



## Prime Areas

### Communication and Language

#### Listening, Attention and Understanding

- Understand how to listen carefully and why listening is important.
- Ask questions to find out more and to check they understand what has been said to them.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

#### Speaking

- Learn new vocabulary.
- Use new vocabulary through the day.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.

### Physical Development

#### Gross Motor Skills

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling
  - crawling
  - walking
  - jumping
  - running
  - hopping
  - skipping
  - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes

## **Fine Motor Skills**

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

## **PSED**

### **Self Regulation**

- Express their feelings and consider the feelings of others.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.

### **Managing Self**

- Show resilience and perseverance in the face of challenge.
- Manage their own needs:  
personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:  
regular physical activity  
healthy eating  
toothbrushing  
sensible amounts of 'screen time'  
having a good sleep routine  
being a safe pedestrian

### **Building Relationships**

- See themselves as a valuable individual.
- Build constructive and respectful relationships.

## **Specific Areas**

### **Literacy**

#### **Activities in Reception this term will focus on the following;**

#### **Comprehension**

- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Re-read what they have written to check that it makes sense.

#### **Word Reading**

- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

#### **Writing**

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

### **Maths**

#### **Number**

- Subitise.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.

#### **Numerical Patterns**

- Count objects, actions and sounds.
- Count beyond ten.
- Link the number symbol (numeral) with its cardinal number value.

- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.

### Shape, Space and Measure

- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Make comparisons between objects relating to size, length and weight

## Understanding the World

### Past and Present

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Explore how things work.

### People, Culture and Communities

- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

### The Natural World

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

## Expressive Arts and Design

### Creating with Materials

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

### Being Imaginative and Expressive

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

## Religious Education

### Spring 1

#### Core Value – Respect

#### Unit F6 - Which Stories are Special and Why?

The Lost Sheep

Muhammed and the cat

Rama and Sita

### Spring 2

#### Core Value – Forgiveness

#### Unit F3 – Why is Easter Special to Christians?

Easter Craft Afternoon (Children & Parents)

Easter Bonnet Parade