



Russell Street School



Reception - Spring 2- Theme: Big Wide World

Literacy

Our topic will be focusing on fiction and non-fiction books. We will be talking about stories and making connections with events in our own lives. We will be using new vocabulary in discussion and role play situations. We will be writing simple phrases and talking about our writing with an adult. We will follow instructions, including simple recipes, that include measures and ingredients.

Mathematics

We will be deepening our knowledge of numbers to 10, focusing on counting forwards and backwards to 10 accurately and counting the number of objects correctly. We will compare numbers saying which is more or fewer. We will also start to recognise the number bonds to 10, which are two or more numbers that make 10 altogether, using real objects and representations. We will then work on 3D shapes, learning the names and noticing similarities and differences between them. Finally, we will look at patterns, recognising and continuing patterns and also making our own patterns.

Physical Development

We will be playing playground games from around the world. We will also focus on dance, learning to move our bodies in different ways and learning dances from around the world. We will develop our fine motor skills through a range of activities including: threading, playdough and cutting.

Communication and Language

We will be talking about the books we are reading and predicting what will happen next in the stories. We will be describing pictures in story books and discussing characters and settings etc. We will listen to and talk about non-fiction books and familiarise ourselves with new vocabulary. We will also be learning how to ask questions.



Personal, Social and Emotional Development

We will be learning about being healthy, including the importance of exercise, sleep, healthy eating and hygiene, including brushing our teeth. We will be cooking a range of healthy food from around the world.

Expressive Arts and Design


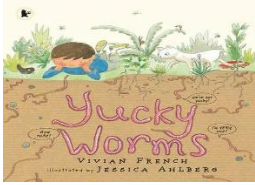
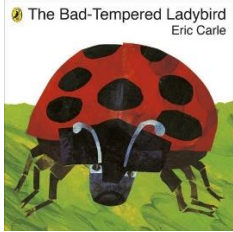


Creating with Materials We will construct simple structures and models using a range of materials. We will use natural materials and loose parts to make 2-D and 3-D art. We will paint landscape pictures of our environment and cut, tear and stick different materials to create collages. Construct simple structures and models using a range of materials

Being imaginative: We will be learning a range of songs from around the world and performing them with others. We will be investigating instruments from around the world.

Understanding the World

We will be learning about environments and our local environment. We will be comparing the weather, plants and animals of different countries, using geographical terms. We will be looking at the similarities and differences between people in a range of communities and groups from around the world. We will make and use simple maps in our play to represent places and journeys, real and imagined.

We will be taking photographs and collecting data whilst exploring our environment. We will use globes and maps to show us the location of different places.

Phonics 	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Set 1 & 2	Read Write Inc Assessment Week
English	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Reading Focus	Writing Focus	Writing Focus	Writing focus	Reading Focus	Writing Focus
	Rosie's Walk	Where the Wild Things Are	Yucky Worms by Vivian French 	The Bad-Tempered Ladybird by Eric Carle 	Caterpillars and Butterflies 	The Very Busy Spider by Eric Carle 

Phonics:

Set 1



m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h -
sh - r - j - v - y - w - th - z - ch - qu - x - ng - nk

Set 2





ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

Set 3

a-e - ea - i-e - o-e - u-e - aw - are - ur - er - ow - ai - oa - ew
- ire - ear - ure - tious - tion

