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| **Literacy**  **Word reading**  Teach letter sounds using Monster phonics programme.  Blend sounds into words.  **Comprehension**  Ask questions about stories.  Repeat words and phrases from familiar stories.  Repeat new vocabulary in the context of a story.  Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.  **Writing**  Teach formation of letters as children learn the sounds.  Spell words by identifying the sounds and then writing the sound with letter/s.  Write name independently.  Opportunities to mark make /write every day in writing area.  Introduce starting a sentence with a capital letter and ending with a full stop.  Write simple sentences.  Writing a recipe.  Introduce writing a letter to mum for Mother’s Day.  Writing speech in a speech bubble.  **Core books**  Little red Riding Hood by Miles Kelly  Jack Frost by Kazuno Kohara  Ruby’s Chinese New Year by Vicki Lee  St David’s day  Goldilocks by Miles Kelly  Cinderella  The Three little pigs by Susanna Davidson  Is that your Muma? Patrice Lawrence  The Easter story by Brian Wildsmith | **PSED**  **Self-Regulation**  Adults to model positive behaviour, praise exemplary behaviour and explain to children what was kind and considerate.  Managing Self  Reinforce class rules and positive behaviour chart.  Adults to show constructive support and recognition of a child’s personal achievements.  **Building Relationships**  Adults to get to know the children and their families.  Encourage children to listen to each other as well as adults.  Model sharing. Play games to encourage co-operation with friends and peers. | **Communication and Language**  **Listening, Attention and Understanding**  Good listening skills to be modelled. Introduce good listening symbols.  Introduce new vocabulary for topics.  Reinforce vocabulary by using ‘I need to hear’ stickers, word walls words with symbols in the environment, treasure hunts for objects that exemplify a word.  **Speaking**  Model words and phrases relevant to the area being taught. Adults to use vocabulary repeatedly throughout the week.  Children to be given opportunities to talk about their interests.  Set up a conversation station.  Introduce talk partners. | **Maths**  **Number**  Introducing zero.  Comparing numbers to 5.  Composition of 4 and 5.  Growing 6,7 and 8.  Combing 2 amounts.  Making pairs.  Counting to 9 and 10.  Comparing numbers to 10.  Bonds to 10.  **Numerical Patterns**  Compare mass.  Compare capacity  **Shape**  Length and height.  Time.  3D shapes.  Spatial awareness.  Patterns |
| Reception Spring term progression map  Once Upon a Time  Growth | |
| **EAD**  **Creating with Materials**  Make food for Cinderella’s ball.  Design and make a slipper.  Make props and puppets to retell stories.  Make Mother’s Day cards.  Opportunities for children to make their own creations.  **Being Imaginative and Expressive**  Sing songs related to traditional tales.  Set up role play area to reflect traditional tale focus.  Use of story props in small world.  Make props and puppets to retell stories. |
| **Understanding the World**  **Past and Present**  Explore castles and towers. Who would live in a castle? Differences from where children live.  Explore transport from the past. Use Cinderella’s carriage as a starting point.  **People, Culture and Communities**  Learn about Lunar New Year.  Children to walk to post box. To draw maps and highlight landmarks from walk to post box.  **The Natural World**  Explore the season of Winter.  Explore the season of Spring by going on a Signs of Spring walk to Durants Park.  Observe changes related to Spring.  Plant tomatoes. Make observations of growth. Draw pictures.  Make bread for Hansel and Gretel. Observe changes. | **Physical Development**  Weekly lessons with Non-Stop Action  **Gross Motor Skills**  Regular access to outdoor space and a variety and range of equipment.  Provide a wide range of activities to support a broad range of abilities.  Encourage children to be highly active and get out of breath several times a day!  **Fine Motor skills**  Develop core strength and stability needed to support fine motor skills.  Develop fine motor skills by activities such as threading, sewing, planting, construction kits.  Children to have access to a variety of pencils, pens, crayons, chalks and paintbrushes.  Check pencil grip, how children are holding cutlery.  Reinforce correct pencil grip.  Regular handwriting practice. |