

Reception Spring Planning 2017-2018

Spring 1	Spring 2
<p>Fairytales (traditional tales)</p> <ul style="list-style-type: none"> • Goldilocks and the 3 bears • Little red riding hood • Jack and beanstalk <p>Making posters and story maps linked to fairy tales.</p> <p>Writing a sorry card from Goldilocks.</p> <p>Writing speech bubbles and captions linked to fairy tales.</p> <p>Making and tasting our own porridge and writing instructions.</p> <p>Using movement, music and role play to retell fairytales.</p> <p>Art work to create puppets and props to retell FT's</p> <p>Looking at- Chinese new year fortune cookies for snack, watch you tube clips</p> <p>Identifying numbers to 20</p> <p>Solving addition and subtraction sums</p> <p>Finding one more and one less</p> <p>Solve problems with sharing</p>	<p>Growing and life cycles</p> <p>How we have grown. Baby and adult animals. Life cycles.</p> <p>Look at minibeasts in garden when planting our own seeds.</p> <p>Making and labelling paper plate life cycles.</p> <p>Writing instructions on how to plant seeds.</p> <p>Labelling and writing sentences about minibeasts</p> <p>Mini beast adventure story</p> <p>Art work linked to flowers and mini beats</p> <p>Identifying numbers to 20</p> <p>Solving addition and subtraction sums</p> <p>Finding one more and one less</p> <p>Identifying and building with 2D and 3D shapes</p> <p>Solving problems including doubling and halving</p>
<p>Being imaginative: 30-50 months</p> <ol style="list-style-type: none"> 1. Developing preferences for forms of expression. 2. Uses movement to express feelings. 3. Creates movement in response to music. 5. Makes up rhythms. 7. Engages in imaginative role-play based on own first-hand experiences. 8. Builds stories around toys, 	<p>Understanding the world 30-50 months</p> <ol style="list-style-type: none"> 1. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 2. Can talk about some of the things they have observed such as plants, animals, natural and found objects. 3. Talks about why things happen and how things work. 4. Developing an understanding of growth, decay and changes over time.

9. Uses available resources to create props to support role-play.
10. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

40-60 months

1. Create simple representations of events, people and objects.
2. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
3. Chooses particular colours to use for a purpose.
4. Introduces a storyline or narrative into their play.
5. Plays alongside other children who are engaged in the same theme.
6. Plays cooperatively as part of a group to develop and act out a narrative.

Early Learning Goal

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

5. Shows care and concern for living things and the environment.

40-60 months

1. Looks closely at similarities, differences, patterns and change.

Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.