	Mathematics	Learning Intention and Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Building 9 and 10 Composition of numbers to 10	I can: Count to 10 I can: Count backwards from 10 I can: Represent 9 and 10 in different ways I can: Read numerals 9 and 10	Whole, part, partition, subitise,	Show 9 and 10 on fingers Show 9 and 10 on a tens frame, rekenrek and part-whole model. Count 9 and 10 objects from a larger group	Continue using counting principles to count forwards and backwards. Recognise that a 10 frame is full when there is 10
2	Building 9 and 10 Comparing numbers to 10	I can: Compare numbers to 10 I can: Order numerals to 10	More, fewer, same	Compare 2 groups of objects up to 10- say which set has more, fewer. Compare 3 or more groups of objects Can they find groups of objects with the same number of items? Order numerals to 10 Order 4 of the numbers to 10	Compare by lining items up with 1 to 1 correspondence or by counting each set carefully and comparing their position in the counting order. Understand that a set can have more items, fewer items or the same number of items as another set. Compare 2 quantities and progress to ordering 3 or more quantities.
3	Building 9 and 10 Bonds to 10	I can: Find 2 groups of numbers that make 10 I can: Partition 10 in different ways	Number bond, pair, partition, how many more, how many less	Show the numicon shape that goes with another one to make 10. Say how many more are needed to fill a ten frame Show numbers to 10 on different equipment.	Explore number bonds to 10 in different contexts. Using a ten frame, look at how many more are needed to make a full ten. Use fingers, bead strings, numicon, rekenrek, part-whole model to explore bonds to ten.
4	Building 9 and 10 3D shapes Pattern	I can: Recognise 3D shapes I can: Say the 2D shapes that make up a 3D shape I can: Make a pattern	Sphere, cuboid, cube, cone, triangle, square, rectangle, repeat, pattern	Describe a 3d shape Sort 3D shapes Recognise 3D shapes on pictures Build models using 3D shapes Print using 3D shapes, name the shapes can they see. Make a repeating pattern of shapes and objects	Explore and manipulate 3D shapes. Consider which shapes stack and which shapes roll and why that is. Build using a variety of shapes and construct their own 3D shapes in different ways. Build on children's work on AB pattern work by





					introducing more complex patterns. Model at last three full units of repeat so children can identify and continue the pattern.
5	Consolidation	Go over any common misconceptions. Work on areas of difficulty.	Whole, part, partition, subitise, more, fewer, same as, equal,	Composition Subitising Comparison Counting on and back Matching Numeral recognition Ordering	Time to consolidate skills the children are finding tricky.
6	Consolidation	Go over any common misconceptions. Work on areas of difficulty.	Whole, part, partition, subitise, more, fewer, same as, equal,	Composition Subitising Comparison Counting on and back Matching Numeral recognition Ordering	Time to consolidate skills the children are finding tricky.

Week	Expressive Art & Design 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Construct simple structures and models using a range of materials. Designing a vehicle Display the Transport picture cards in the creative area and invite the children to discuss the different forms of transport. Provide various resources, including cardboard boxes and tubes, dowel rods, yoghurt pots, plastic bottles, tape, glue, spilt pins, hole punches and treasury tags. Offer the children the My vehicle template and pencils and explain that they will design a vehicle. Ask them to draw and label the vehicle they would like to create and describe the resources and techniques they will use when creating.	Create your design/ Think about use of colours Choose media	Composition Create Design Sketching	Designing Applying Drawing Selecting resources	Different materials have different properties and can be used for different purposes.
2	Construct simple structures and models using a range of materials. Making a vehicle from our design. Encourage the children to adapt their designs as they work. When they have completed their vehicles, support the children in comparing the finished vehicle with their design.	Combine materials/ Select materials Carefully place materials Attach with glue	Collage Paint Portray Contrast	Cutting Drawing Attaching with glue Cut, tear, fold and stick a range of papers and fabrics.	Papers and fabrics can be used to create art, including tearing, cutting and sticking.
3	Construct simple structures and models using a range of materials. Animal masks Display the Animals around the world picture cards in the creative area. Provide the Animal mask design template and drawing resources and ask the children to draw an animal's face that they would like to create as a mask. Talk about the resources and skills they might use to create their mask. When their designs are complete, offer plain paper plates, thin elastic and a wide variety of craft materials for children to create their masks. Introduce skills, such as paper curling and folding for the children to add detail to their masks.	Create a mask Think of my idea Select colours Select painting tools	Paint Portray Blend Highlight	Construct simple structures and models using a range of materials.	Different materials have different properties and can be used for different purposes.
4	Aboriginal patterns Display the Aboriginal art picture cards . Explain that the Aboriginal people live in Australia, pointing it out on a globe or map. Look at the patterns in the paintings and use the picture card with the symbols to see if they can recognise what the artwork depicts. Provide the children with black paper, cotton buds and ready-mixed paint. Invite them to create Aboriginal-	Look closely Think about what you want to create. Start with an outline	Apply Layer Adhesive Mixed Media	Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.	Know how to use different media together.


