

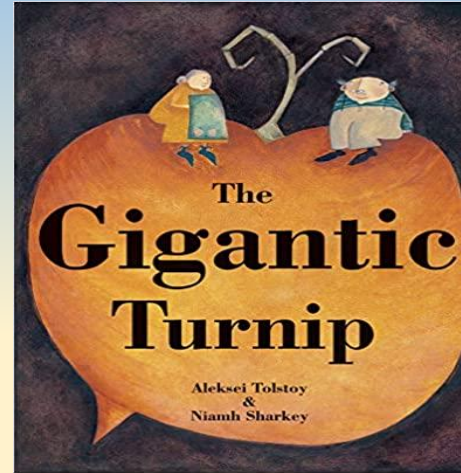
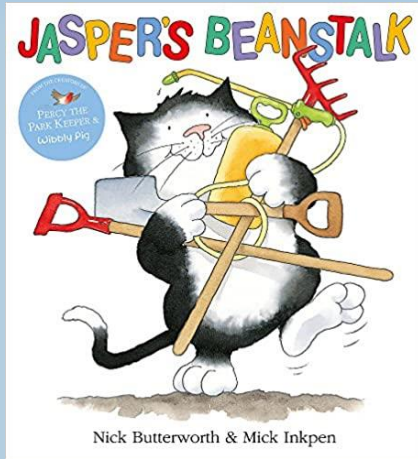


Early Years Foundation Stage – Reception Class

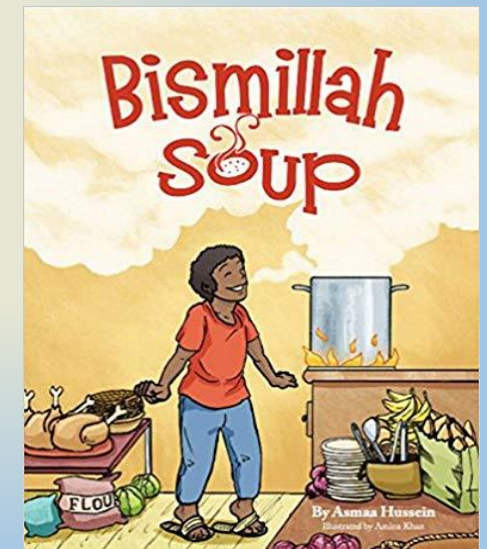
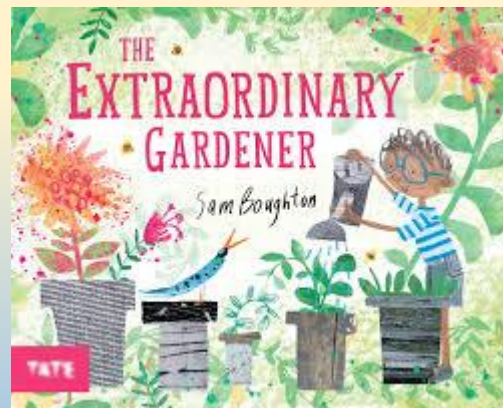
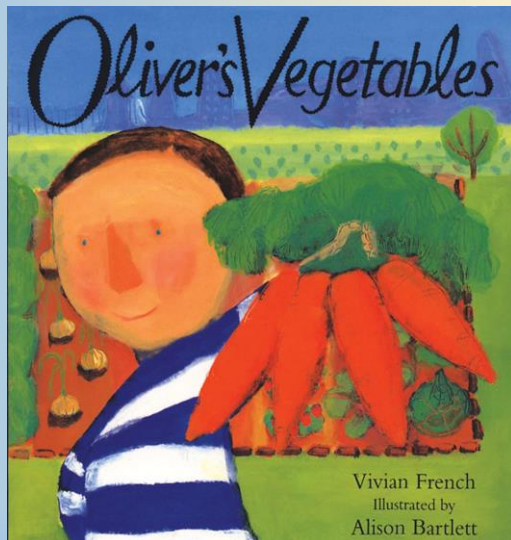


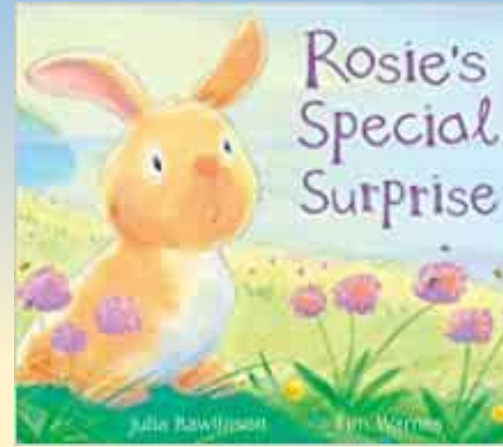
Spring Term 1 – Ready, Steady Grow and Signs of Spring

