

Reception- Spring Term 2019
Our Learning journey is...
'Walk in the Woods'



The Visitor: Someone is sleeping in Reception Classroom...who could it be?



Goldilocks and the 3 Bears:



Brown Bears:



Teddy Bears:



Woodland animals:



Owl babies:



The Gruffalo: Reading..

Literacy

Our role-play area becomes the 3 bear's cottage and after half term a woodland explorer's hut!

As a whole class we will read fictional stories, poems and rhymes about bears, teddy bears and woodland animals. We will also study the stories of Goldilocks and the 3 bears, Owl Babies and the Gruffalo. Through non-fiction we will explore bears and woodland animals.

We will also continue to develop the children's knowledge and understanding of letter sounds and we will also begin to develop the children's early reading and writing skills and strategies.

Communication and Language

The children will develop speaking and listening skills by using talk to organise, sequence and clarify thinking, ideas, feelings and events.

Physical Development



We support your child's healthy development and encourage children to recognise the importance of keeping healthy.

We help children to develop an awareness of space around themselves and others and provide children with opportunities to move with control and coordination, linking movements to make a sequence and ultimately creating a bear hunt dance.

We actively encourage the development of practical skills needed to dress/undress, eat skilfully, and have personal independence in the bathroom.

Expressive arts and design



We will be looking at the work of artist Andy Goldsworthy and will explore making art using natural materials in the same style as Goldsworthy.

The children will also create a bear face design and then sew it onto hessian.

They will be encouraged to explore colour, shape and texture. They will also develop their imagination in art, music, design, dance and role-play.

Maths



In number work the children will be learning to recite number names to 20 and beyond using number rhymes, stories and songs. They will also learn how to count forwards and backwards from a given number.

The children will be given opportunities to problem solve applying simple addition and subtraction.

In shape, space and measures we will be focusing on size and developing the use of comparative language. We will also develop the children's understanding and use of positional language. We will start to learn to count in 1s, 2s, 5s and 10s.

The children will be encouraged to write numerals and record their work.

Personal, Social and Emotional Development *(including Education for personal relationships)*

During this topic we help children to feel safe and secure and give children the opportunity to recognise, name and deal with their feelings in a positive way. We ensure the children know who to go to when help is needed at home or at school. We actively encourage the children to interact and make good relationships with other children and adults. We will reflect on ways to act in a considerate way towards others and how we can listen to other people and play and work co-operatively.



Understanding of the World

We will develop exploration and investigation skills learning about woodland habitats and woodland animals.

Children will be making and tasting porridge. They will be encouraged to notice changes when liquid and heat are added to the oats. They will also be encouraged to discover their favourite topping using their sense of taste.

They will begin to develop their sense of time, comparing and contrasting old and new teddy bears.



Some of the questions we hope to answer this term...

How does a traditional tale often start and finish?

What animals live in the woods?

Why do they live in the woods?

What is an evergreen?

What does nocturnal mean?

What do the woodland animals eat?

What is porridge made from?

How do porridge oats change when liquid and heat are added?

Do brown bears really like honey?

What materials does Andy Goldsworthy use in his art?

What are the main differences between old and new teddy bears?