	style paintings and patterns. Encourage the children to talk about their pictures and compare their work with others'.			Continue, copy and create repeating patterns using a variety of objects.	
5	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Teach the children the song, <i>Hello to All the Children of the World</i>. Count how many ways there are to say hello in the song. Support the children to learn the melody of the song as they sing. Display the Say hello picture cards for the children to discover other ways of saying hello.</p> <p>YOUTUBE: <i>Hello to All the Children of the World – Wee Sing.</i></p> <p><i>Hello to All the Children of the World lyrics:</i> Hello, <i>bonjour, buenos dias</i> Good day, <i>guten Tag, konnichiwa</i> <i>Ciao, shalom, do-brey dien</i> Hello to all the children of the world We live in different places from all around the world We speak in many different ways Though some things may be different, we're children just the same And we all like to sing and play</p> <p>Hello, <i>bonjour, buenos dias</i> Good day, <i>guten Tag, konnichiwa</i> <i>Ciao, shalom, do-brey dien</i> Hello to all the children of the world There are children in the deserts and children in the towns And children who live down by the sea If we could meet each other to run and sing and play Then what good friends we all could be</p> <p>Hello, <i>bonjour, buenos dias</i> Good day, <i>guten Tag, konnichiwa</i> <i>Ciao, shalom, do-brey dien</i> Hello to all the children of the world Hello to all the children of the world Hello to all the children of the world</p>	Learn a song from around the world.	<p>Greetings in different languages. Hello, <i>bonjour, buenos dias</i> Good day, <i>guten Tag, konnichiwa</i> <i>Ciao, shalom, do-brey dien</i></p>	Learn and sing songs and rhymes as part of a larger group	Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions.
6	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Use natural materials and 2d and 3d objects to create art.	Descriptive words associated with Earth.	Use natural materials and loose parts to make 2-D and 3-D art.	Logs, pebbles, sand, mud, clay and other natural materials can be used to

	Transitional art. Display the Earth picture cards . Provide small squares of green and blue cellophane, glass pebbles and buttons and a lightbox for the children to create Earth images. Provide a camera or tablet to take pictures of their artwork.				make simple 2-D and 3-D forms.
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Music planning – see Charanga scheme of work.





Week	Understanding the world: The World and People, Culture and Communities 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Watch the Fantastic journeys video and discuss the different forms of transport.</p> <ul style="list-style-type: none"> Say how the vehicles are the same or different <p>Take the children on a journey around the local environment. Talk about the sights, sounds and sensations of the journey. Children to take photos of their journey. Look on Google Earth to see where they have been.</p>	Identify and describe our environment.	Environment Characteristics Observation Features	Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	Fieldwork includes going on walks and visits to collect information about the environment.
2	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>Ask the children, their family members and friends to send in postcards from their holidays or places they live around the world and in the UK. When the postcards arrive in school, explore them with the children and look at each side. Ask the children what sorts of things people write on postcards and why they might send them. Collect the postcards and use them to create a display. Use the World map and UK map to show the children from where the postcards were sent.</p>	Identify and compare similarities and differences in this country and other countries.	Similarity Difference Oceans Continents	Begin to notice and talk about the different places around the world, including oceans and seas.	Globes and maps can show us the location of different places around the world.
3	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Invite parents, grandparents or local community members to come into school to talk about their heritage. Encourage the children to listen carefully and ask questions to find out more. Support the children in understanding that the United Kingdom is a multi-ethnic society, and the people who live in the UK have many different cultural backgrounds. You could create a display with photographs and quotes from the visitors to celebrate the diverse cultures that make up your class, school or community.</p>	Asking questions, making comparisons	Values Tradition Culture Artefacts Generations	Show an awareness of the similarities and differences between people in different communities and groups from around the world.	<p>Heritage is a person's unique, inherited sense of family identity, including the values, traditions, culture, and artefacts handed down by previous generations.</p> <p>Some families define their heritage primarily as their ethnic, cultural or national identity.</p>

