

## Ordsall Primary School Reception Class Spring Term Plan

### **Our Mission**

At Ordsall Primary School, it is our mission to be a school community where we can all 'be the best that we can be'.

### **Our Vision**

To ensure that every child can achieve their full potential by enabling them to **"Play, Learn and Grow Together"**.

#### **Playing together will help us to:**

- develop curiosity of mind and spirit;
  - create, explore and discover;
  - adapt and cooperate;
- learn, practise and master skills.

#### **Learning together will help us to:**

- experience wider opportunities beyond the school;
- develop essential skills, knowledge and understanding;
- build character, resilience, confidence and independence;
  - communication and collaborate as part of a team;
- apply learning across a broad, balanced, rich and exciting curriculum.

#### **Growing together will help us to:**

- know that we all have the same rights and needs;
  - know what is right and wrong;
  - develop tolerance, acceptance and integrity;
  - inspire others and celebrate every achievement;
- work together, in partnership, as a wider community of learners.

## Our Values

Our RESPECT values of Resilience, Effort, Support, Passion, Enrichment, Compassion and Teamwork reflect the way we work, behave and learn. We use them to achieve our vision.

We want everyone at Ordsall Primary School to:

Be **RESILIENT** at all times.

Give 100% **EFFORT**.

**SUPPORT** others and ourselves.

Show **PASSION** in all we do.

Take part in **ENRICHMENT** opportunities.

Treat everyone with **COMPASSION**.

Use **TEAMWORK** to achieve



Reception Class Spring Plan

Spring Topic – Learn

Prime Areas

7 Areas of Learnings in EYFS	<p>What are children going to learn?</p> <p>Objective/ Skills (taken from the EYFS Reception progression map)</p> <p>By the end of Spring 2 children in Reception Class will be able to:</p>	<p>Key Vocabulary (taken from whole school subject progression maps)</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>I can express my feelings and consider the feelings of others.                      I can identify and moderate my own feelings and begin to wait for what I want and control impulses.                      I can follow instructions with several ideas or actions.                      I show resilience and perseverance in the face of challenge.                      I can follow classroom rules and know right from wrong.                      I know and talk about the different factors that support my overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian.                      I know and talk about the different factors that support their overall health and wellbeing: - healthy eating - toothbrushing - having a good sleep routine.                      I can work and play with others, I am beginning to take turns.                      I can build constructive and respectful relationships with adults and peers.                      I can identify my own needs and I am beginning to think of others' needs.</p>	<p>rules, healthy, food, teeth, drink, my family, resilience, perseverance, challenge, hygiene, routine, care, clean, happy, sad, angry, cross, upset, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns, friend, team, kind, support, care, gentle, cross, argument, compromise</p>
<p><b>Communication and Language</b></p>	<p>I can listen to and talk about stories to build familiarity and understanding.                      I can retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.                      I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.                      I can ask questions to find out more and to check I understand what has been said to me.                      I can hold a conversation with my teacher and peers, using some back and forth exchanges.                      I can use new vocabulary in different contexts.                      I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen using some vocabulary from stories, non-fiction, rhymes and poems when appropriate.                      I can describe events in some detail using full sentences.</p>	<p>listen, who, what, where, why, when</p>
<p><b>Physical Development</b></p>	<p>I can progress towards a more fluent style of moving, with developing control and grace, avoiding obstacles and negotiating space.                      I can develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.                      I can further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.                      I can develop the foundations of a handwriting style which is fast, accurate and efficient.                      I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.                      I can draw a more accurate picture of myself, including a head and face, a body, arms and legs.                      I am beginning to draw objects familiar to me.</p>	<p>Throw, catch, kick, pass, hit, target, balance, partner, team</p>

