



## Reception/ Year 1 Term: Spring 2021

### Communication and Language

#### Listening and Attention:

Listen attentively in both play and during adult directed activities  
Listen to stories and non-fiction books, accurately, anticipating key events and respond to what they hear with relevant comments, questions or actions

#### Understanding:

Respond to two -part instructions or several ideas and actions

Answer 'how' and 'why' questions

Continue to develop an understanding of new technical language

#### Speaking:

Extend vocabulary including new technical language, exploring new words

### SMSC (including British Values)

Democracy: Voting on a class story

Individual liberty: Making safe and informed choices

Mutual Respect: Respect for each other and for the classroom

The Rule of Law: Classroom rules and school rules

Tolerance of those with different faiths and beliefs: Understanding each other, customs, and traditions of Christianity and Judaism (Easter and Shabbat)

### Expressive Arts and Design

#### Exploring and Using Media and Materials:

Remote Learning: Use a range of media to create effects, select and use resources including paint and textures

Joining, fixing and combining materials

Use simple tools and techniques to create pictures and models

Scale

#### Being Imaginative:

Play cooperatively, develop role play area, create representations of a giant

#### Class Learning:

Using different types of paint and experimenting creating colours

Patterns and effects, properties of paint types, using paint to create a background

**\*Proposed focuses may be subject to change based on children's interests, understanding and own routes of enquiry**

### Literacy

#### Reading:

Range of fiction and non-fiction texts to promote interest in books, read children's favourite books and read books from the NVF reading spine

#### Writing:

Instructions, retelling of a story, postcard, storyboard, story writing, poetry, recount

#### StoryTime Phonics:

Reception: Embedding the phonemes learnt in Phase 2 and Phase 3

Learning the alphabet and letter names

Y1: Phase 5, practising and embedding alternative sounds for those learnt in Phase 2/3 and letter names



### Mathematics

#### Reception-

Introducing zero Comparing numbers to 5 Composition of 4 & 5

Comparing mass and capacity

6, 7 & 8 making pairs

Combining 2 groups

Length & Height Time

#### Year 1

Addition and subtraction within 20

Place Value within 50

Measurement: Length and Height

### Understanding the World

#### People and Communities:

Learning about the Jewish religion and Shabbat and comparing the similarities and differences to Christianity

The Easter story and the symbolism associated

#### The World:

Weather patterns and seasonal changes

Farming and factory processing

Birds eye view/ aerial photographs of physical landscapes

Crops and animals varying across the UK

#### Technology/ Computing:

Technology in role play, with topic related games, using the iPad to take photos.

Using stop watches, timers and using a Beebot programmable toy

#### Science:

Plants: reproduction (seed dispersal), parts of a plant, plant growing conditions, which parts of plants we eat

Deciduous and evergreen trees

### Personal, Social and Emotional Development

#### Making Relationships:

Form positive relationships with adults and other children.

Play co-operatively in a group and take turns with other children.

#### Self-Confidence and Self Awareness:

Describe self and others in positive terms and talk about abilities.

#### Managing Feelings and Behaviour:

Ongoing learning about feelings and behaviour (Big Bag of Worries, The Colour Monster, Feelings book and Self-Regulation Station)

Awareness of boundaries and expectations of the classroom

### Physical Development

#### Moving and Handling:

Exploring different ways of moving, increasing control and co-ordination

Cutting and chopping fruit/ peeling vegetables for snack

Dough Disco, fine motor development.

Copying letters/ Practising cursive letters

Dance: relating our learning about our emotions to how we can use our body to express them, learning about why exercise is important and the effect it has on our bodies

#### Health and Self Care:

Develop responsibility for risk assessment

Talking about being healthy, including hygiene- handwashing

Dressing for outdoor learning



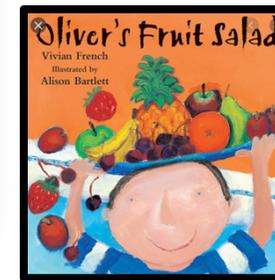
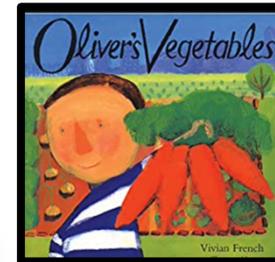
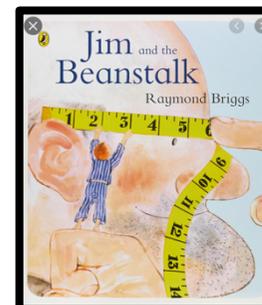
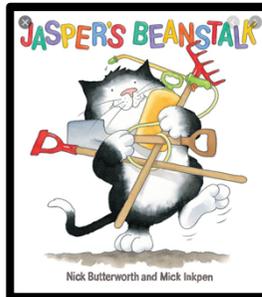
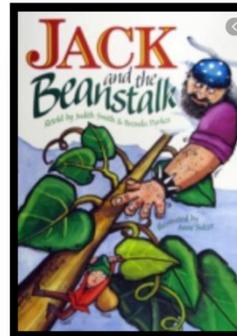
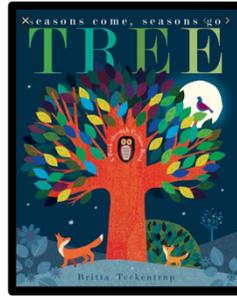
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### Key Books:

- Tree (seasons come, seasons go)
- Jack and the Beanstalk
- Jaspers Beanstalk
- Jim and the Beanstalk
- Oliver's Vegetables/ Oliver's Fruit Salad
- A Tiny Seed

### Key Vocabulary:

root/s	deciduous / evergreen
nutrient/s	farming
mineral/s	hibernation
energy	pests
stem	nocturnal
transport	crops
seed	harvest
absorb	annual
flower	join, fix/ing, combine
Shabbat	reproduce
leaf/ leaves	disperse
Challah bread	survive
poisonous	scale
Kiddush cup	gravity
diet	warmth/ light
Kippur	germinate
Torah	



### Trips/Activities:

- To go on a nature/Winter walk around your school's
- Village/ woodland walk
- Gressenhall

### Activities you could do at home:

- Make soup
- Make a smoothie
- Make a giant
- Grow cress or a bean
- Make mud pies using non-standard measurements

### Family Participation:

- Tapestry / Class Dojo
- Home learning
- Bring something in for our nature table
- Come and share your knowledge e.g. farmers, chefs, supermarket employees