

Reception

Term 4

Authors

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The Characteristics of Effective Learning- playing and exploring, active learning and creating and thinking critically, underpin learning and development across all areas. They support your child to remain an effective and motivated learner.

This term we will introduce the children to two children's authors. The children will become familiar with a range of fiction books, but also be able to identify the features of non-fiction texts. We are looking forward to continuing the work in our outside areas. The children have been empowered to look after their outdoor space and have been working hard clearing the leaves, raking and wheelbarrowing them to prepare for Spring.

Key Vocabulary

Seasons

Non-fiction

Length

Contents page

Gigantic

Index

Enormous

Disguised

Invincible

Deciduous

Evergreen

undergrowth

Understanding the World

- Learn about the importance of re-cycling and how we can take care of our world
- Explore the world around us as we enter Spring
- Enhanced opportunities to smell, touch and interact with nature
- Bird count walks continue
- Learn about animal habitats
- Encourage interactions with the outside world, to foster curiosity
- Discuss roles of people in our community
- Discuss relationships of family members e.g. Aunt

Texts used this Term...

- **Stick Man**
- **Non Fiction - Habitats**
- **The Guffalo**
- **Room on the Broom**
- **The Smartest Giant in Town**
- **Rosie's Hat**
- **Simon Sock**
- **Norman and the silly shell**
- **Supertato**

Communication and Language

- Continue to learn rhymes, poems and songs.
- Describe events in detail – time connectives
- Understand how to listen carefully and why listening is important.
- Use talk cue cards to talk about a subject: "If you were a fruit what would you be and why?"
- Explain thinking and how they know.

Literacy

- Phonics – Continue phase 3 and start phase 4
- Re-read books to build up confidence in word reading, fluency and their understanding and enjoyment.
- World Book Day – visit to Rainham Library
- Use vocabulary and forms of speech that are increasingly influenced by experiences of books.
- Develop their own narratives and explanations by connecting ideas or events
- Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.
- writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.

Mathematics

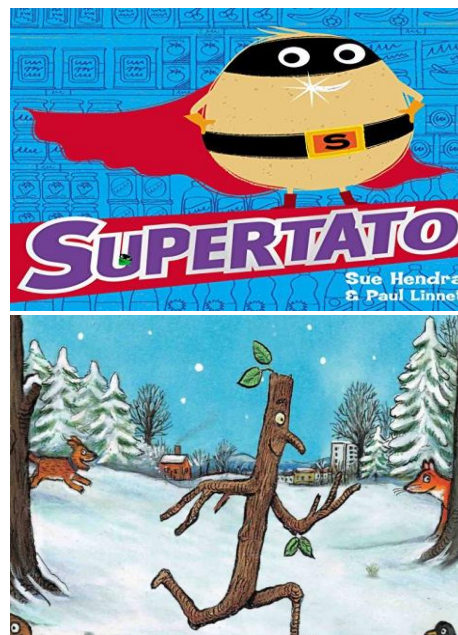
- explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.
- continue to consolidate understanding of cardinality, working with larger numbers within 10
- become more familiar with the counting pattern beyond 20.
- explore the composition of odd and even numbers, looking at the 'shape' of these numbers
- begin to link even numbers to doubles
- begin to explore the composition of numbers within 10.
- compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.

Physical Development

- Balance- children moving with confidence
- dance related activities
- Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.
- Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.
- Threading, cutting, weaving, playdough, Fine Motor activities.
- Hold pencil effectively with comfortable grip
- Forms recognisable letters most correctly formed

Expressive Arts and Design

- Exploring the sculptor Patrick Dougherty
- Developing printing skills e.g. in paint, play-dough, water and concrete
- Performing songs on our stage
- Designing, making and evaluating Superhero masks
- Exploring textures, colour and patterns
- Wand and potion making
- Easter crafts



Personal and Social

- Responsibility
 - We take responsibility for our own learning and behaviour
 - We are responsible for our own choices and actions
 - We encourage everyone to take responsibility for their personal safety
- Exploring relationships with others
- Developing strategies for staying calm in the face of frustration.
- Discuss why we take turns, wait politely, tidy up after ourselves and so on
- Healthy me