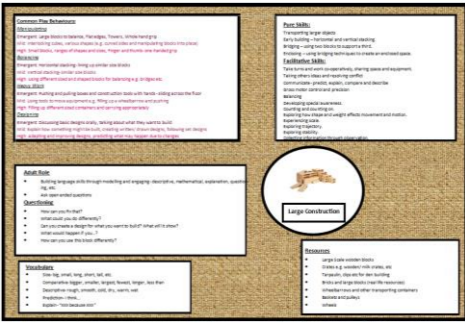


Ashcroft Reception Planning Spring 1



Possible Themes & Interests (based on interests the children have had in past years)	WINTER 	NORTH & SOUTH POLE 	FRIENDSHIP/FEELINGS 	CHINESE NEW YEAR 	VALENTINE'S DAY 	Our author of the half term is: Nick Butterworth 
Books following possible themes						
Suggested Texts						
Spring Drawing Club Literacy texts						<p>As well as singing daily songs and nursery rhymes our focus songs for the half term will be:</p> <p>Furry Furry squirrel Mrs Bluebird Stepping Stones</p>

Child led interests covered during the half term:

See separate continuous provision sheets for detailed learning outcomes, including vocabulary to be explored.



Prime Areas

Area of learning	Objectives/skills	Revisit/ongoing throughout the year	Provision enhancements
<p>Communication and Language</p> 	<p>Listening: Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying.</p> <p>Attention: Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p> <p>Respond: Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.</p> <p>Understanding: Consider the listener and takes turns to listen and speak in different contexts.</p> <p>Speaking: Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.</p>	<p>Learn new vocabulary Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Book Corner – Selection of books, ‘The three billy goats gruff’ story teller props, puppets, story stones, Nick Butterworth author focus books, Percy Park Keeper book and puppets. Mark making – Word mats, vocabulary mats, area to hang work they are proud of, writing frames and prompts. Home Corner – Telephone, laptop, labels on resources, pots and pans, utensils, cutlery, plates, bowls, cups, play food, babies, kitchen appliances. Maths – Number cards, Numicon, Unifix, natural objects, number books. Creative – Puppets and puppet theatre, train track and trains. Performance – Costumes, props, microphones, musical instruments. Construction - Prompt cards, pictures of buildings and structures around the world. Investigation – Big book of our investigations, books, pictures, language cards/word mats. Junk – Ideas photos, questions on speech bubbles, design ideas writing/mark making frames. Outside – stage area with costumes and props, musical instruments, small world resources, mark making opportunities in range of areas, language prompts.</p>
<p>Personal, Social and Emotional Development</p> 	<p>Express feelings: Can show pride in achievements by showing work to others. <i>Understand how to use the ‘take 5’ breathing exercise to help with big feelings.</i></p> <p>Manage behaviour: Understand behavioural expectations of the setting.</p> <p>Self-awareness: Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.</p> <p>Independence: Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Can talk about healthy and unhealthy foods.</p> <p>Collaboration: Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.</p> <p>Social skills: Seek others to share activities and experiences.</p>	<p>Continue to develop skills of using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>	<p>Book Corner – Books linked to emotions, starting school and family in the book corner and in the Regulation Station, ‘The three billy goats gruff’ puppets and props, sofas, cushions and blankets. Mark making – Paper, notebooks, pens, pencils, crayons, sound mats, pegs to display mark making they are proud of, pictures of families, writing frames, name cards. Home Corner – Telephone, laptop, pots and pans, utensils, cutlery, plates, bowls, cups, play food, babies, kitchen appliances, photographs of homes and families. Maths – Measuring jug, scales, shopping lists and price tags, shopping bags and purses. Creative – Collage materials, paint, glue, scissors, mirrors for self-portraits, wool, small world</p>

