

	<p>Reception Spring Term 1</p> <h1>What ingredients make a great story?</h1>	 <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Our story</p> <p style="text-align: center;">by Gruffalo and Nemo classes!</p> </div>
<p>Personal, social and emotional development:</p> <ul style="list-style-type: none"> • sharing ideas, listening to others ideas and compromising • confidently contribute to discussions and activities, negotiate with others as to plan of action • use a range of feelings and expressions during role play and retelling - understanding others' perspectives (eg What made Goldilocks steal the porridge? Why did The Gingerbread man trust the fox? How did the hen feel when nobody helped?) 	<p>Communication and language:</p> <ul style="list-style-type: none"> • listen to stories and be able to retell parts and join in with repeated refrains • take on the role of 'storyteller' using expression to denote different characters and feelings • speak in role - using characteristics to show understanding of role • identify 'good' and 'bad' characters in a story and discuss what usually happens to them in stories • make predictions about what might happen next as well as identify common themes in stories • ask and answer questions (who? what? where? when? why? how?) • use story book language in their own play, including first, then, after, next, finally, so, suddenly 	<p>Physical development</p> <ul style="list-style-type: none"> • move in different ways and to music, to show different feelings and moods • transporting and storing equipment safely • use resources safely without direct supervision • manage risks • consider basic needs of both humans and animals as encountered in the different stories • consider how characters put themselves at risk and the safety measures they could take
<p>Literacy:</p> <ul style="list-style-type: none"> • segment the sounds in words (use 'Fred fingers') for writing • develop understanding of what a sentence is - practise saying sentence to be written and considering the number of words needed for the sentence, spaces between words, full stops to denote the end of the sentence and use of capital letters at the start of a sentence • use story boards, story maps and props to support discussion on plot and characterisation • model writing through shared writing of stories • develop writing of own stories based on familiar texts 	<p>Mathematics:</p> <ul style="list-style-type: none"> • compare and order numbers to 20 • know that teen numbers are ten and some more • patterns and symmetry • counting in twos (odd and even numbers) • number pairs to ten • more, add in practical contexts • doubling and halving • units of time • 3d shapes - cone, cube, cuboid, sphere, pyramid, cylinder • height and weight by comparison and non- standard units 	<p>Understanding the world:</p> <ul style="list-style-type: none"> • sharing traditional stories from other cultures and other languages (parent/older pupil storytellers) • understand that different families have different ways of doing the same things - eg mealtimes • role play opportunities from other cultures eg Chinese restaurant role play and dressing up as well as food tasting • sharing celebrations eg Christmas/ New Year , Eid , Chinese New Year • use ipads for recording role play
<p>Expressive arts and design:</p> <ul style="list-style-type: none"> • dressing up and engaging in role play based on stories and own experiences • develop roles and characters through role play • create new characters and roles, within own stories 	<p>Focus texts:</p> <ul style="list-style-type: none"> • The Gingerbread Man • Goldilocks and the Three Bears • The Three Little Pigs • The Three Billy Goats Gruff • The Little Red Hen 	<p>Curriculum focus:</p> <ul style="list-style-type: none"> • blending sounds together for reading • segmenting words for spelling • developing key word (red words) knowledge for reading and spelling • developing fine motor skills