

Reception

Spring 2

## Space and Science Easter Traditions and Spring



### Communication and Language

Tell entire familiar stories using sequenced illustrations as prompts.  
Answer open ended or speculative questions.  
Teach new skills to others verbally and by demonstration.  
Recall and define specialist vocabulary for the half term.

### Personal Social, Emotional Development

To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.  
To be able to set and work towards simple goals.  
To be able to display confidence to try new activities.  
To be able to explain the reasons for rules and know right from wrong.

### Physical Development

Use woodwork tools to cut and join safely and under supervision.  
Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers.  
Control small games equipment when transporting, collecting and throwing.  
Travel across more complex obstacle courses including changes of height.  
In PE we will be learning how to create a dance using a range of movements and use are bodies to manipulate and coordinate objects.

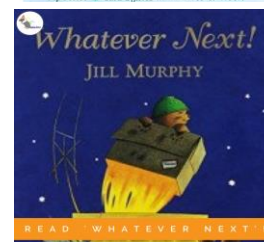
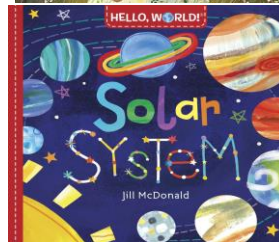
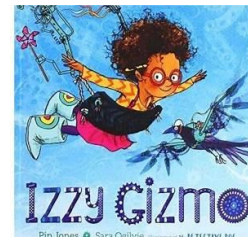
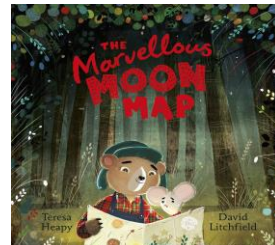
### RE

In RE we will be continuing our learning around Gathering and finding ways that we gather in our church. We will also be learning about Growing. How we can be self-less and self-loving throughout lent.

### PSHE/RSE

In PSHE we will be learning about how we grow and change. We will also be learning about how we can follow in Jesus' footsteps to be a good role model.

### Books we will use:



### Literacy

Understand cause and effect in books they have heard or read.  
Predict the endings of books and stories.  
Monster Phonics Term 2  
Spell to write words independently using taught sounds and diagraphs  
Spell some High Frequency words e.g., the, to etc independently.  
Write simple sentences with regular words, including those with digraphs.  
Continue to develop our imagination and sentence writing within Drawing Club sessions.

### Maths

To explore symmetrical patterns with numbers (doubles).  
To count to 20 orally and become familiar with the pattern of numbers. To explore odd and even numbers by looking at the 'shape'. To begin to link even numbers to doubles. To explore the composition of numbers to 10. To understand the 'howmanyness' of numbers to 10. To understand the position of numbers to 10 in the number system. To know and to recognise coins. To know coins have different values and be able to say what some coins values are. To know the minute and hour hands on a clock. To begin to be able to tell o'clock.

### Expressive Art and Design

To twist, wrap and weave with pressure and precision, narrating choices about colour and texture.  
To retell episodes from a known story in role or small world play.  
To speak and act in role, demonstrating recall of the jobs of key members of the community.  
To be able to create collaboratively sharing ideas, resources and skills.  
To know different uses and purposes for a range of media materials.  
To be able to use paints and pastels and other resources to create observational drawings.  
To be able to use simple wood work tools.

### Understanding the World

To describe and explain changes of state with water.  
To explore collections of materials with similar and/or different properties.  
To use all their senses in hands-on exploration of natural materials.  
To explore the natural world around them.  
To explore the solar system.  
To name and sequence the planets in the solar system.  
To talk about the properties of the planets in the solar system.  
To describe what they see, hear and feel whilst outside.  
To talk about what scientists do and name some famous scientists and their discoveries.

**Continuous Provision**

- Science lab for role play and acting out science experiments
- Sensory solar system area in the outdoors
- Range of colours and textures to make space themed pictures
- Equipment to conduct science experiments independently.
- Outdoor tools and resources
- Invention shed stocked with a range of tools and resources to build and create
- Mark making tools
- Time line of historical scientific figures
- Building equipment
- Sand and water area
- Range of science books to read.

**Visits, Visitors and Experiences**

- Visit from a scientist to conduct experiments
- Fortnightly visits to Ashfield Court

**Family Engagement**

- Tapestry for home activities
- Sharing stories, reading and practicing words.
- Stay and play session
- Cake raffle

**SEND and Disadvantaged Children**

- Pre-teaching some vocabulary around space and science.
- Time to collect resources for science experiments for the class. Pre-teach vocabulary.
- Easy grip mark making tools and outdoor equipment
- Additional time for science experiments in a smaller group with TA.

**Words and Phrases we will use:**

Communication and Language	Personal, Social Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p>This worked because...</p> <p>This was hard because...</p>	<p>Exercise, Healthy food, Physical activity, Sleep, Clean, Stranger danger, Hygiene, Hand washing, role model, example.</p>	<p>Dance, Twist, Turn, Rhythm, Beat, Stretch, Curl, Fast, Slow, Tall letters, Hanging letters</p>	<p>Actions, Re-tell, Sequence, Props, Picture, Characters, Problem, Beginning, Middle, End, Character description, Once upon a time, Then, Now</p>	<p>'and a bit', Odd, Even, Shape, Order, Pattern</p> <p><i>Is there another way?</i></p> <p><i>Can you show me?</i></p>	<p>Materials, Strong, Weak, Easter, Sacrifice, Tomb, Winter, Space, Planets, Solar system, Rocket, Gravity, Neil Armstrong.</p>	<p>Soft, Secure, Join, Cellotape, Hole-punching, Structures, Collage, Design, Make, Real life drawing, Sketch, Bake, Mix, Stir, Pour, Louder, Quieter, Stepping notes, Scale, Pulse, Beat, Glockenspiel, Chime bar, Xylophone, Dotted rhymes, Jumping notes, Soundscape</p>