

## Communication and Language

I will be:

- Listening to stories, rhymes and songs linked to our topic and key texts.
- Retelling familiar stories using key story language and Talk4Writing actions.
- Using longer and well-formed sentences and answering questions when speaking during Chat Time and when describing what I see in our Talk Time picture.
- Using talk to organise my play with others.
- Having conversations with adults and my friends whilst playing and completing our focus activities.
- Learning and using new vocabulary.
- Responding to two-step instructions during activities and PE games.
- French - learning words for different food and will be singing along to a French song about farming.

## Mathematics

I will be:

- Doubling numbers within five.
- Comparing numbers.
- Recognising patterns of the counting system.
- Identifying teen numbers.
- Using positional language to describe positions on a map and using vocabulary such as 'above', 'below', 'next to', 'behind', 'in front of', 'on top' and 'underneath.'
- Exploring weight and measure.

## Physical Development

I will be:

- Learning the correct pencil grip and developing my pencil control when mark making, tracing and drawing pictures to make my Little Red Hen and story map.
- Developing my scissor control when cutting along various lines and around closed irregular shapes.
- Developing my gross and small motor strength and skills through playdough, threading and using tweezers.
- PE - exploring invasion games, such as rugby, football, netball/basketball and hockey. Coordinating and controlling body movement and developing ball skills.

## Literacy

I will be:

- Listening to a range of fiction and non-fiction books.
- Discussing the main events and characters from our key texts.
- Retelling our key texts as part of the Talk4Writing initiative.
- Helping to create a new version of our key texts by changing the characters and settings as part of the Talk4Writing innovation stage.
- Joining in with rhyme, songs and poems.
- Reviewing and consolidating the sounds that I have been taught so far.
- Developing the bank of undecodable words I can read, to improve fluency.
- Forming letters correctly and beginning to use correct phoneme grapheme correspondences.



## Curriculum Map Reception - Spring 2 Food and farming

## Personal, Social, Emotional Development

I will be:

- Talking about my feelings and understanding how others might be feeling.
- Exploring the idea of 'healthy me' in terms of food choices, sleep routine, screen time, exercise.
- Playing with one or more other children to create extended imaginative scenarios or work towards a shared goal.
- Learning to cooperate with others and take turns when playing with others.
- Building constructive and healthy relationships.
- Developing perseverance when faced with a challenge.
- Working on teamwork skills in group scenarios.
- Taking pride in my work and always trying my best.

## Understanding the World

I will be:

- Learning about food and farming.
- Enjoying a visit to Godstone Farm.
- Naming baby animals and their mothers.
- Observing differences between farms.
- Learning life cycles of ducklings.
- Making healthy food choices.
- Learning how to care for animals.
- Planting and enjoying the outside space.
- Computing - doing digital drawings on the iPad and animation.

## Additional Information

**Key texts:**

- Little Red Hen
- Farmer Duck
- Rosie's Walk
- Enormous Turnip

**Wow words:**

- weary, incubator, moult, idol, sly, enormous

**Rhyme of the week:**

- Hey Diddle Diddle
- 5 Little ducks
- Old Macdonald
- Farmer in the dell
- Chick, chick, chicken

## Expressive Arts and Design

I will be:

- Cooking bread and making butter
- Painting animals and their young.
- Making paper plate animals
- Creating duck posters.
- Easter nest cooking.

In Music:

- Performing songs about barnyard animals and performing dances for each.
- Looking at and reading Pre-notation symbols and syllables (ta, ti-ti, rest)
- Performing simple rhythms on percussion instruments.