prediction based on text, pictures</p> <p>Express a preference for a book / rhyme</p> | <p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition:</p> <p>Orally compose a sentence and hold it in memory before attempting to write it. Begin to use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using digraphs and trigraphs taught.</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>Recognise that different people have different beliefs and talk about some of these</p> <p>Use new vocabulary to talk about traditions and celebrations</p> <p>Talk about different places in the UK and how they are similar or different to St Helens</p> <p>Name some cities in the UK</p> <p>Name the different countries in the UK</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>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>Think about the perspectives of others.</p> | <p>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>Play is influenced by experience of books</p> | <p>Spell some irregular common (RED) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p> <p>Form lower-case and capital letters correctly.</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>Automatically recall number bonds for numbers 0–5 and some to 10</p> <p>Confidently use tens frame, number track, part whole model, numicon, cubes, counters etc. to demonstrate maths ideas</p> | <p>and talk about some features</p> <p>Talk about the features of spring</p> <p>Name some garden birds</p> <p>Name some spring flowers</p> <p>Talk about floating and sinking</p> <p>Make observational drawings of plants</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> <p>Develop storylines in pretend play</p> <p>Make props and costumes to use in imaginative play and performance</p> <p>Create music to express ideas in other curriculum areas</p> <p>Create own dance sequence</p> |
|---|--|---|--|---|--|--|--|