Personal, Social and Emotional Development		Communication and Language		Physical Development	
<ul style="list-style-type: none">Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of hygiene.		<ul style="list-style-type: none">Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.Make comments about what they have heard and ask questions to clarify their understanding.Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		<ul style="list-style-type: none">Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.Use a range of small tools, including scissors, paint brushes and cutlery.Use a range of small tools, including scissors, paint brushes and cutlery.Begin to show accuracy and care when drawing.	
Literacy		Mathematics		Understanding the World	
<p><u>Winter, snow, ice & dark nights:</u> Literacy context: Captions & Instructions</p> <p>Key texts:</p> <p><i>The Bear's Winter House</i> by John Yeoman</p> <p><i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson</p> <p><u>Dragons and Chinese New Year:</u> Literacy context: Captions</p> <p>Key texts:</p> <p><i>Tell Me a Dragon</i> by Jackie Morris</p> <p><i>The Dragon Machine</i> by Helen Ward</p> <p><i>The Race Across the River</i> (Hamilton Group Reader)</p> <p><i>Chinese New Year (Holidays and Festivals)</i> by Nancy Dickmann</p> <p><u>Dinosaurs:</u></p> <p>Literacy Context: Non-Fiction Texts and Stories</p> <p>Key texts:</p> <p><i>Owls and Dinosaurs</i> (Hamilton Group Reader)</p> <p><i>Dinosaur Roar</i> by Paul Stickland</p> <p><i>The Dirty Great Dinosaur</i> by Martin Waddell</p> <p><i>Linus the Vegetarian T. Rex</i> by R. Neubecker</p>		<p>Alive in 5 : Introduce zero / Find 0 to 5</p> <p>Subitise 0 to 5 / Represent 0 to 5</p> <p>1 more /1 less</p> <p>Composition</p> <p>Conceptual subitising to 5</p> <p>Mass and capacity: Compare mass</p> <p>Find a balance</p> <p>Explore capacity</p> <p>Compare capacity</p> <p>Growing 6, 7, 8 : Find 6, 7 and 8 / Represent 6. 7and 8</p> <p>1 more/1 less</p> <p>Composition of 6, 7 and 8</p> <p>Make pairs-odd and even</p> <p>Double to 8 (find a double /Double to 8 (make a double)</p> <p>Combine 2 groups / Conceptual subitising</p> <p>Length, height and time : Explore length/Compare length</p> <p>Explore height/Compare height</p> <p>Talk about time / Order and sequence time</p>		<ul style="list-style-type: none">Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.Explore the natural world around them, making observations and drawing pictures of animals and plants.Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.Make observations about the world around them.Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
				<ul style="list-style-type: none">Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.Share their creations, explaining the process they have used.Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.Listen to a variety of sounds.Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.Share their creations, explaining the process they have used.Safely use and explore a variety of materials, tools	

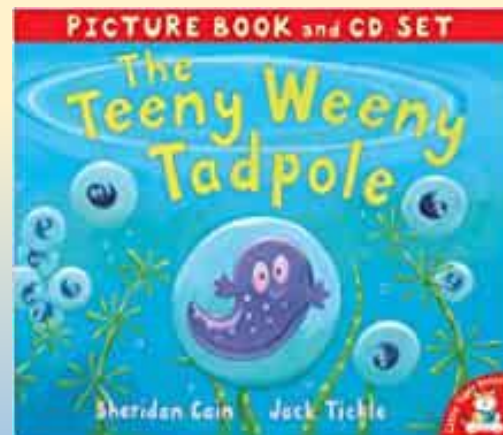
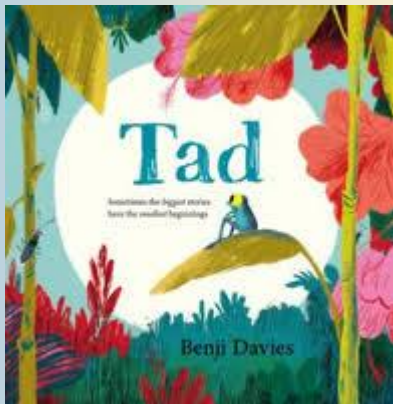


These are the books we are learning about within our theme of **Ready, Steady, Grow**





These are the books we are learning about within our theme of :
Signs of Spring

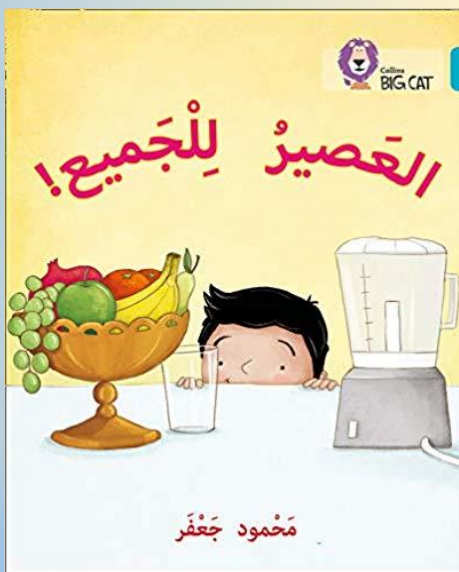


Unique Academy

Early Years Foundation Stage – Reception Class

Spring Term 1 – Ready, steady, grow and Signs of spring

Arabic	Qur'aan	Hadeeth
<ul style="list-style-type: none"> Food & drink vocabulary Letters Writing own name Numbers 1 – 5 	Juz Amma <ul style="list-style-type: none"> Surah Humazah Surah Asr Surah Takathur Surah Qariah 	Tarikh <ul style="list-style-type: none"> Islamic calendar /Muharram-the First Islamic Month. Prophet Adam - The first man Prophet Nuh and his success



Grow some quick growing plants or make a cress head.

Visit your local library and find books about farms to share.

Home learning activities for:
Ready, Steady, Grow

Talk about healthy foods.

Make a shopping list together and go to the shops to buy the food.

Trips :

Science Museum

Visitors :

No visitors for this theme

Share and discuss 'Did you know?' activity

Go on a spring walk and take photographs of the signs of spring.

Home learning activities for: **Signs of Spring**

Visit a pond and look for signs of new life, such as ducklings and frogspawn.

Make a weather diary to observe how the weather changes.

Trips :

Science Museum

Visitors :

No visitors for this theme