

Kings, Queens and Castles

Personal, Social and Emotional development

Children will be supported and encouraged to initiate and join in conversations, responding to what others say. They will be able to take turns, share and be kind to others. Children will be supported to manage their own feelings and use their voice to share how they are feeling.

Children will begin to concentrate and maintain their attention for longer during whole class, small group and independent activities.

Through BLP there will be a focus on resilience; as children are faced with challenging activities they will be supported to have a 'can do' attitude and not to give up when they find things difficult.

Children will continue to develop their independent and self-care skills and be able to fasten the zip and buttons on their coats.

Communication and Language

Children in Reception are continuously building upon their communication and language skills. The classroom is a language rich environment where adults excite children to learn and use new words.

Children will learn new vocabulary and understand their meanings e.g. Palace, King, Queen, Royal, Moat, Turrets. They will be encouraged to ask questions to find out more - why, what, when, how. Children will listen to others and articulate ideas and thoughts in well-formed sentences. They will be encouraged to share their own experiences describing events in detail.

Children will engage in story times - looking at fiction and non-fiction books about Kings, Queens and Castles. They will learn poems, rhymes and songs linked to the learning theme.

Children will have opportunities to use the role play areas to develop their own narratives.

Physical Development

Children will continue to develop overall body strength, coordination, balance and agility through whole class PE sessions. They will create short sequences using shapes, balancing and travelling movements.

They will develop their fine and gross motor skills when using large and small apparatus indoors and outdoors e.g. large wooden construction to create rockets, threading beads.

Children will have daily access to a variety of mark making and writing equipment which will aid the development of a comfortable handwriting style.

PE HUB - I Can Balance!

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination.

Games Value - Respect

Literacy

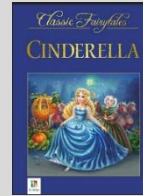
We will develop language, reading and writing skills through our focus books.



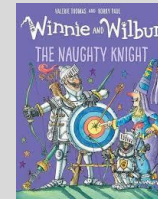
The Kings Pants
By Nicholas Allen



Little People, Big Dreams



Cinderella
A Traditional Tale



Winnie and Wilbur and the Naughty Knight
By Valerie Thomas

During daily reading time children will read familiar and unfamiliar books and be encouraged to retell parts of the story, join in with repeated refrains, notice speech bubbles, sequence stories. They will blend sounds they know to read short words. Children will explore and discuss a wide variety of stories and non-fiction texts.

When writing children will begin to form lower-case and capital letters correctly. They will begin to apply phonic knowledge when writing for different purposes e.g. descriptive writing, shopping lists, party invitations.

Phonics

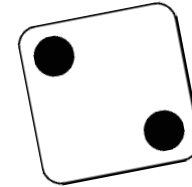
Children will continue Phase 3 phonics through the Floppy Phonics scheme and other phonics activities. During daily Floppy's Phonic sessions, the children will be taught letter sounds, letter groups and key words. An emphasis will be on applying this knowledge when writing and reading. Children will bring a reading book home to read. The book will be aligned to our current teaching and contain only sounds we have learnt. We want children to be reading at home regularly, this will help to embed new learning and develop accuracy and fluency of reading.



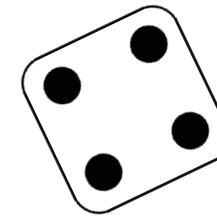
Maths

Children will have daily opportunities to extend and embed their Mathematical learning. White Rose Maths is used to support the teaching and learning during focus Maths sessions.

In White Rose Maths children will explore the following -



- **Alive In 5**
Introduce 0
Find 0-5
Subitise 0-5
Represent 0-5
1 more and 1 less
Composition
Conceptual subitising 0-5



- **Mass and Capacity**
Compare Mass
Find a balance
Explore and compare Capacity



- **Growing 6,7,8**
Find and represent 6,7,8
1 more and 1 less
Composition 6,7,8
Odd and even pairs
Double 8
Combine 2 groups
Conceptual subitising
- **Length, Height and Time**
Explore and compare length
Explore height
Talk about time
Order and Sequence time





Children will develop their PSHE skills and knowledge through JIGSAW

Dreams and Goals

- I understand that if I persevere I can tackle challenges.
- I can tell you about a time I didn't give up until I achieved my goal.
- I can set a goal and work towards it.
- I can use kind words to encourage people.
- I understand the link between what I learn now and the job I might like to do when I'm older.
- I can say how I feel when I achieve a goal and know what it means to feel proud.

RE/Collective worship

- How do people communicate with God?
- What do people use to help them live good lives?
- Why do people celebrate Chinese New Year?

WOW moments

Cooking!

Let's have a Royal Tea Party! What shall we wear?

What food shall we eat?

Our children will take part in an EYFS castle making day!

Understanding the World

Children will have opportunities to share their own experiences.

The children will learn about -

- What is a monarch?
- Where does the king live?
- What does the King wear for special occasions?
- Who is part of the Royal family?
- Have you been to a castle?
- What did it look like?
- Did you see a flag?



Lunar New Year -

- Who celebrates Lunar New Year?
- Where is China?
- How is Lunar New Year celebrated?



EAD

Children will look at the work of Wassily Kandinsky and use this to inspire their own creations.

Children will design and make a castle for a King and Queen. They will learn how to paint a portrait. Children will create pieces of art of their own interpretations of crowns, castles and flags. There will be daily access to role-play resources where children will have the opportunity to act out narratives, playing cooperatively as a group.

The children will make Chinese noodles by following a recipe. They will use the correct equipment and taste the final product.

Charanga

Children will learn to sing nursery rhymes and action songs. There will be opportunities to play instruments such as Glockenspiels.