Specific Areas

<p>Literacy</p> 	<p>COMPREHENSION Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p>	<p>Daily questioning to develop comprehension skills.</p>	<p>Book Corner – Selection of books (fiction, non-fiction, author focus, poetry), magazines, book review writing frames, puppets and props to retell stories, story jigsaws, story stones, phonics cubes, alphabet strips, Gruffalo story book and puppets, Three Little Pigs story, props and puppets with story cards to sequence.</p>
	<p>WORD READING Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school’s phonic programme.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.</p>	<p>Mark making – Selection of writing frames, plain paper, lined paper, notebooks, sound mats, word mats, clipboards, name cards, long unit covered with paper and graphemes as they are taught.</p>
	<p>WRITING Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a caption and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters. Kinetic letters: continue working on the red section poses and physical movements. Continue Yellow section, see guidance for overview of letters. Drawing Club progression: Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word, VC and a CVC words.</p>	<p>Handwriting - Continue to revisit/practice letter formation relating to name, phonics phases and other letters which children have been taught to form correctly.</p>	<p>Home Corner – Cookbooks, recipe cards, magazines, shopping list writing frames, laptop, real life containers with labels (washing up liquid, fabric softener etc). Maths – Labelled resources, maths related books – counting focus, number rhymes (5 Little Men in a Flying Saucer) Creative – Labelled resources, texts linked to artists/techniques, small world Tamworth signs and leaflets about parts of Tamworth. Performance – Puppets and story props, nursery rhymes, microphone toys.</p>
<p>Phonics</p>	<p>We follow the Wandle learning trusts Little Wandle, Letters and Sounds scheme. Please see separate planning and overviews for learning progression. Recap of phase 2 digraphs if needed and then begin Phase 3 lessons.</p> <p>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p>	<p>Continue to revisit all taught sounds daily and practice sound discrimination.</p>	<p>Construction – Writing frames for design ideas, question prompts, display for ideas, laminated signs for children to write their names on to display with their models. Investigation – Texts linked to Autumn, Autumnal vocabulary, speech bubbles on display, big book of our investigations. Junk - Writing frames for design ideas, question prompts, display for ideas, labelled resources to access freely. Outside – Story circle (tyres, books, cushions), language in maths area e.g. part, whole, numerals, writing frames in the construction area, number plates, bug hotel language, books related to different areas as appropriate, clipboards, pens, pencils, crayons, paper, notebooks, chalk boards, chalk, name cards.</p>

Mathematics



Numbers 5 and 0



Coverage	Guidance
Introducing zero	Ongoing opportunities to explore and apply the understanding of 'nothing there' or 'all gone' - the number name zero and the numeral 0 used to represent this idea.
Comparing numbers to 5	Continue to compare numbers, one quantity can be more than, the same as or fewer than another quantity. Use a range of representations to support this understanding and encourage the children to compare quantities using a variety of objects and representations.
Composition of 5, five wise	Continue to develop the understanding that all numbers are made up of smaller numbers, composed of 2 parts or more than 2 parts. Opportunities in provision to explore and notice the different compositions of 4 and 5.
Comparing Mass	Encourage children to make direct comparisons holding items to estimate heaviest, use balance scales to check. Prompt language of heavy, heavier than, heaviest, light, lighter than, lightest. Common misconception that the bigger item is the heaviest.
Comparing Capacity	Continue to build on understanding of full and empty to show half full, nearly full, and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice, and beads. Provide different sized and shaped containers to investigate. Prompt them to use the language of tall, thin, narrow, wide, and shallow. Encourage the children to make direct comparisons by pouring from one container into another. They can also use small pots or ladles to make indirect comparisons by counting how many pots it takes to fill each container.

Continue to revisit key skills – Counting, Subitising, Composition, Sorting, matching, comparing & ordering

Book Corner – Stories related to mathematical language, counting books, Numberblocks magazines, numbered Three Little Pigs houses.

Mark making – Numeral tracing sheets, linked to number taught each week.

Home Corner – Cookbooks and recipe cards, scales, toy telephone, toy laptop, plates, bowls, cutlery and cups of different sizes.

Maths – Natural objects, Numicon, Unifix, shape boards, interlocking cubes, numerals cards, number lines 0-10, counting books, teddy counting train, representations of number of the week.

Creative – 2D shapes, sponge shapes, Numicon, paint, crayons, pencils.

Performance – Counting rhymes (5 Little Men in a Flying Saucer), props of varying sizes.

Construction – Tape measures, rulers, interlocking cubes, bricks of different sizes.

Investigation -

Junk – Boxes of different sizes, cardboard tubes differing in size, tape measures, rulers.

Outside – Coat hanger balance, natural objects, moveable wooden number line (0-20 but adjustable), 2D and 3D shapes, guttering pipes, tape measures, large plastic blocks, large wooden bricks and planks, numbered parking spaces, petrol pump, wildflower area.



Number 6, 7, 8

Represent 6,7,8 in different ways, count out from a larger group. Support conceptual subitising by arranging 6,7 or 8 items into small groups and see how the numbers are made up of smaller numbers.

