

Communication & Language

Listening & Attention – The children will show variability in listening behaviour; some may move around and fiddle but still be listening or some may sit still but not be absorbed by activity. The children may also begin to indicate two-channelled attention, meaning they can listen and still be doing for short periods of time. We will continue to share a range of stories and the children will continue to develop their listening behaviours in a range of different situations.

Understanding – The children will be beginning to understand a range of complex sentence structures including negatives, plurals, and tense markers. They will also begin to understand humour and be able to follow a story without pictures or props. They will also learn to understand questions such as who; why; when; where and how.

Speaking – The children will extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words through our topic. The children will also use language to imagine and recreate roles and experiences in play situations and may introduce a storyline or narrative into their play.

SMSC – Safer Internet Day

Personal, Social & Emotional Development

Making Relationships – The children will represent and recreate what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. They will continue to develop friendships and become increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. They will develop social skills and begin to resolve conflicts with support from adults.

Sense of Self – The children will show confidence in speaking to others about their own needs, wants, interests and opinions and will talk about themselves in positive terms. They will also show confidence in choosing resources and perseverance in carrying out a chosen activity.

Understanding Emotions – The children will talk about their own and others' feelings and behaviour and its consequences and begin to understand how their actions impact other people (and the world). They will become increasingly able to manage their feelings and tolerate situations in which their wishes cannot be met. The children will also become aware of behavioural expectations in different environments.

Jigsaw – Dreams and Goals: Aspirations, how to achieve goals and understanding the emotions that go with this. **Healthy Me:** Being and keeping safe and healthy.

Physical Development

Moving & Handling – The children will choose to move in a range of ways, moving freely and with confidence making changes to body shape, position, and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping. This will be done through our PE lessons, Forest School sessions and using our outdoor provision. The children will also learn to travel with confidence and skill around, under, over and through balancing and climbing equipment. The children will handle tools, objects, construction, and malleable materials safely and with increasing control and intention and will establish their dominant hand.

Health & Selfcare – The children will try a range of healthy and exotic foods and describe a range of different food textures and tastes. They will show some understanding that good practices about exercise, eating, drinking water, sleeping and hygiene can contribute to good health. They will describe physical changes to the body that can occur when feeling unwell, anxious, excited, or sad.

PE: Spring 1 – Dance 'til You Drop
Spring 2 – Gymnastics Jumping Jacks

Spanish

Reception will have a go at learning colours in Spanish and learn a Spanish colour song: *Rojo* – Red, *Azul* – Blue, *Amarillo* – Yellow, *Verde* – Green, *Negro* – Black, *Blanco* – White, *Gris* – Grey, *Morado* – Purple, *Café* – Brown.

Literacy

Reading – The children will begin to read some high frequency words, and use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. They will engage with books and other reading material at an increasingly deeper level.

Read, Write, Inc Phonics Sessions - the children will continue to learn their sounds and begin to blend sounds to read and write words, captions and short sentences.

Writing – The children will continue to develop their phonic knowledge. They will use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. They will also use this knowledge to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories.

SMSC: World Book Day

Mathematics

The children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
 - Begin to identify missing parts for numbers within 5
 - Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
 - Focus on equal and unequal groups when comparing numbers
 - Understand that two equal groups can be called a 'double' and connect this to finger patterns
 - Sort odd and even numbers according to their 'shape'
 - Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
 - Order numbers and play track games
 - Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.
- SMSC: NSPCC Number Day**

Understanding the World

People & Communities – The children will continue to talk about past and present events in their own life and in the lives of family members. They will also begin to identify similarities and differences between themselves and others, and among families, communities, cultures and traditions. We will also be looking closely at members of our community and the different jobs they have.

The World – The children will talk about the features of their own immediate environment and how environments might vary from one another. We will explore different countries from around the world and look at how people's lives are the same and different in a variety of different countries. The children will also continue to look closely at similarities, differences, patterns and change in nature – focussing specifically on Spring.

Technology – The children will continue to develop their digital literacy skills by being able to access, understand and interact with a range of different technologies. We will be looking closely at using the Bee-Bots this term to develop our spatial awareness and positional and directional language. The children will also have the opportunity to create content such as a video recording, story, and/or draw a picture on screen.

Science – Chemistry: Objects & Materials.

Seasonal Changes: Our Changing World.

Computing – Computing systems and networks 2: Exploring Hardware

Expressive Arts & Design

Creating with Materials – The children will continue to build a collection of songs and dances and begin to make music in a range of ways. The children will also use their increasing knowledge and understanding of tools and materials to explore their interests and create with a range of different medias. They will also explore a range of art forms, e.g., movement, dance, drama, music, and the visual arts to express themselves.

Being Imaginative & Expressive – The children will play cooperatively as part of a group to create, develop, and act out an imaginary idea or narrative. They may also introduce a storyline or narrative into their play. They will create representations of both imaginary and real-life ideas, events, people, and objects and respond imaginatively to art works and objects, e.g., this music sounds like dinosaurs.

Art – Painting and Mixed Media: Paint My World
DT – Textiles: Book Marks

