

Reception Learning Jigsaw – Toys Spring Term 2024

Literacy

Reading: Word reading and Comprehension and Writing

- Little Wandle Phonics - Daily phonic sessions to include segmenting and blending for writing and reading.
- Learning letter names and matching these to the written form
- Writing labels, captions and simple sentences linked to our topic
- Developing sentence construction both orally and written. Being aware of capital letters and full stops when reading and writing.
- Re read books to build confidence in word reading, fluency, expression and enjoyment.
- Developing an awareness of the features of non-fiction texts
- Using non-fiction language in our talk, play and in our writing
- Talk4Writing: Fiction texts – Brown Bear Brown Bear, Non fiction texts – linked to Toys including posters and books
- Listen and respond to stories linked to our topic including Kippers Toy Box and stories of famous bears such as Paddington Bear and Winnie the Pooh
- Writing opportunities in all areas of learning both inside and outside. Developing fine motor control through a range of activities including letter and number formation
- Role play (linked to EAD – opportunities to make props)

Mathematics

Number and Numerical patterns

- Count objects accurately and say one number for each object
- Understanding the composition of numbers and the part whole model.
- Develop subitising skills. Look at objects and picture and be able to say the amount without counting
- Recognising the pattern on a die (dice)
- Use cubes or blocks to create the Numberblock characters
- Recognising and ordering numbers
- Singing number songs
- Recognise, use and describe 2D and 3D shapes. Using mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe them.
- Explore measure and ordering items by length, weight, capacity or own criteria.
- Using positional vocabulary such as *behind*, *next* to etc.



- Create repeating patterns and notice and correct errors in patterns
- Share objects equally (sharing)
- Begin to explore odd and even numbers
- Writing numerals correctly up to 10 and beyond.

Physical Development

Fine motor

- Developing fine motor control through using tweezers and pegs. Handling equipment and tools, including for writing
- Scissor skills - opportunities to practise in continuous provision and through adult directed tasks.
- Handling and using apparatus safely including one handed tools such as tweezers, pencils, scissors
- Develop the foundations for handwriting that will be fast and accurate in the future. In order to develop this the children will have opportunities to -
 - Make marks with different tools, fine motor activities such as threading, playdough, painting and tweezers, be explicitly taught letter and number shapes/formation, opportunities to mark, draw and write on a range of different surfaces.
- Continue to hold a pencil correctly using comfortable grip and moving towards a tri-grip.

Gross motor

- Dance – Travelling. How can we move in different ways, adjusting speed and directions? Developing control and coordination of movement
- Finding a spaces in the hall or outside. Why do we need to work in a space?
- Can you skip, hop, stand on one leg and hold a pose?
- How can I throwing an object/equipment accurately? How can I successfully catch a beanbag, quoit or ball? Handling and using apparatus safely
- Why does our body change during exercise – linked to UTW
- Why is it important to eat healthy foods and drink water? Supported during snack time, lunchtime and use of class water bottles.
- Managing their own hygiene and personal needs

Personal, Social and Emotional Development

Self-regulation, Managing Self, Building relationships

- Exploring our whole school values of **cooperation** and **love**. *What does it mean to show these values?*
- Through 'circle time' - opportunities to listen to views of others and express and share feelings
- How can I look after my teeth? What is healthy eating? How can I make healthy choices?
- What can we learn from stories (linked to UTW/RE)
- Continue to developing independence with the school routines throughout the day to enable children to be independent members of the school community and feel safe when moving around the school
- Playground and school behaviour, expectations and activities – enabling children to feel and be safe and supported in their school environment.
- What does it mean to stay safe online?

Follow the PSHE Jigsaw scheme – *Dreams and Goals*

- Challenge
- Never giving up
- Setting a goal
- Obstacles and support
- Flight to the future

Communication and Language

Listening & Attention and Speaking

- Can you listen attentively in a range of situations? Listening is part of being a good learner. Can you ask relevant questions or respond relevantly to what you have heard?
- Can you follow instructions? Remember to listen carefully!
- Listen and respond to rhymes and stories. Can you tell me about the key events? What do you think will happen next? Can you retell the story?
- Listen and respond to others in pairs and small groups. Why is it important to listen to others? Hold conversations and participate in back and forth exchanges with peers and adults. I can use language to work out problems and explain how things work.
- Using language to recreate roles and experiences linked to role play and retelling stories.
- Learn and use new vocabulary linked to topic, events and books we read in school. What new words have we learnt? What do they mean? How can you use them?
- Practise and use past, present and future forms accurately when talking about events that have happened or that will happen in the future.

Understanding the World

People, Countries and Communities

The Natural

Past and Present.
World

- Explore and compare toys from the past looking at similarities and differences - *What did children play with in the past? What are toys made of now? What materials are toys made from in the past? How can we sort materials?*
- Investigate materials and which are best for a particular purpose.
- Completing simple programs on the iPad and interactive whiteboard.
- Using the iPad to record learning and share with others. Online safety.
- Explore the changing season and its effect on our environment.
- Caring for our immediate environment e.g. gardening, litter, tidying up toys and equipment.
- Food related activities linked to healthy eating. *What do our bodies need to stay healthy?*
- Celebrations to include Chinese New Year and Valentine's day (linked to school Value). *What do we know about these celebrations? Why are they important to some people? How is the country we live in different from China? Where is it in our world?*

Expressive Arts and Design

Being Imaginative and Expressive & Creating with materials

- Can you learn songs by heart? Learn songs, some of which link to topic, to provide the children with repertoire songs that they can sing for enjoyment.
- Listen with increased attention to sounds and respond to what they have heard. Use percussion instruments to explore the sounds they make, how to change them and to know the difference between tuned and un-tuned instruments. *How can you change sounds? How can you make them louder, quieter, softer or stronger?*
- Drawing, painting and creating art work linked to our topic and of own choice – using drawing and sketching skills to create shapes and represent objects, explore colour and colour mixing with paint and pastels. *How can we choose materials and tools to create the technique that we want to use?* The children will have opportunities to explore different media independently e.g. paint, pastels, collage, and printing. *How can you add texture to your art? Can you talk about your creations?* Observational drawings e.g. Our own toy and those from the past. Opportunities to work collaboratively
- Explore the works of famous artists – What do you see? What do you like? Can you compare?
- Manipulate and play with different materials; explore joining techniques and how to change shapes
- *How do I choose and use different construction materials to build and make models? Can I plan first and then make?*