**Specific Areas**

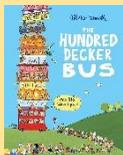
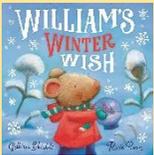
<b>Literacy</b>	<p>I can demonstrate understanding of what has been read to me by retelling the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.</p> <p>I can listen to and join in with repeated refrains in stories read to me.</p> <p>I can use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>I can use recently introduced vocabulary in my role play.</p> <p>I can read all RWI Special friends Set 1.</p> <p>Spr 1 - I can blend sounds into words, so that I can read short words (cvc) made up of known letter-sound correspondences from the RWI set 1 letters.</p> <p>I can read some words without overt sounding and blending after a few encounters in the text/with the word.</p> <p>Spr 1 - I can notice some errors when reading and sometimes self-correct.</p> <p>Spr 1 - I sometimes re-read words, phrases or sentences to support my understanding.</p> <p>Spr 1 - I can read RWI photocopy ditties.</p> <p>I can read some common exception words matched to the school's phonics programme.</p> <p>I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment.</p> <p>I can read without overt sounding and blending after a few encounters in the text.</p> <p>I can read RWI Red Ditty books.</p> <p>I can write many lower-case letters and some capital letters correctly.</p> <p>Spr 1 - I can spell CVC words by identifying the sounds and then writing the sound with letter/s.</p> <p>I can spell CVCC/CCVC words, which sometimes include special friends.</p> <p>Spr 1 - I can write a given simple phrase or sentence, sometimes using capital letters, finger spaces and full stops.</p> <p>I can write my own simple phrase or sentence, sometimes using capital letters, finger spaces and full stops.</p> <p>I can re-read what I have written to check that it makes sense.</p>	<p>letter, capital letter, full stop, sentence</p> <p>Letter, sound, special friends, Fred talk, Fred fingers, spell, blend, red words, alien words, syllable</p>
<b>Maths</b>	<p>I can count to 10.</p> <p>I can count 1:1 objects to 10.</p> <p>I can recognise numbers to 10.</p> <p>I can order numbers to 10.</p> <p>I can explore the composition of numbers to 10.</p> <p>I am beginning to subitise 4 and 5.</p> <p>I can confidently show number bonds to 5 with objects and starting to for numbers to 10.</p> <p>I can verbally count to 20.</p> <p>I am starting to compare numbers to 10.</p> <p>I can link the number symbol (numeral) with its cardinal number value to 10.</p> <p>I am beginning to understand the one more/one less relationship with numbers to 10.</p> <p>I can use a 10 frame.</p> <p>I can share a quantity to 10 equally.</p> <p>I am able to use a number line to 10.</p> <p>I can say if a number is odd or even to 10.</p> <p>I am learning double facts to 10.</p> <p>I can combine two shapes to make a new shape.</p> <p>I am beginning to identify some 3d shapes.</p> <p>I can compare length, height, weight and capacity using comparative language, e.g. heavier/lighter than.</p> <p>I can copy more complex patterns, e.g. AABAAB</p>	<p>number names to 10, numeral names to 10, subitise, number names 1-20, one more, one less, share, number line, odd, even, double</p> <p>tall, taller, big, little, middle size, small, medium, long, short, tiny, large, centimetres, thickest, enormous, heavy, heavier, light, lightest, full, empty, half full, enough</p> <p>3D shapes – cube, cuboid, sphere, pyramid, cylinder, cone</p> <p>pattern, repeat</p>

<p><b>Understanding the World</b></p>	<p>I can talk about the lives of those around me and their role in the community.  I know some similarities and differences between things in the past and now.  I can compare and contrast characters from stories, including figures from the past.  I can learn about the place I live from non-fiction materials, discussions and observations.  I can talk about my immediate environment.  I can draw a simple map e.g. my route to school showing some places/objects passed.  I can recognise that people have different beliefs and celebrate special times in different ways e.g. Easter, Eid, Passover.  I can recognise some similarities and differences between life in this country and life in other countries.  I can draw information from a simple map.  I can describe what I see, hear and feel whilst outside.  I can recognise some environments that are different to the one in which I live.  I understand the key features of a life cycle.  I can talk about Autumn, Winter and Spring.  I can understand the effect of changing seasons on the natural world around me e.g. Winter changing to Spring.  I understand changing states of matter such as freezing and melting, heating and cooling.  I can say if an object is floating or sinking.</p>	<p>float, sink</p> <p>Religion, special books, special places, special stories, prayer</p> <p><u>Christianity</u> Christmas, Bible, Church, Jesus</p> <p><u>Judaism</u> Moses, Passover, Torah, Synagogue</p> <p><u>Islam</u> Allah, Prophet Mohammad, Qur'an, Mosque</p> <p><u>Non-religious world views</u> Non-religious</p> <p>address, street, garden, pavement, house city, town, village, shop, country, season, weather, environment, map.</p> <p>past, present, local, community, Ordsall, Retford, home, street, jobs, classroom, different, same, today, yesterday, tomorrow, day, past, present, before, after.</p>
<p><b>Express Arts and Design</b></p>	<p>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.  I can create collaboratively, sharing ideas, resources and skills.  I can use narratives and stories in my pretend play, using props and materials when role playing.  I can invent and adapt narratives and stories using small world equipment like animal sets, dolls and dolls houses etc when working with a peer(s).  I can watch and talk about dance and performance art, expressing my feelings and responses.  I can perform narratives in a small group.</p>	<p>sing, song, clap, dance, song, nursery rhyme, beat, listen, hearing, feelings, thoughts, like/dislike, ideas, instrument, instruments - bells, tambourine dance, perform, sounds, perform, dance, melody</p> <p>line, picture, artist, thick, thin, pattern, palette, colour mixing, artist, print, resources, change, explain, how/why, creation, dislike cut, stick, model, plan, design, make, cardboard, paper, plastic, tube, box, cellotape, join, fold, fix, glue, blue tac, scissors, clay, play doh, plasticine, mould, shape, like, dislike, why, change, explain</p>

