

Reception Spring 1 Topic Web

Literacy

Daily Phonics including reading and writing
Writing arising from the weekly fairy tale and animal themes. Writing and Reading opportunities through continuous provision

Understanding of the world

History: Chinese New year, Lent and pancake traditions of the past.
Geography: compare and contrast countries and different environments to Newmarket. Science: Snow and ice, The season of winter.

ICT

Algorithms: -
Musical, coding blocks, Jam sandwich.
A cat on a mat.

Personal Social and Emotional Development

Zones of Regulation
Challenges, Goals and Dreams

Christian Value – Service



In the Foundation Stage themes and direction of learning is planned from the children's needs and interests therefore may change. Continuous Provision gives children opportunities to extend all areas of development in their learning away from the classroom focus

Mathematics

Numbers 0, Comparing numbers to 5, Composition of 4 & 5, Compare and explore mass, Compare capacity, length, weight & time.

Numbers 6,7,& 8, Making pairs, odd and even, doubles, combine two groups
Subitising, die patterns, equal and unequal sets

Physical Development

Inside and outside
Apparatus, Gym Trail (Inc. gross and fine motor activities) including ball skills

BRAVE

How can we help others when they need it?

Expressive Arts and Design

Art – Yves Klein
DT – Arising from weekly themes
Music - Charanga: Everyone

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- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- • begin to identify missing parts for numbers within 5
- • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- • focus on equal and unequal groups when comparing numbers
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- understand that two equal groups can be called a 'double' and connect this to finger patterns
- • sort odd and even numbers according to their 'shape'
- • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- • order numbers and play track games
- • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers
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