

## Reception Topic web – Contrasting Locations

Spring 1 2024

Our core text this term is 'Handa's Surprise' by Eileen Browne



Our value this term is: **Justice**

### Communication and Language:

This term we will be focusing on developing an oral narrative so that the children can begin to retell their own version of a story. Children will continue to develop their oracy skills when talking in groups.

#### Developing an oral narrative:

Children will need to be able to listen attentively to a story and begin to join in with familiar/repeated parts of the story. Then they can move on to retelling a story using small world/pictures. Children will think about how to change an element of the story (fruits in Handa's Surprise etc.) and then tell their own version of the story.

#### Oracy skills in group talking

During learning time children will begin to discuss their thoughts and opinions in groups of 3. We will encourage the children to listen to their peers and take turns at speaking. We will encourage children to share their thoughts in full sentences.

### Personal, Social and Emotional development:

#### Accurate dressing

As the weather has turned colder we will be encouraging the children to be independent in dressing and undressing for the outside. This will include: taking off jumpers and putting them on again, turning clothes the right way round, checking clothes are on the correct way round and shoes on the correct feet, managing hats, gloves and scarfs, doing up own coat zip.

#### Starting activities for others to join.

The children should be beginning to start their own activities and encouraging others to join in. As part of this they will be developing their skills of listening to the ideas and views of others views as well as beginning to compromise.

#### Keeping safe in school

Knowing what being safe is (links to our school rule), being aware of what is around them, identifying risks, keeping other safe with our actions, keeping safe on a digital device.

### Physical development:

We will be working on developing our gross motor skills ready for writing, and moving around in different ways to strengthen our bodies. Activities to support this development will include:

#### Tool control – pencil

Playdough manipulation, placing pegs on a washing line, mark making using pencils, chalk, pen, crayons, felt tips. These will aid in developing an appropriate and comfortable grip for writing tools.

#### Developing strength and Balance

Balancing on mats, benches and higher equipment. Ensuring 3 points of contact for balance. Creating sequences e.g. travel – balance – travel, balance – travel – balance.

### Key dates and information:

Our topic this term is Contrasting Locations. If you or a member of your family have connections with countries other than the UK and would like to share the culture or traditions, we would love to have you visit Reception....it could be a traditional story, traditional food, clothing etc.

**Monday 29<sup>th</sup> January – Parent Reading Workshop in the school hall 2:15pm – 3:15pm – please come along for useful information about reading with your child.**

**Outdoor learning** - Will be every Friday unless we notify you otherwise. Please send your child dressed in their uniform, but ensure that their legs are fully covered.

**PE** - On Tuesdays, children need to come to school already dressed in their PE kit. They will stay in their PE kits all day.

## Literacy:

In phonics we will be starting phase 3, learning new phonemes and graphemes and introducing more digraphs and trigraphs:

ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er,

Our core text is 'Handa's Surprise' by Eileen Browne. To gain an understanding of the story we will be creating story maps to show key parts of a story in order. We will use this story to practice oral retelling, and then make up our own versions of the story.

The skills we will rehearse are:

### Reading fully decodable sentences

Recognising digraphs, using sounds buttons to support the reading of digraphs, phoneme spotting of digraphs, reading individual words then reading back as a sentence.

### Hearing and writing all the sounds in a word

Segmenting words with initial and final sounds, listening carefully for the middle sound, identifying sounds on a sound mat, writing sounds accurately in a word.



## Numeracy:

The children will begin to develop an understanding of numbers to 10 this term. We will look at representing 5 and 10 in different ways. We will be finding number bonds to numbers within 10 and beginning to add numbers together to find a total.

**Week 1 - Counting:** To understand zero as an empty set.

**Week 2 - Counting and ordering** – To be able to count to 10 forwards and backwards. To understand ordinal numbers and be able to name positions, e.g. first, second, third, etc.

**Week 3 - counting** – To represent numbers on a five and ten frame. To match number names to numerals and to representations on ten frames up to 10. To write numbers to 10.

**Week 4 - Addition** - To use a counting all strategy to combine two sets up to 10.

**Week 5 - Comparing and ordering** – To compare quantity. To count on and back to find 1 more and 1 fewer. To be able to order numbers to 10.

**Week 6 - Counting** – To find number bonds for numbers up to 6.

## Understanding the World:

This term we will be looking at our world and where we are in it. We will be comparing this with other locations in the world and thinking about things that are the same, and things that are different.

We will be learning to:

### Describe contrasting locations to where they live

Describe their house, describe what Swindon is like, look at different locations around the world; Africa, Uganda, Desert, Polar regions etc. Describe how these places are similar and how they are different.

### Describe contrasting times

Describe their house, describe a different house, look at a house from the past, and describe how these houses are similar and how they are different.



## Expressive Arts and Design:

We will be creating art using different media this term.

We will be learning to:

### Use a variety of artistic techniques to represent our own ideas

Using tools to represent what we see. Choosing appropriate colours to represent what we see.

Printing techniques using cut fruit and vegetables.

Representing fruits and vegetables through sculpture techniques (playdough, clay, papier mache).

Draw still life pictures in oil pastels/crayons/pencils.



There will be a drumming workshop for the children to participate in to develop their rhythm and timing.