

Reception Topic Web Spring 1

Topic: Will you read me a story?

Communication and language development:

Sharing experiences and exploring feelings. To be able to retell stories and story sequences.

Children listen attentively to stories and anticipate key events. They respond to 'why', 'how' 'what' and 'who' questions in relation to the stories.

30-50: Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Literacy:

Children are able to recognise letter sounds, and start to blend sounds to read simple words. Children are able to write simple words, and some children to start writing simple sentences.

The topic books this term are:

- The Very Hungry Caterpillar
- Biscuit Bear
- No Dinner

Parent information:

Help your child prepare for their project Reading fairy tales can sweep us away into a fantastical world. Why not visit your local library together to read lots of different versions? You could also watch children's films on this theme and discuss the different types of characters. Alternatively, you could use toys to retell favourite fairy tales.

Physical development:

Children will participate in rhymes and songs. Also, they will partake in imaginative role play.

Children to show good control and co-ordination in large and small movements.

30-50: Moves freely, and uses one-handed tools and equipment

Personal, social and emotional development:

Children to learn about healthy eating and understand self-care.

Children play co-operatively, taking turns with others. Children are confident to try new activities. They are confident to speak about familiar stories.

Expressive arts and design:

Children to sing songs and they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children to decorate biscuits, to make butterfly boxes, and making their own caterpillars using a range of different materials and resources.

Mathematics:

Children to make sequences and create patterns. Children to count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.

Children to sing the Butterfly song, and learn about halves.

Understanding the world:

Learning about the transformation from caterpillar to butterfly and other animal /insects transformations. Children to know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.