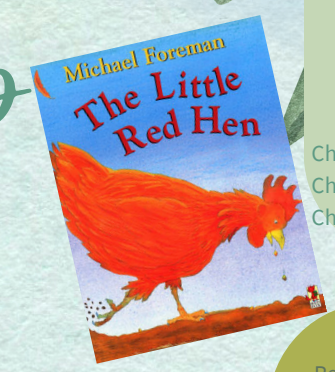


### Communication, Language and Literacy

- Understand why listening is important.
- Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.
- Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition
- Keep play going in response to the ideas of others and engage in conversation relevant to play.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Use talk to clarify thinking, connect ideas and share thinking with others.
- Articulate their ideas and thoughts in well-formed sentences.
- Retell/create own stories for teacher scribing.
- Use simple conjunctions 'and', 'because'.
- Use talk to help work out problems and organise thinking and activities.

### Knowledge

The five main stages of a birds life cycle-an egg, a hatchling, a fledgling, a juvenile and an adult.  
 Farms are usually in the countryside.  
 Farms are important for providing food.  
 Milk comes from cows.  
 Milk is used to make: cheese, butter, yoghurt and ice cream.  
 Bread comes from wheat and the process it goes through to become flour.  
 Eggs come from chickens.  
 Meat comes from animals.  
 Farmers care for the animals.  
 The signs of spring:  
 Buds on the trees  
 Changes in the weather  
 That living things change at spring time and identify at least 2 changes  
 Eggs  
 Flowers etc  
 The different parts of a flowering beanstalk:  
 Roots,  
 Stem  
 Leaves  
 That seeds need water and sunlight to grow.  
 Children will know how they have changed from a baby to now.  
 Children will know how Easter Sunday is different from Good Friday.  
 Children will know why Christians are happy at Easter.



# Moving on up

## Reception Term 4

**Wow moment:** Forset school sessions.  
**Special event:** Making and tossing pancakes.

### Physical Development

- Apparatus**
- Can balance on their own using points/patches.
  - Introduced to basic apparatus.
  - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
  - Handwriting patters are taught for each letter of the alphabet and children are taught these as they learn phonics.

### Personal, Social and Emotional Development

- Can make choices and communicate what they need.
- Can name people in school they can turn to if they help or are worried.
- Understand why listening is important and attend to other people both familiar and unfamiliar.
- Happy to stand up in front of the class and share achievements with others.
- Can get dressed and undressed for PE sessions.
- Begin to show persistence when faced with challenges.
- Knows it is important to work together to look after our classroom resources and our school grounds.
- Can keep play going by cooperating, listening, speaking, and explaining.
- Can reflect on the work of others and self-evaluate their own work.
- Use language to negotiate, play and organise.

### Physical Development

- Christianity
- Enquiry question; What is Easter?
  - Children will know how Easter Day is different from Good Friday.
  - Children will know why Christians are happy at Easter.
  - Talk about and understand changes in their own lifetime, by creating a personal timeline.
  - Know that you can find out information from different sources e.g. internet, books.
  - Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through nonfiction texts, stories, visitors, celebrations. Describe special events (Easter)
  - Draw information from a simple map and identify landmarks of our local area walk.
  - Know that you can find out information from different sources e.g. internet, books.

### Literacy

- Retell stories in the correct sequence, draw on language patterns of stories.
- With prompting, show understanding of many common words and phrases in a story that is read aloud to them.
- Suggest how an unfamiliar story read aloud to them might end.
- Give a simple opinion on a book they have read, when prompted.
- Recognise repetition of words or phrases in a short passage of text.
- Play influenced by experience of books.
- Innovate a wellknown story with support.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Phase 3 mastery
- Build words using known letter-sound correspondences in own writing.
- Orally compose a simple sentence/caption and hold it in memory before attempting to write it.
- Daily super sentence writing. The children will attempt to write a phase 3 dictated sentence. Every Monday they can copy the sentence and for the rest of the week it is dictated.
- One group a day will do this into a book.
- Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes.
- Spell some irregular common exception words e.g. the, to, no, go independently.
- Holds a pencil effectively to form recognisable letters.
- Know how to form clear ascenders and descenders.

### Expressive Arts and Design

- **Music: Being Imaginative**
- Reception;
- Calypso (Caribbean) - Mini beasts
- Performance
- Respond to a rhythm. Clap a repeated rhythm. Identify percussion instruments by their sound.
- Photography
- Slinkachu
- Skill: Observational drawing - Daffodils
- Experience: explore colours and how colours can be changed. Identify light and dark colours
- Skill: mix paints to make new colours following instructions.
- Skill: printing simple repeating patterns. Recognise patterns in the environment
- Skill: Collage using nature as inspiration Skill: follow instructions to make own play dough.
- Skills: to use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue.
- Cutting Skill: use scissors to cut shapes.

### Mathematical Development

- Explore the composition of numbers to 10
- Subitise (conceptual)
- Automatic recall number bonds 0-10
- Numbers 7, 8, 9
- Revisit pairs wise, five wise
- Combining groups
- Number bonds
- Graphical representations
- 3D shapes
- AB Pattern - continue, copy, and create repeating patterns.