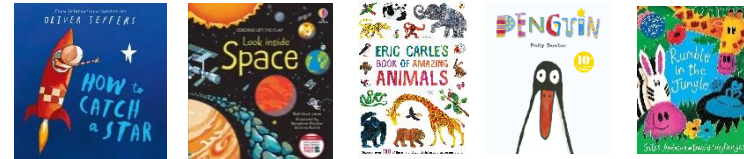




## Reception Learning Spring Term



<p><b>Personal, Social and Emotional Development</b> (Self-Regulation, Managing Self, Building Relationships)</p> <ul style="list-style-type: none"> <li>• Recognising different feelings (their own and others) and starting to find ways to manage them (e.g. tell a grown up when I am sad)</li> <li>• Beginning to understand and discuss the consequences of our behaviour.</li> <li>• Sharing and taking turns with toys more independently when playing, and learning to wait a while before we have a turn</li> <li>• Beginning to solve small conflicts through speaking to each other and being assertive</li> <li>• Managing self-care with greater independence</li> <li>• Listening carefully to instructions from adults and following those with more than one step</li> <li>• Continue trying if something becomes tricky and know to ask an adult for help</li> </ul>	<p><b>Communication and Language</b> (Speaking, Listening, Attention and Understanding)</p> <ul style="list-style-type: none"> <li>• Actively listen for short periods of time and begin to link listening to learning / understanding</li> <li>• Listening to and following instructions with more than one step</li> <li>• Using new vocabulary in different contexts e.g. to recreate roles or experiences independently in role play</li> <li>• When having a conversation with others (one to one or in a small group), responding to what others say to show they are listening / interested</li> <li>• Using speech to organise simple activities (e.g. you go first, and I'll go next)</li> <li>• Understanding, and asking questions, such as who, what, where, when, why and how</li> <li>• Offering simple explanations that demonstrate their understanding about a topic or story</li> <li>• Following / listening to a short story without pictures (e.g. retelling of Traditional Tales)</li> </ul>	<p><b>Physical Development</b> (Gross and Fine Motor Skills)</p> <ul style="list-style-type: none"> <li>• Moving in a range of ways experimenting with body shape, position and speed</li> <li>• Jumping of objects with care, landing using arms to balance</li> <li>• Using climbing equipment with confidence, showing good balance</li> <li>• Developing throwing and catching skills</li> <li>• Handling tools carefully and with more control (e.g. starting to move the paper when cutting to help cut a round object more accurately)</li> <li>• Beginning to form letters correctly most of the time, using the correct pencil grip</li> <li>• Discussing some ways we can stay fit and healthy</li> </ul>	
<p><b>Literacy</b> (Comprehension, Word Reading, Writing)</p> <ul style="list-style-type: none"> <li>• Talking about stories they have listened to and describing main events, settings and characters.</li> <li>• Retelling and sequencing stories using props, puppets and pictures.</li> <li>• Using the language from a story within role play and discussions</li> <li>• Making simple predictions based on the events of a story so far.</li> <li>• Recognising the single letter sounds (and names) and some digraphs</li> <li>• Using the sounds they know to sound out and blend words in their reading books / topic sentences</li> <li>• Writing short captions / simple sentences, sounding out words and using graphemes taught</li> <li>• Spelling some high frequency words</li> <li>• Practising leaving finger spaces between words and forming letters correctly</li> </ul>	<p><b>Mathematics</b> (Number, Numerical Patterns)</p> <ul style="list-style-type: none"> <li>• Counting aloud forwards (to 20) and backwards to 10</li> <li>• Subitising amounts to 5</li> <li>• Exploring the composition of numbers to 10</li> <li>• Comparing numbers to 10</li> <li>• Adding and subtracting amounts to 10</li> <li>• Start to solve different problems including doubling, halving, sharing and grouping</li> </ul> <p>(Shape, space and measure)</p> <ul style="list-style-type: none"> <li>• Recognising, naming and describing 2D and 3D shapes</li> <li>• Using positional language to describe the position of objects</li> <li>• Solving simple problems involving different measures (e.g. ordering items by weight/length)</li> <li>• Recognising, copying, making and extending a range of repeating patterns (AB/AAB/ABC)</li> </ul>	<p><b>Expressive Arts and Design</b> (Creating with Materials, Being Imaginative and Expressive)</p> <ul style="list-style-type: none"> <li>• Choosing and experimenting with a range of media, materials and tools to create artwork</li> <li>• Selecting materials to achieve a goal</li> <li>• Starting to adapt their ideas whilst making/building (e.g. using a different material if their model keeps breaking)</li> <li>• Explaining how they created something</li> <li>• Acting out stories using pictures/props as prompts</li> <li>• Acting out experiences and take on role when playing games or during role play</li> <li>• Using instruments to copy and continue a simple rhythm</li> <li>• Combining movements to express their feelings (moving/dancing in different ways to music)</li> <li>• Talking about and responding to art</li> </ul>	<p><b>Understanding the World</b> (Past and Present, People, Culture and Communities, The Natural World)</p> <ul style="list-style-type: none"> <li>• Discussing images of the past (e.g. pictures of the moon landings or vehicles)</li> <li>• Listening to, responding to and asking questions about past events (e.g. the moon landing)</li> <li>• Looking at maps of our school and local area and maps of other countries</li> <li>• Sharing our knowledge of different countries</li> <li>• Talking about different people who help us and discussing how they help us</li> <li>• Talking about the changing seasons (winter into spring) and what we notice</li> <li>• Talking about changing states (e.g. freezing and melting)</li> <li>• Comparing different environments</li> <li>• Using topical vocabulary in discussions</li> </ul>