4	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Display a large roll of paper and offer a range of small world vehicles and felt tip pens. Explain to the children that they will draw a map with paths and roads for the vehicles to use. Invite them to talk about the different vehicles and the journeys they are going on. Encourage the children to use positional language as they talk. Model adding traffic lights and a zebra crossing or create a train track or landing strips for aeroplanes. To extend the play further, add wooden blocks and small world people to build towns on the floor maps.</p>	Making and describing a map as a journey from one place to another.	Map Area Sea Land Journey	Make and use simple maps in their play to represent places and journeys, real and imagined.	A map is a picture or drawing of an area of land or sea.
5	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Display Google Earth on a computer or tablet to show the children where they went during their memorable experience. Display photographs that were taken on the journey and invite the children to choose a picture to talk about. Ask the children to sort the photographs to map their journey's route and chronology, then provide paper and pens for children to create maps to show this.</p>	Identify and compare features of animals.	Climate Similarity Difference	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Different animal groups have some common body parts, such as birds have wings and fish have fins.





Week	Physical Development 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Games from around the world.	To follow instructions to learn new games.	Jianze – China lampe - Ghana	Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.	Patting involves tapping a ball with open hands. Throwing involves sending a ball through the air using the hands and arms. Kicking involves sending a ball along the ground by striking it with a foot. Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it has been thrown or kicked.
2	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Games from around the world.	To follow instructions to learn new games.	Jianze – China lampe - Ghana	Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.	Patting involves tapping a ball with open hands. Throwing involves sending a ball through the air using the hands and arms. Kicking involves sending a ball along the ground by striking it with a foot. Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it has been thrown or kicked.
	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Games from around the world.	To follow instructions to learn new games.	Jianze – China lampe - Ghana	Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.	Patting involves tapping a ball with open hands. Throwing involves sending a ball through the air using the hands and arms. Kicking involves sending a ball along the ground by striking it with a foot. Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it has been thrown or kicked.
4	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Move in a variety of ways to music/	Balance Coordination	Move energetically and repeatedly, with	Different parts of the body can be used to create movements, such

	World dance	Listen to the instructions Listen to the music Move in different ways to the music	Movement Flowing Routine Timing Spatial Awareness	improved fluency, control and grace when dancing and moving in time to music	as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern.
5	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. World dance	Move in a variety of ways to music/ Listen to the instructions Listen to the music Move in different ways to the music	Balance Coordination Movement Flowing Routine Timing Spatial Awareness	Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music	Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern.
6	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. World dance.	Move in a variety of ways to music/ Listen to the instructions Listen to the music Move in different ways to the music	Balance Coordination Movement Flowing Routine Timing Spatial Awareness	Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music	Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern.

NB. In addition, fine motor skills are taught and practised in EAD, English, Handwriting and specific activities available in continuous provision (inside & outside). Gross motor skills also developed daily, through use of the large outdoor equipment. Health and Self-care taught and supported daily through circle times, meal times and books. Parents encouraged to help children to develop self-care skills at home, as communicated through weekly parent updates.

Week	PSED 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Know how to make healthy choices.	I understand that I need to exercise to keep my body healthy	Good Decision Exercise Challenge	Listening Speaking clearly Discussing	How do we keep ourselves healthy?
2	Know why moving and resting are good for our bodies.	Listen to others/ Share ideas/ reflect on own exercise levels	Good Decision Exercise Challenge Reflecting	Listening Speaking clearly Discussing	How does exercise make changes to our bodies?
3	Know how to make healthy food choices.	Identify the foods which are healthy/ reflect on own diet/ set goals to improve	Improving Reflecting Category	Discussing Identifying Reflecting	Identifying foods which are healthy and unhealthy.
4	Know why it is important to get a good night's sleep.	Listen to others/ Share own routines/ Follow instructions	Encouraging Repairing Preparing	Listening Speaking clearly Discussing	How we go to sleep and why sleep is good for us.
5	Know how to keep safe by hand washing properly.	Sharing ideas/ Listening to others / Ask questions	Invisible Hygiene Respect	Listening Speaking clearly Discussing	Why we should wash our hands each day and how it affects our health.
6	Understand what a stranger is and how to keep safe.	Share our ideas/ Listen Share ideas Ask questions	Stranger Pretending Deceptive	Discussing Analysing Reflecting	How to stay safe when it comes to other strangers.

