

Communication and Language

- Listening and responding appropriately in a range of situations.
- To respond to what they hear with relevant comments actions or questions.
- Further extending children's current vocabulary.
- Using language to imagine and recreate a variety of roles.
- To listen to stories accurately anticipating key events.
- To listen and do for a short period of time.

Physical Development

- Gross motor skills: Experimenting with different ways of moving and using space safely. Jumping and Landing appropriately and changing direction and adjusting speed.
- Fine motor skills: using a range of tools and pencils/scissors with increasing control. Forming recognisably letters and developing correct formation.
- Developing routines for PE lessons (Gymnastics and Dance)
- Shows understanding of the need for safety and beginning to manage risk.

Personal Social and Emotional

- Playing cooperatively and takes steps to solve conflicts with other children.
- Initiates conversations with friends and adults.
- Maintaining expectations of behaviour in different settings e.g. classroom, playground, library, assembly.
- Following the school's Golden Rules and is aware of consequences of actions.
- Work as part of a group/class and try new activities and asking for help if needed.

Expressive Arts and Design

- Introduce a story line and narrative into their cooperative role play.
- Represent children's own ideas through music and dance.
- Construct with a purpose using a variety of resources using tools as necessary.
- To purposely explore what happens when they are colour mixing.

Understanding the World

Topic based learning inspired by the children's interests challenging them to explore and enquire about the world around them.

- Technology –plan and use technology for particular purposes.
- People and Communities –thinking about similarities and differences between themselves and others recognising we all enjoy different things and are sensitive to this,
- Celebrating festivals, e.g. Mother's day, Easter, Spring festivals.
- The World – look at similarities and differences between environments, objects and living things through close observation and discussion.

😊 Reception 😊

This is a cradle curriculum as our topics are planned to reflect the children's interests which are gained from observations and dialogue with the children and parents. Topics are flexible but are likely to cover Antarctic/Arctic, Spring, Chinese New Year, Pancakes, Growing and Easter.

Spring Term

Literacy

- Daily Phonics (Phase 2/3):
 - Recap alphabet as pure letter sounds and introduce digraphs.
 - Sound out simple words to begin early writing and reading.
 - Continue to learn high frequency and tricky words.
 - Use phonic knowledge to decode simple words.
- Enjoy reading an increasing range of books – fiction and non-fiction both independently and in Guided Reading groups.
- Weekly visits to school library; choosing books to share at home.
- To write my own name and other simple words and/or short sentences independently.
- Enjoy writing for a variety of purposes learning correct letter formation.

Maths

- Confidently and accurately counting to 10 and beyond.
- Recognising numerals 0-20.
- Beginning to order numbers, saying which number is one more/one less than. Counting on and back from a given number.
- Counting to find a total and solve simple mathematical problems such as doubling/halving and sharing.
- Develop mathematical vocabulary e.g. more, fewer, bigger, smaller etc.
- Describe flat and solid shapes – names and properties.
- Use everyday language to measure and compare quantities eg. time, money, distance.