



<p style="text-align: center;">Personal Social and Emotional Development</p> <p>Self-Regulation Express feeling and consider the feelings of others. Children will be given the language to solve issues around turn taking and sharing toys.</p> <p>Managing Self Manage own self-care needs Know and talk about the different factors that support their overall health and wellbeing – sensible amounts of screen time, having a good sleep routine</p> <p>Building relationships See self as a valuable individual</p>	<p style="text-align: center;">Communication and Language</p> <p>Listening, Attention and Understanding Hold a conversation when engaged in back and forth exchanges with their teachers and peers Begin to listen to and talk about stories to build familiarity with new knowledge and vocabulary</p> <p>Speaking Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives e.g. the moon is in the sky because it is night time Describe events in some detail – moon landing Develop and use social phrases with confidence Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p style="text-align: center;">Physical Development</p> <p>Gross motor skills Continue to refine the fundamental movement skills they have already acquired:- Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing Begin to progress towards a more fluent style of moving, with developing control and grace Develop overall body-strength, balance, coordination and agility. Further develop and refine a range of ball skills including passing</p> <p>Fine motor skills Develop 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 Begin to develop the foundations of handwriting style which is fast, accurate and efficient: Effective pencil grip, Correct letter formation.</p>	<p style="text-align: center;">Literacy</p> <p>Reading Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i></p> <p>Retell story in small world / role play (in correct sequence) ...<i>beginning, middle, end, set</i></p> <p>Take on role of character using some story language Talk about likes and dislikes of texts, rhymes and poems Begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Continue to develop P1 phonological awareness, focusing on Oral blending and segmenting, Say the sound for each letter of the alphabet and double letters □ ss □ ll □ zz □ ck □ ff</p> <p>Read some common exception words matched to the school's phonic programme - <i>he, she, me, be, we, was (plus see Autumn words)</i> Read simple phrases / sentences</p> <p>Writing Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words Orally rehearse caption of sentence before writing Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and non-fiction sentences / captions</p>
 <p>Can we explore it? Reception Spring 1 Themes – Space, Jungle, Polar</p> 			
<p style="text-align: center;">RE</p> <p>What is special about our World? Creation stories- In the beginning by Steve Turner God's quiet things by Nancy Sweetland</p> <p>The wonders of the natural world link to Understanding the world</p> <p>What Creation stories do Christians tell? What do you think is special about the world?</p>	<p style="text-align: center;">Vocabulary</p> <p>Day, night, dark, light, sun, moon, stars, planet names, astronaut, rocket, satellite, explorer</p>	<p style="text-align: center;">Books</p> <p>Q pootle 5, Whatever next. Non-fiction books</p>	<p style="text-align: center;">Mathematics</p> <p>Recite numbers to 20 Backward from 10</p> <p>Talk about position up to 5</p> <p>Count objects, actions and sounds - Up to 10, in context of daily routine, sharing and turn taking. Begin to estimate number of objects up to 10 then check by counting Subitise 5 objects (quick recall without counting)</p> <p>Understand 'one more than' to 10 and use the sentence ... <i>six is one more than five</i> Begin to explore the composition of numbers to 10 Recall number bonds to 5 Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... <i>altogether, more/now</i> Select, rotate and manipulate shapes in order to develop spatial reasoning skills Begin to compose and decompose shapes within practical activities Become familiar with a clock face and hands Order 2-3 items by capacity and height</p>
<p style="text-align: center;">Expressive Arts and Design</p> <p>Creating with Materials Explore and use 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.</p> <p>Being Imaginative & Expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.</p> <p style="text-align: center;">Understanding the World</p> <p>Past and Present Comment on images of familiar situations in the past</p> <p>People, Culture & Communities Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community Recognise some similarities and differences between life in this country and other countries</p> <p>Natural World Explore the natural world around them Understand the effect of changing seasons on the natural world around them</p>			