Reception Class Spring | Plan

Spring Topic – Learn

How will children learn?

Possible Themes & Interests Linked to objective/ skills	Winter and Seasons Week	Travel and Places in the World	Travel, Places and Maps	India, England, Maps	Trinidad, England, Maps	Life in the UK (now and in the past)
Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)	The Snow Thief by Alice Hemming 	Emma Janes Aeroplane by Katie Haworth 	The Hundred Decker Bus by Mike Smith 	Dadaji's Paintbrush by Rashmi Sirdeshpande 	Coming to England by Floella Benjamin 	Luna Loves Library Day by Joseph Coelho 
Poems and Rhymes across the term						
Books Following Possible Themes – story time	William's Winter Wish by Gillian Shields 	You Can't take an elephant on the Bus by Patricia Cleveland-Peck 	Non-fiction -Transport Powerpoint and Photographs including past and present.	Non-fiction – Powerpoint and Photographs of India compared to UK	Non-fiction - Powerpoint and Photographs of Trinidad compared to UK	Non-Fiction- Powerpoint and Photographs of the UK
Visits/Visitors/ Special Event Days	Signs of Winter Walk					Retford Library in school visit

Prime Areas

Intentions and Outcomes to be covered across the term

<p><b>Personal, Social Emotional Development</b></p> <ul style="list-style-type: none"> <li>-Modelling ways of expressing how I feel.</li> <li>-Model acknowledging other peoples feeling and how my actions may affect others. I can say and wait for what I want.</li> <li>-I listen and follow instructions given by the teacher.</li> <li>-Model resilience and perseverance.</li> <li>-Follow classroom rules and recognise when I have done something wrong.</li> <li>-I can talk about factors that support and impact and support my health and wellbeing (regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian), (healthy eating - tooth brushing - having a good sleep routine).</li> <li>-Playing with others and taking turns.</li> <li>-Model building constructive and respectful relationships.</li> <li>- Express my needs and acknowledge the needs of others.</li> </ul>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>-Listening and talking about stories.</li> <li>-Retell familiar stories some as exact repetition and some in my own words.</li> <li>-Listening and talking about non-fiction books.</li> <li>-Asking questions to find out more about what has been said to me.</li> <li>-Model conversations.</li> <li>-Model using new vocabulary in different contexts.</li> <li>-Use talk in play.</li> </ul>	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>-Moving about the classroom with control.</li> <li>-Weekly PE slots covering Spring objectives.</li> <li>-Revise movement skills (progression map).</li> <li>- Pencil grip, writing posture and being ready to write – feet flat to the ground, tummy to table, back to seat back, paper position, free hand holding paper, pinch and flip pencil grip, seating and paper position for left-handed and right-handed pupils.</li> <li>- Use of tools that support small motor development during continuous provision (Scissors, paintbrushes and pencils).</li> <li>-Draw pictures that represent people and objects that are familiar to me.</li> </ul>
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**Specific Areas  
Intentions and Outcomes to be covered across the term**