Making pairs - pairs wise

Begin to understand that a pair is two. Provide collections of items that come in pairs. Encourage to arrange small quantities into pairs, notice some quantities will have an odd one left over, no partner. Use Snap or memory games.

Combining 2 groups

Use real objects to combine and see how many altogether. Encourage subitising skills.

Length, height

Make direct comparisons. Encourage mathematical vocab relating to length – longer, shorter. To height – taller, shorter and breadth – wider, narrower. Make indirect comparisons using objects to measure items e.g., cubes or blocks.

Time

Order and sequence important times in the day and use language such as now, before, later, soon, after, then and next, to describe when events happen.

NCETM

Subitising:

- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements
- explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part
- experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns.

Cardinality, ordinality and counting:

- continue to develop verbal counting to 20 and beyond
- continue to develop object counting skills, using a range of strategies to develop accuracy
- continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number.

Composition:

- continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5
- explore the composition of 6, linking this to familiar patterns, including symmetrical patterns
- begin to see that numbers within 10 can be composed of '5 and a bit'.

Comparison:

- continue to compare sets using the language of comparison, and play games which involve comparing sets
- continue to compare sets by matching, identifying when sets are equal
- explore ways of making unequal sets equal.

Understanding the World



Chronology:

Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)

Respect:

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 non-fiction texts, stories, visitors, celebrations.

Mapping:

Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. *Recognise some environments that are different to the one in which they live e.g., Antarctica.*

Enquiry:

Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.

Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.

Observation: Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.

Book Corner – Books linked to families around the world, books about family members, Three Little Pigs Story and props, Gruffalo book and puppets, non-fiction books about Autumn, books created by Ashcroft students in the past.

Mark making – Family writing frames, special me writing frames, body outlines to label, maps, treasure maps and map templates, plain paper, lined paper, notebooks, clipboards.

Home Corner – Family photos, common packaging on real life items (washing up liquid bottle, fabric softener bottle etc)

Maths – Maps, positional language, bee-bots and programmable mice on grid with familiar rooms (lounge, kitchen, bathroom, bedroom etc).

Creative – Family photos, paints, wool, googly eyes, collage materials, houses and homes photos, shape printing, shapes to draw around.

Performance – Pirate costumes, treasure maps, costumes (linked to family jobs rather than princesses etc).

Construction – Wooden bricks, Duplo, Lego, Stickle Bricks, Snap-a-Shape, interlocking cubes, prompts for building tractors/combine harvesters etc.

Investigation – Books about Autumn and Harvest, magnifying glasses, autumn objects, e.g. leaves, conkers, acorns,

Junk - Houses and homes photos from locally and around the world, boxes and packaging, bubble wrap, cardboard tubes, egg boxes, plastic pots, tape, glue, scissors.

Outside – Magnifying glasses, mirrors, coloured Perspex sheets, large plastic blocks, large wooden bricks and planks, wildflower area, bug hotel.

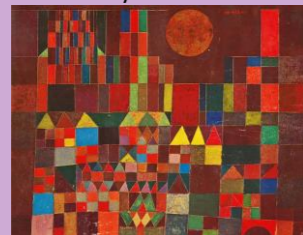
Expressive Arts and Design



Develop storylines in their pretend play.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Artist Study – Klee and Kandinsky



Songs and poems:

Songs: Five current buns, greedy crocodile.

Poetry Basket Poems: Furry Furry squirrel, Mrs Bluebird, Stepping Stones.

Explore, use, and refine a variety of artistic effects to express their ideas and feelings.

Explore and engage in music making and dance, performing solo or in groups.

Book Corner – Books from Artists, focussing on Yayoi Kusama, traditional tales, hand puppets, stick puppets, finger puppets, puppet theatre, story stones,

Mark making – Plain paper, lined paper, clipboards, notebooks, pens, pencils, felt pens, pot stickers.

Home Corner – Pots, pans, cookbooks, cameras, notebooks, pencils, crayons.

Maths – Maths nursery rhymes and songs with props to use when performing.

Creative – Paper, paint, collage materials, glue, stencils, scissors, printing equipment.

Performance – Costumes, props, range of musical instruments, microphone toys.

Construction – Lego, Duplo, Stickle bricks, design templates, shelving for self-display.

Investigation – Magnifying glasses, light exploration, magnets, wooden blocks.

Junk – Selection of boxes, glue, tape, design template sheets, photographs of design ideas.

Outside – stage, props, costumes, musical instruments, selection of books and laminated nursery rhymes.