



Space



Personal, Social and Emotional Development

- To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
- To usually tolerate delay when needs are not immediately, and understands wishes may not always be met.
- To play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children.
- To adapt behaviour to different events, social situations and changes in routine.
- To take steps to resolve conflicts with other children e.g. finding a compromise.
- To describe self in positive terms and talk about abilities.
- To understand that own actions affect other people.
- To begin to negotiate and solve problems without aggression.

Ways to help at home:

- Continue to encourage your child to be independent
- Encourage a positive self-image, what is

Communication and Language

- To listen to stories with increasing attention and recall.
- To follow instructions.
- To use vocabulary focused on objects and people that are of particular importance to them.
- To build up vocabulary to reflect the breadth of their experiences.
- To listen and respond to ideas expressed by others in conversation or discussion.
- To use language to imagine and recreate roles and experiences in play situations.
- To link statements and stick to a main theme or intention.
- To use connectives to link ideas – and, because

Ways to help at home:

- Develop listening skills, can your child follow a story without pictures e.g. on a CD?
- Discuss meaning of new words related to our space topic
- Encourage your child to talk in sentences, using the correct tense

Physical Development

- To hold pencil between thumb and finger, no longer using whole hand grip.
- To use one handed tools and equipment.
- To dress with help.
- To handle tools, objects, construction and malleable materials safely and with increasing control.
- To form recognisable letters.
- To travel and move in different ways.
- To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- To negotiate space successfully.
- To show control over an object in pushing, patting, throwing, catching or kicking it.
- To observe the effects of exercise on their bodies.

Ways to help at home:

- Encourage your child to dress independently.
- Practise zipping up coats / fastening buttons.
- Practise writing letters using the rhymes to help with formation.

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<p>your child good at? What do they find more difficult?</p> <ul style="list-style-type: none"> • Talk about feelings – what makes your child feel happy, sad, angry, worried? 		<ul style="list-style-type: none"> • Practise writing numbers. • Activities that develop fine motor control such as tracing, colouring, threading, joining Lego • Games that involve throwing, catching, kicking and rolling a ball or object
<p>Literacy</p> <ul style="list-style-type: none"> • To listen to stories with increasing attention and recall. • To describe main story settings, events and characters • To segment the sounds in simple words and blend them together. • To begin to read words and simple sentences. • To know that information can be retrieved from books and computers. • To use identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • To write own name, and other things such as labels, captions. • To write short sentences in meaningful contexts. • To leave spaces between my words. • To start my writing with a capital letter. • To use full stops at the end of my writing. • To write common irregular words correctly. <p>Ways to help at home:</p> <ul style="list-style-type: none"> • Encourage your child to sound out simple 	<p>Mathematics</p> <ul style="list-style-type: none"> • To read, write and order numbers to at least 20. • To estimate how many objects they can see and check by counting them. • To count objects which cannot be moved. • To compare amounts, saying which is more / less. • To use language involved in adding and subtracting. • To record, using marks that they can interpret and explain. • To add and subtract by counting on or back. • To solve problems. • To use mathematical names for 2D and 3D shapes and mathematical terms to describe shapes. • To use familiar objects and common shapes to create and recreate patterns and build models. • To use everyday language related to time. • To solve problems involving length. <p>Ways to help at home:</p> <ul style="list-style-type: none"> • Read and write numbers 11-20 	<p>Understanding the World</p> <ul style="list-style-type: none"> • To recognise and describe special times or events for family or friends. • To talk about some of the things that they have observed such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To know that information can be retrieved from computers. • To complete a simple program on the computer. • To operate simple equipment – remote control cars, Beebots, cameras. <p>Ways to help at home:</p> <ul style="list-style-type: none"> • Talk to your child about what happens during Winter – weather, animals • Talk about space – share information books about space • Look at the sky at night – what can you see?

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<p>words when reading and writing.</p> <ul style="list-style-type: none"> • Continue to practise reading Red Tricky words, can you find the words in different books, newspapers? • Say a sound, can your child write the letter that makes this sound? • Share stories – who are the main characters? Can your child re-tell the story? • Practise writing first and last names 	<ul style="list-style-type: none"> • Order numbers to 20 • Count back from 10/20 • Add two numbers together by counting on from the first number • Subtract numbers using objects • Learn the names of 3D shapes – cube, cuboid, cylinder, and sphere. Can you find any of these shapes at home? 	
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • To engage in imaginative role play based on their own first hand experiences. • To build a repertoire of songs and dances. • To explore the different sounds of instruments. • To experiment to create different textures. • To construct with a purpose in mind, using a variety of resources. • To choose particular colours to use for a purpose. • To create simple representations of events, people and objects. <p>Ways to help at home:</p> <ul style="list-style-type: none"> • Listen to different music • Make up own dances and songs • When drawing pictures, encourage your child to think about size, colour, adding details etc. • Junk modelling – can you make a rocket, planet, flying saucer? 	<p>Other events this half term:</p> <ul style="list-style-type: none"> • Parents' evening Class RDT Monday 6th February 1.00 – 4.00pm / Wednesday 8th February 3.30 – 7.30pm Class RPe Tuesday 7th February 1.00 - 4.00pm / Wednesday 8th February 3.30 – 7.30pm Class RHu Wednesday 8th February 3.30 – 7.30pm / Thursday 9th February 1.00 – 4.00pm • Join us for an afternoon of junk modelling and pay a visit to our art gallery Tuesday 14th February <p>More details to follow nearer the time</p>	