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Reception Home Project!

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| See the source image **All about Spring…** |
| Areas of learning: | Early learning Goal: | Task/Activity: |
| **Expressive Art and Design:**Exploring and using media and materials | Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Create a Spring picture using natural objects. What can you find outside to use?Can you paint or collage a rainbow for your window?Try mixing colours together and exploring what happens. |
| **Personal, Social and Emotional Development:**Self-confidence and self-awareness | Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help. | Can you try a new activity?For example;Play a new game.Try out a new recipe.Learn how to fold the washing.Did you enjoy trying something new? How did it make you feel? |
| **Communication and Language:**Understanding | Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  | Can you answer how and why questions about Spring?For example,Why do the bees make honey?How do flowers grow?Why do plants need water?How do we know that it is Spring? |
| **Physical development:**Moving and Handling | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | Can you create an obstacle course in the garden? Can you time how long it takes?Talk about the physical effects of exercise. For example; hot, sweaty, thirsty, heart beating faster. Can you move around in different ways? For example, hop like a bunny.  |
| **Literacy:**Writing | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | Write a list of what signs of Spring you can see. For example;FlowersSunBudsBeesDaffodils Can you put these words into a sentence? For example;I can see flowers.Extension – add an adjective.I can see pretty flowers.  |
| **Mathematics:**Number | Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. | Can you count out objects from your garden? Can you create your own number sentence and add and subtract natural objects?  |
| **Mathematics:**Shape, Space and Measure | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. | Can you make a repeated pattern using objects from around the house or garden?For example, Stick, stone, stick, stone… |
| **Understanding the World:**The World | Children 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. | Observe the signs of Spring and draw and label a picture of what you can see. Talk about the changes and maybe even do some gardening or planting! |
| **Understanding the World:**Technology | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | Use a camera or phone to take photographs of the signs of Spring. Do you know what button to press? |