<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Reading books for enjoyment</li> <li>• Learning about the features of a book – routine for every story - title, author, illustrator, blurb, direction of text, turning page from the corner, etc.</li> <li>• Listen to stories, join in with repeated refrains, etc and engage in conversations about stories using story-related vocab.</li> <li>• Independently look at a book in the correct direction, left to right, top to bottom, pointing and look carefully at each letter/word as I look at/read a book.</li> <li>• Re-telling stories</li> <li>• Pencil grip, writing posture and being ready to write – feet flat to the ground, tummy to table, back to seat back, paper position, free hand holding paper, pinch and flip pencil grip, seating and paper position for left-handed and right-handed pupils</li> <li>• RWI: <ul style="list-style-type: none"> <li>• Practise reading all RWI Set 1 letters, including special friends</li> <li>• Learn to read CVC words containing RWI Set 1 letters</li> <li>• Learn to recognise high-frequency and common exception words</li> <li>• Reading RWI photocopy ditties, then RWI red ditty books - with increasing fluency.</li> </ul> </li> <li>• Writing: <ul style="list-style-type: none"> <li>• Name writing for those who still need to practise.</li> <li>• Identify initial sounds</li> <li>• Orally blend CVC words</li> <li>• Practise forming lower case letters</li> <li>• Learn to form capital letters</li> <li>• Spell CVC words, then CVCC/CCVC words (including some with special friends)</li> <li>• Write simple phrases/sentences; sometime using capital letters, finger spaces and full stops</li> <li>• Learning to proof read their work to check that it makes sense.</li> </ul> </li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Number Fluency</li> <li>- White Rose Maths: <ul style="list-style-type: none"> <li>- Weeks 1 &amp; 2 – Find, subitise, represent, find one more/less than, and learn about the composition of 1-5</li> <li>- Week 3 – Mass, balance &amp; capacity</li> <li>- Week 4 - Find, represent, find one more/less than, and learn about the composition of 6, 7 &amp; 8</li> <li>- Week 5 – Making pairs, doubling, and combining two groups</li> <li>- Week 6 – Length, height and time</li> </ul> </li> </ul>
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### **Understanding the World**

Children's Kitchen

the lives of those around me and their role in the community.

similarities and differences between things in the past and now.

compare and contrast characters from stories, including figures from the past.

the place I live from non-fiction materials, discussions and observations.

simple maps

similarities and differences between life in this country and life in other countries.

### **Religious Education**

F3 What places are special and why?

### **Winter Week**

name of seasons: Autumn, Winter and Spring.

the effect of changing seasons on the natural world around me e.g. Autumn changing to Winter, Winter changing to Spring.

my immediate environment describing what I see, hear and feel whilst outside.

changing states of matter such as freezing and melting, heating and cooling.

### **Expressive Arts and Design**

- Charanga Music Programme
- Building on prior learning; representing ideas in their own ways
- Creating collaboratively; sharing ideas, resources and skills.
- Role play in the home corner, dressing up, small world; building narratives and stories
- Colour mixing for a desired colour, explore and apply powder paints, water, sponge, paint method
- Selecting glue/tape for different materials to create creations
- Manipulating materials for desired effect e.g. snipping a line into a circle to make a cone/ rolling a rectangle to make a cylinder/ folding and snipping paper

I can invent and adapt narratives and stories using small world equipment like animal sets, dolls and dolls houses etc when working with a peer(s).

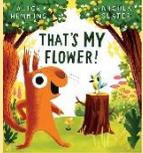
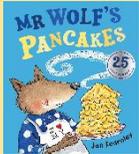
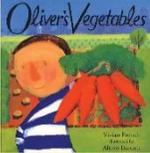
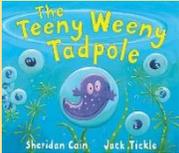
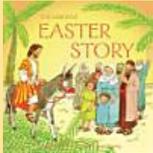
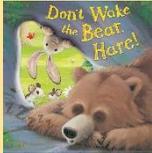
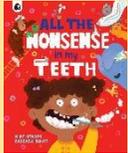
I can watch and talk about dance and performance art, expressing my feelings and responses.

I can perform narratives in a small group.