NB. In addition, daily circles, daily 'check-in', support to develop friendships, restorative practice and turn taking games.

	Communication and Language 	Learning Intention and Success Criteria	Key Vocabulary 	Key skills 	Key Knowledge 
1	<p>Listening, attention and understanding.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Provide a variety of fiction and non-fiction books about different cultures and countries for the children to explore. Invite them to choose a book and explain why. Compare fiction and non-fiction books and discuss how they are different. Select one of the books to share with the children.</p>	I can: Listen carefully	Magnet eyes, Talk, chat, observe who, what, when, where, how, did	Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	<p>A fiction book is a story and is not true.</p> <p>A non-fiction book tells us facts. They have a contents page and an index.</p>
2	<p>Speaking</p> <p>Deserts</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Provide materials for the children to create a desert landscape in the sand tray. Offer desert-dwelling small world animals and palm trees made from green construction paper and brown-painted tubes.</p> <p>Practical resources</p> <ul style="list-style-type: none"> Desert-dwelling small world animals Palm trees 	I can: Hold a conversation.	Conversation Participation Create Storyline Desert Palm tree Camel	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	<p>Deserts are hot, dry landscapes with very little rain.</p> <p>Not many animals can survive there.</p> <p>Camels can carry water in their hump, which means they can survive without water every day.</p>
3	<p>Speaking</p> <p>Rainforests</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	I can: Participate in discussions	Rainforest Names of rainforest animals	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.	<p>Rainforests have trees with a thick canopy.</p> <p>A lot of rain falls in the rainforests.</p>

	<p>Create a rainforest small world in a Tuff Tub with damp soil, log slices, leaves and small branches. Provide small world animals for the children to use in their play.</p> <p>Practical resources</p> <ul style="list-style-type: none"> • Tuff Tub • Soil • Log slices • Small branches • Leaves • Rainforest small world animals 				<p>There are lots of different types of animals which live in the rainforest.</p>
4	<p>Speaking Oceans</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. provide a selection of small world marine animals, shells and pebbles for the children to explore.</p> <p>Practical resources</p> <ul style="list-style-type: none"> • Shells • Pebbles • Marine small world animals 	<p>I can: Participate in discussions.</p>	<p>Ocean Sea Marine</p>	<p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p>	<p>Oceans cover 71% of the Earth. There are 5 oceans in the world. Many mammals and fish live in oceans. Oceans have currents.</p>

5	<p>Speaking</p> <p>Roads and Bridges</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Add toy cars, road signs and small world people to damp sand. Challenge the children to create roads, bridges and tunnels for the vehicles to travel under, over and through.</p> <p>Practical resources</p> <ul style="list-style-type: none"> • Toy cars • Road signs • Small world people 	I can: Develop a storyline	<p>Road sign</p> <p>Tunnel</p> <p>Bridge</p> <p>Vehicle</p>	<p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p>	<p>Roads, bridges and tunnels are manmade.</p> <p>Routes are mapped in books.</p> <p>People use sat-navs to help them find a route.</p>
6	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Create a ticket office. Offer coins, tickets, timetables, travel posters and a clock. Provide a train or coach interior by arranging seats in rows for the children to travel in after they have bought their ticket.</p> <p>Practical resources</p> <ul style="list-style-type: none"> • Clock • Chairs set in rows • Timetables • Travel posters • Tickets 	I can: Develop a storyline	<p>Ticket</p> <p>Coin</p> <p>Travel</p> <p>Train</p> <p>Coach</p>	<p>Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p>	<p>There are lots of different modes of transport.</p> <p>If we want to travel to another country across the sea, we need to take a plane, boat or tunnel under the sea.</p> <p>We need to buy tickets to use these forms of transport.</p>

	<ul style="list-style-type: none">Coins				
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NB. Technology also planned in across all areas of learning and in continuous provision.