

Understanding the world

- To find out how we care for living things (real and imaginary!)
- To sort and classify things such as planets and aliens using their own criteria.
- To find out how we can take care of our planet, school and the grounds.
- To talk about features of their known immediate environment and how environments like space or planets might vary from one to another.
- To further develop computing skills including iPad photography and basic programming including use of BeeBots.
- To understand how the seasons change.
- To learn about different celebrations such as Easter.

Building Learning Power (BLP)

We will be revising the skills that Incy, Busy and Buzz have been teaching us and will also be meeting Wonder the Meerkat who is a real problem solver. Wonder asks lots of different questions about all sorts of things. Wonder likes imagining new ideas and wondering what if....?

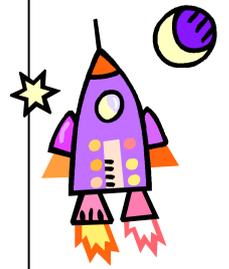


Mathematics

- To count reliably up to 10/20 everyday objects.
- To recognise and order numerals 0-20.
- To say the number that is one more and less than a number from 1-20.
- To count aloud in 1s, 2s, 5s and 10s.
- To use developing mathematical ideas and methods to solve practical problems.
- In practical activities and discussion begin to use the vocabulary involved in adding and subtracting.
- To relate addition to combining two groups of objects and subtraction to taking away.
- Begin to count on from the larger number when adding, and count backwards when taking away.
- To explore the concepts of doubling, halving and sharing.
- To use familiar objects and common shapes to create and recreate patterns and build models.

Physical Development

- To use increasing control when balancing on various body parts.
- To learn different types of rolls, including forward rolls.
- To handle tools, objects, construction and malleable materials safely and with control.
- To hold a pencil correctly and use it effectively to form recognisable letters, always starting on the line with an up-stroke (tow truck) and leading out with a flick.



This half term's value is: **Creativity**

Out of this World!

**RECEPTION
TOPIC
Spring 2**

Key texts

Here Come the Aliens (Colin McNaughton)
Short visual story 'The Way Back Home'
Various non-fiction texts

Expressive Arts and Design

- To learn, and perform, a range of songs.
- To express ideas and feelings in response to music.
- To explore the picture 'Starry Night' by Van Gogh.
- To create a multi-media picture based on 'Starry night'.
- To make an out of this world habitat using mixed media.
- To use imagination in role-play areas and in class drama sessions.

Personal, Social and Emotional

- To respond to significant experiences showing a range of emotions.
- To be confident to try out new activities and initiate ideas.
- To form good relationships with adult and peers; be helpful and friendly.
- To work as part of a group taking turns and sharing fairly.
- To understand what is right or wrong and why and be able to talk about this.
- To know that it is good to be me and ok to be different!

Communication, Language and Literacy

- To be able to hear and say sounds in words.
- To form letters correctly.
- To know that print carries meaning and in English is read from left to right.
- To use phonic knowledge to write simple words and make phonetically plausible attempts at others.
- To write for a variety of purposes such as alien passports and messages to outer space.
- To read a range of familiar and common words and simple sentences independently.
- To retell a space story and identify main events and characters.
- To use language to imagine and recreate roles and experiences in play situations and to introduce storylines into their play.
- To use talk to organise, clarify and sequence thinking.
- To use descriptive language to create and describe their own planets and aliens.

This outlines the curriculum coverage intended for the half term. Due to the way the curriculum is mapped out over the year there may be specific subjects that are not focused upon in a particular topic. This topic guide may be amended at times to reflect changing needs and circumstances, to enable flexibility in capitalising upon the educational potential of unforeseen special events and 'one offs'.