## Reception Class Spring 2 Plan

### Spring Topic – Play

#### How will children learn?

Possible Themes & Interests Linked to objective/ skills	Spring	Shrove Tuesday and Lent Healthy Eating	Healthy Eating	Health and Wellbeing - teeth brushing, hygiene, sleep routines	Growing and Life Cycle - Frog	Easter
Key Texts for teaching and learning sessions and focused story time (key text read 2/3 times a week)	That's my Flower by Alice Hemming learning all about Spring and the seasons, hibernation ending 	Mr Wolf's Pancakes by Jan Fearnley – Shrove Tuesday (Pancake day), lent and links to Easter. Treats for pancake ay. 	Oliver's Vegetables by Vivian French- healthy eating and treat foods, goodness for the body 	This is how we keep healthy Non-Fiction 	The Teeny Weeny Tadpole by Sheridan Cain – Tadpole life cycle story 	The Usbourne Easter Story 
Poems and Rhymes across the term	Don't Wake the Bear, Harel by Steve Smallman 	The Runaway Pancake – twinkl power point story 	The Tiger Who Came to Tea by Judith Kerr 	All the nonsense in my mouth by Mike Henson – teeth brushing 	The Cautious Caterpillar – twinkl powerpoint story – caterpillar life cycle story 	We're Going on an Egg Hunt by Martha Mumford 
Visits/Visitors/ Special Event Days		Pancake Day				Egg Fun Day

#### Prime Areas

#### Intentions and Outcomes to be covered across the term.

##### **Personal, Social Emotional Development**

- Modelling ways of expressing how I feel.
- Model acknowledging other peoples feeling and how my actions may affect others.
- I can say and wait for what I want.
- I listen and follow instructions given by the teacher.
- Model resilience and perseverance.

##### **Communication and Language**

- Listening and talking about stories.
- Retell familiar stories some as exact repetition and some in my own words.
- Listening and talking about non-fiction books.
- Asking questions to find out more about what has been said to me.
- Model conversations.
- Model using new vocabulary in different contexts.
- Use talk in play.

##### **Physical Development**

- Moving about the classroom with control.
- Weekly PE slots covering Spring objectives.
- Revise movement skills (progression map).
- Pencil grip, writing posture and being ready to write – feet flat to the ground, tummy to table, back to seat back, paper position, free hand holding paper, pinch and flip pencil grip, seating and paper position for left-handed and right-handed pupils.

<p>-Follow classroom rules and recognise when I have done something wrong.  -I can talk about factors that support and impact and support my health and wellbeing (regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian), (healthy eating - tooth brushing - having a good sleep routine).  -Playing with others and taking turns.  -Model building constructive and respectful relationships.  - Express my needs and acknowledge the needs of others.</p>		<p>- Use of tools that support small motor development during continuous provision (Scissors, paintbrushes and pencils).  -Draw pictures that represent people and objects that are familiar to me.</p>
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<p><b>Understanding the World</b>  Children's kitchen  the lives of those around me and their role in the community.  Similarities and differences between things in the past and now.  Compare and contrast characters from stories, including figures from the past.  The place i live from non-fiction materials, discussions and observations.  Simple maps  Similarities and differences between life in this country and life in other countries.</p> <p><b>Religious Education</b>  F2 Which people are special and why?</p> <p><b>Spring Week</b>  Name of seasons: Spring, Summer, Autumn and Winter</p>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>- Charanga Music Programme</li> <li>- Building on prior learning; representing ideas in their own ways</li> <li>- Creating collaboratively; sharing ideas, resources and skills.</li> <li>- Role play in the home corner, dressing up, small world; building narratives and stories</li> <li>- Colour mixing for a desired colour, explore and apply powder paints, water, sponge, paint method</li> <li>- Selecting glue/tape for different materials to create creations</li> <li>- Manipulating materials for desired effect e.g. snipping a line into a circle to make a cone/ rolling a rectangle to make a cylinder/ folding and snipping paper</li> </ul> <p>I can invent and adapt narratives and stories using small world equipment like animal sets, dolls and dolls houses etc when working with a peer(s).</p>
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The effect of changing seasons on the natural world around me e.g. Autumn changing to Winter, Winter changing to Spring, Spring changing into Summer.  
My immediate environment describing what I see, hear and feel whilst outside.  
Changing states of matter such as freezing and melting, heating and cooling.

I can watch and talk about dance and performance art, expressing my feelings and responses.  
I can perform narratives in a small group.