

# Reception Overview Spring 2022 First Half Term

## Topic: Amazing Animals!

In class your child will be...	At home you could...
<b>PRIME AREA: Communication and Language</b>	
<ul style="list-style-type: none"> <li>• Asking how and why questions</li> <li>• Answering questions to show that they understand what has been said to them</li> <li>• Listening to stories</li> <li>• Retelling stories using story language</li> <li>• Inventing stories</li> <li>• Describing events in detail</li> <li>• Learning rhymes, poems and songs</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Look back through photos and talk about previous experiences you have had together. Model how to speak in full sentences and use past tense language correctly. You could also talk about what you would like to do together in the future, to practise using future tense language.</i></li> </ul>
<b>PRIME AREA: Personal, Social and Emotional Development (Jigsaw Unit: Dreams and Goals)</b>	
<ul style="list-style-type: none"> <li>• Learning about our school rule 'honesty'</li> <li>• Learning about 'challenge' and why it is important to never give up</li> <li>• Setting their own goals</li> <li>• Identifying obstacles they may face and how to get support to tackle them</li> <li>• Controlling their own feelings and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Develop your child's confidence and independence by going to an unfamiliar park or soft play centre. Encourage them to try out new equipment they have not been on before.</i></li> <li>• <i>Using building blocks, try and create the tallest tower that you can together. If the tower falls, try again to rebuild it, sharing ideas on how you could work together to make it better.</i></li> </ul>
<b>PRIME AREA: Physical Development</b>	
<p><b>Fine and Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Threading, cutting, weaving and using playdough</li> <li>• Beginning to form letters correctly</li> <li>• Handling tools, objects, construction and malleable materials with increasing control</li> <li>• Drawing</li> <li>• Holding Small Items</li> <li>• Buttoning clothing</li> <li>• Cutting with Scissors</li> </ul> <p><b>PE Lessons – Ball skills and Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, and kicking</li> <li>• Climbing using the gymnastic equipment e.g. climbing frame and ropes</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Create a poster together on a topic that interests your child. Check to see if your child is holding their pencil in the right way when drawing pictures and writing words and sentences. For the majority of children, they should be holding their pencil with a three-fingered tripod grip to make writing easier and more comfortable.</i></li> </ul>
<b>SPECIFIC AREA: Literacy</b>	
<ul style="list-style-type: none"> <li>• Making up stories with themselves as the main character</li> <li>• Recording stories through picture drawing/mark making</li> <li>• Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Reading a few common exception words (red words) matched to RWI</li> </ul> <p><b>Possible Texts</b></p> <ul style="list-style-type: none"> <li>• Rumble in the Jungle, Elmer, Farmer Duck, Who's in the Shed, Owl Babies, Egg to Penguin</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Using small world toys, or yourselves, act out some favourite stories together using words and language from the story.</i></li> </ul>

**SPECIFIC AREA: Mathematics**

- Introducing the part-whole model
- Counting to 6, 7 and 8
- Counting to 9 and 10
- Comparing groups up to 10
- Combining two groups to find the whole

- *Create some number cards (either 1 to 10 or 11 to 20) and see if your child can place them in order. Then, ask your child to close their eyes while you either take a card away or swap a card to a different place in the sequence. When your child opens their eyes, they can be a number detective and work out what you have done, then fix the problem in the number sequence*

**SPECIFIC AREA: Understanding the World (RE Devon Agreed Syllabus Unit: Which stories are special and why?)**

- Listening to stories and placing events in chronological order
- Considering what we can do here to take care of animals in the jungle
- Comparing animals from a jungle to those on a farm
- Exploring a range of jungle animals. Learning their names and labelling their body parts
- Learning about nocturnal animals
- Making sense of different environments and habitats
- Using images, video clips, shared texts and other resources to bring the wider world into the classroom and talking about what they have seen
- Talking about David Attenborough
- Describing and commenting on things they have seen whilst outside, including plants and animals
- After close observation, drawing pictures of the natural world, including animals and plants
- Being introduced to life cycles
- Going on a winter walk

- *While out for a walk or looking out of the window, point out seasonal changes in the world around you. What are the signs your child can spot for each season?*

**SPECIFIC AREA: Expressive Arts and Design (Music Charanga Unit: Everyone!)**

- Looking at collages created by Eric Carle and creating their own Eric Carle inspired art
- Designing homes for hibernating animals
- Creating symmetrical butterflies using paint
- Selecting the tools and techniques they need to assemble materials that they are using e.g to create animal masks
- Making lanterns, Chinese writing, making dragon puppets and listening to Chinese music
- Investigating techniques for joining materials, such as how to use different types of adhesive tape and glue
- In Music lessons, learn and perform the following songs: Wind the Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping On The Bed, Twinkle Twinkle Little Star, If You're Happy And You Know It and Head, Shoulders, Knees And Toes

- *Provide opportunities to mix paint and create different colours, but also explore how to mix paint to create different shades of the same colour. Alongside this, provide a variety of tools for your child to create different textures with the paint, e.g. cotton wool balls, sponges, bubble wrap, forks etc.*