

Reception Planning Term 3a – Adventures

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them Understand how to listen carefully and why listening is important. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Form lower-case and capital letters correctly. Re-read what they have written to check that it makes sense.
<p>How</p> <ul style="list-style-type: none"> Daily rules, - encouraging children to remember what rules they are or are not following. Visual planner for daily routines – children to manage Adults modelling and supporting play – focus on all children considering the needs of others Magic Bag and Rhythm time. Circle Time: Relationships Modelling considering how other children feel e.g. stopping and asking other children if they are okay. Trip - discussing how children feel about doing something new. Smiley time – rewarding resilience where possible Introduce learning pit in relation to characteristics of effective learning. Extra mile with other children and staff. Introduction of independent jobs tray. 	<p>How</p> <ul style="list-style-type: none"> Listening rules/ Speaking rules – modelled and encouraged where possible. Using the talking sticks. Adults - four comments and a question. Snack and Chat – encourage children to ask questions, model questioning. Specific vocabulary see planning. Attention and Listening interventions. Vocabulary interventions - Rhythm Time. Academic vocabulary and Key topic words explained and modelled. Speech and Language intervention. Encouraging children to ask the adults a question when modelling social greetings. NELI interventions Story interventions Performing one of our favourite stories. Continue the speech bubble for display. Morning questions including asking others questions. Space station in role play area. 	<p>How</p> <ul style="list-style-type: none"> PE planning – Working with Others. Discussing how and what makes us grow. Fine Motor groups/interventions see planning. Dough disco and pen disco. Independence with zipping own coat and shoes on correct feet. Supporting children with using knife and fork independently. Outdoor provision – den building and group building pirate ships. Paintbrushes on wall outside. Parachute games. Cutting job in independent job trays. Talk about children going out when they can, making that choice and exerting themselves. Gross motor interventions – outside planning. Outdoor activity planning. Continuing writing, art and playdough areas for specific fine motor skills. Carpet time posture and when at writing table. Let’s get physical – Friday walk/exercise session. 	<p>How</p> <ul style="list-style-type: none"> Daily Storytime -see planning. SPAG – Capital letters and full stops. Daily phonics sessions (Miskin scheme). Phonics 1:1 sessions. Daily Literacy/writing sessions. Daily registration writing: 2x full name practise, 2x paper whole name, 1x answering question (introduce question). Story baskets in story area and modelled in literacy time (Itchy Bear, Whatever Next). Story interventions using big bags and big books. Book Talk sessions with Mrs Booth. Time to listen to a story, predict, discuss setting, author and illustrations. Writing opportunities, including date, lists, letters, packing list, treasure maps. Using sound mat in all writing areas. Red words in writing areas. 7 Favourite stories - retelling and add online. Phonics station focusing on capital letters/lower case activities. Fine motor interventions. Library session Angie Jakes. Introduce writing challenge during snack and chat.
<p>Mathematics</p>	<p>Understanding the world</p>	<p>Expressive Arts and Design</p>	<p>Key Vocabulary/ Questions</p>
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different to the one in which they live. Explore the natural world around them. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> Develop storylines in their pretend play. Create collaboratively, sharing ideas, resources and skills. 	<p>Topic Planets, stars, rocket, space station, astronaut, earth, sun, moon, ocean, wave rock pool, octopus, shark, turtle, whale, fish, crab, diver, pirate ship, treasure.</p> <p>Saturn, Jupiter, Venus, satellite Neptune, mars, tide, coral, lobster, submarine, Jolly roger.</p>
<p>How</p> <ul style="list-style-type: none"> Daily routine using visual timetable. Weekly maths vocab Writing the day, month and year Class attendance Numicon scheme activity cards 8 - 15. Adult-led maths activities. 	<p>How</p> <ul style="list-style-type: none"> Outdoor planning/ Friday walk talking about seasons Continue to discuss welcome display – looking at where we come from. Walk in local area. Birdwatching/ bird hides. New bulbs – observational drawing. 	<p>How</p> <ul style="list-style-type: none"> Painting planets and under the sea. Pirates in construction. Space and pirate stories. Instruments and dance equipment on stage. Singing time and rhythm time. Mr Duffy music session. 	<p>Key Questions What would you find in space? Where would you like to go on an adventure?</p>

<ul style="list-style-type: none">• Independent activities.• Vocab in construction, water and sand• Questions on displays.• Add to maths display - making numicon shapes with objects (RD 1- 20), RS – shape display• Outdoor – organising outdoor blocks by shape, adult support for construction building,• Maths area – numicon shapes, making teens, repeating pattern, pegs and numerals, subitising to 10, using ten frames, ordering, estimating.• Introduce maths challenge in maths area• Tidy uptime – use of timer – discuss three/one minute timer• Smiley face time – How many have you got, What is your total, How many altogether, refer to the numerals, lay smilies in numicon shape• White Rose maths for greater depth	<ul style="list-style-type: none">• Timeline continue.• Neil Armstrong• Explorers from the past.• Pirate activity, exploring rock pools and under the sea.• Trip – Ilkley.	<ul style="list-style-type: none">• Observational drawings.• Solar system song.	
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