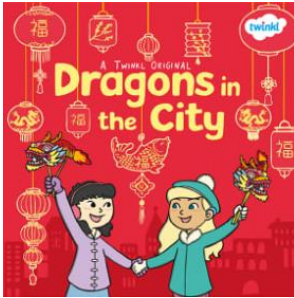
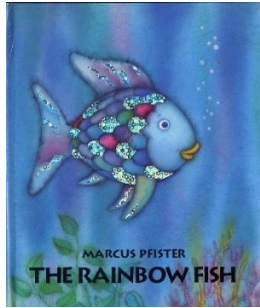


Reception class Spring 1 overview

What a wonderful world!

Book Two week block	Dragons in the city 		The magic paintbrush 		The rainbow fish 	
Literacy	Writing assessment for LWP Story sequencing Speech Bubbles	Captions Story of the Chinese Zodiac	Story mapping What would you paint with your magic paintbrush?	Alternative ending	Story sequencing Create a share chair and children to verbalise "I can share... with my friends" What would you share?	Simple captions Alternative stories
Maths	Unit 7 Composition of 2,3,4. Calculating within 4		Unit 8 Composition of 5 Calculating within 5		Unit 9 Composition of 6 Calculating within 6	
Computing	Computing systems and networks: Exploring hardware					
	Objective		Sticky Knowledge		Key Vocabulary and Definitions	
	To learn how to explore and tinker with hardware to develop familiarity and introduce relevant vocabulary		A computer has many different parts (monitor, keyboard, mouse)		Motherboard- the main printed circuit board (PCB) in a computer	
	To recognise that a range of technology is used in places such as homes and schools		There are many different types of technology		Technology- the use of knowledge to invent new devices or tools.	
	To learn how to operate a camera and/or iPad and use it to take photographs.		You can use a camera to take pictures.		Camera- an object that takes pictures	
	To learn how to operate a camera and/or iPad and use it to take photographs.		You can use an iPad to take photos		Photograph- a picture taken with a camera	

	Assessment Tasks	Assessing Sticky Knowledge: Children to be able to explain how to use a camera to take photos	Assessing Key Vocabulary: T/TA to question the children when they are doing the activity to check vocabulary knowledge.	
KUW	Geography Around the world			
	Objective	Sticky Knowledge	Key Vocabulary and Definitions	
	To compare the local environment to other places around the world.	You need to look carefully to see the same and different in places.	Home- where we live Away- somewhere further away from us	
	To compare contrasting places within the UK.	We can draw simple information from a map	Farm - a piece of land used to grow crops and/or raise animals Field- an open land area free of woods and buildings Weather-	
	To recognise the difference between city and countryside environments.	Some environments are different from the one in which they live.	City- a place where many people live closely together Countryside- land that is away from big towns and cities Village- a place where people live that's smaller than a city or town	
	To compare different landscapes around the world	There are many different landscapes around the world	Desert- areas in which there is a shortage of moisture available for plants Land- the solid part of the surface of the earth. Rainforest- a tall, dense forest that receives lots of rain every year	
	To understand the characteristics of desert environments, including climate and landscape.	Some deserts are hot and some are cold.	Explorer- someone who travels to places about which very little is known, in order to discover what is there. Cactus- a spikey plant Sand dune- a hill of sand	
	To explore and understand life in a cold place, comparing and contrasting it with our own lives.	Antarctica is a polar region	Snow- frozen rain Scientist- someone who travels to places about which very little is known, in order to discover what is there. Blizzard- Fast falling snow	
	Assessment Tasks	Can talk about the similarities and differences of different countries in the world.	Assessing Key Vocabulary and Definition: Children observed to use the vocabulary during tasks	

Creative (Art and music)	Music and movement		
	<i>Lesson</i>	<i>Sticky Knowledge</i>	<i>Key Vocabulary and Definitions</i>
	1. Action songs Learning why songs can have actions and some simple Makaton signs to accompany a song.	Some songs have actions	Action: a thing done
	2. Finding the beat Children explore the beat through body movement.	I can use my body to create a beat	Beat: the steady pulse that you feel in the tune, like a clock's tick.
	3. Exploring tempo Children learn to recognise and react to different tempos in music.	The tempo is the speed of the music	Composer: someone who writes (composes) music
	4. Exploring tempo and pitch through dance Children learn to express different pitch and tempo in music through dance.	You can create dance to music	Music: a group of sounds that people have arranged in a pleasing or meaningful way.
	5. Music and movement performance Children perform two movement and movement songs.	You can give performances using music and actions	Performance: a particular entertainment presented before an audience
	<u>Assessment Tasks</u>	Assessing Sticky Knowledge: Children to create a performance using the skills in the previous lessons.	Assessing Key Vocabulary and Definition: Children to use the correct vocab when talking about their performances.
Physical	Gymnastics		

Bookmarks

Objective	Sticky Knowledge	Key Vocabulary and Definitions
To develop threading and weaving skills.	Weaving goes in and out with a push and a pull.	Weave: is the interlacing of two sets of threads or yarns
To practise and apply weaving skills to a specific material e.g. paper.	Paper needs to be in strips to weave.	Over: above or higher than something else Under: in or into a position below or beneath something.
To practise and apply threading skills with specific materials e.g. hessian and wool.	You can use wool to weave	Sew: to make or repair with a needle and thread
To use threading or sewing to design a product.	We can use weaving to design a bookmark	Bookmark: something you attach or place on the inside of a book before closing it to help you remember where you were up to
To create a textiles product following their own design.	We can use weaving to make a book mark	Wool: a type of fabric derived from the hairs of various animals Hessian: a thick, rough fabric that is used for making sacks.
To reflect with children on how they have achieved their aims.	All work can be improved	Reflect: to express a thought or opinion
Assessment Tasks	Assessing Sticky Knowledge Children to create a bookmark	Assessing Key Vocabulary and Definition Children to talk about the process of making their bookmark

Junk Modelling

Objective	Sticky Knowledge	Key Vocabulary and Definitions
To explore and investigate the tools and materials in the junk modelling area.	There are different types of junk that's can be used to build something.	Join: to connect, attach, or become a member ofC
To investigate cutting different materials.	You use scissors to cut things	Scissors: a cutting instrument having two blades whose cutting edges slide past each other.
To learn how to plan and select the correct resources needed to make a model.	I need to pick the correct junk to build something.	Bend: to curve out of a straight line or position. Slot: a narrow opening,
To verbally plan and create a junk model.	You can make models out of junk	Open: to move (something, such as a door) from a closed position
To share a finished model and talk about the processes in its creation.	I know what I need to use to build a model.	Rough: having a broken, uneven, or bumpy surface. Smooth: not rough; even.
To explore different ways to temporarily join materials together.	I can use different methods to join materials.	Materials: The substance used to make something is called a material.
Assessment Tasks	Assessing Sticky Knowledge Children to use knowledge of materials to make junk models.	Assessing Key Vocabulary and Definition Children to talk about how they have made and joined their materials together to make their model.

RE Gailee to Jerusalem	<i>Objective 1</i> <i>I know the wise men visited</i> <i>Jesus</i>	<i>Objective 2</i> <i>I know that the wise men</i> <i>visited Jesus</i>	<i>Objective 3</i> <i>I know that Jesus welcomes</i> <i>everyone</i>	<i>Objective 4</i> <i>I know that Jesus takes care</i> <i>of everyone</i>	<i>Objective 5</i> <i>I know that Jesus wants us</i> <i>to care for other people</i>	<i>Objective 6</i> <i>Jesus teaches us that we</i> <i>should share what we have</i> <i>with others</i>
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