

Reception Topic Overview Spring 2

Dinosaurs & Easter



Texts

- Dinosaur Roar!
- Dinosaurs Love Underpants
- Bumpus Jumpus Dinosaurumpus!
- The Story of Easter
- We're Going on an Egg Hunt



Religious Education Easter

- To explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus' death and resurrection.
- To enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall.

Communication and Language

- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Use new vocabulary in different contexts.
- Develop social phrases.

Physical Development

Gross Motor

- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Fine Motor

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

PE – Yoga

- Develop overall body-strength, balance, co-ordination and agility.
- Revise and refine the fundamental movement skills they have already acquired.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Personal, Social and Emotional Development Being Healthy

- Talk about how to keep their bodies healthy and safe.
- Having a good sleep routine
- Sensible amounts of 'screen time'
- Manage their own personal needs
- Know and talk about the different factors that support their overall health and wellbeing; regular physical activity, healthy eating and toothbrushing.

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Literacy

- Embed the new sounds **ai ee igh oa oo oo ar or ur ow oi ear air er**
- Confidently read the tricky words **is I the as and has his her go no to into she he of we me be was you they my by all are**
- Develop confidence reading words ending with –s.
- Re-read what they have written to check that it makes sense.
- Read individual letters by saying the sounds for them.
- Blend sounds into words.
- Engage in story times
- Learn new vocabulary
- Use new vocabulary through the day.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Write simple captions applying their Phonic knowledge to help them sound out and write words.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Understanding the World

History

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Maths

Mastering Number

- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- Begin to identify missing parts for numbers within 5
- Explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame
- Focus on equal and unequal groups when comparing numbers
- Understand that two equal groups can be called a ‘double’ and connect this to finger patterns
- Sort odd and even numbers according to their ‘shape’
- Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern
- Order numbers and play track games
- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers

White Rose Maths

- Length, Height and Time

Expressive Arts & Design

Art

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.