

Communication and Language

We will:

- ❖ have a two channelled attention— listen and do for a short span.
- ❖ extend our vocabulary, especially by grouping and naming, (exploring the meaning and sounds of new words).
- ❖ use language to imagine and recreate roles and experiences in play situations.
- ❖ use talk to organise, sequence and clarify thinking, ideas.
- ❖ listen to stories, accurately anticipating key events
- ❖ give our attention to what others say
- ❖ answer 'how' and 'why' questions about our experiences
- ❖ express ourselves effectively, showing awareness of listeners' needs.

Personal, Social and Emotional

We will:

- ❖ explain our own knowledge and understanding, and ask appropriate questions of others.
- ❖ understand that our own actions affect other people (and the environment)
- ❖ play co-operatively, taking turns with others
- ❖ form positive relationships with adults and other children.
- ❖ be confident to speak in a familiar group and talk about our own ideas,
- ❖ work as part of a group or class, and understand and follow the rules.

Physical

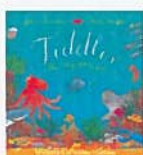
We will:

- ❖ jump off an object and lands appropriately.
- ❖ travel with confidence and skill around, under, over and through balancing and climbing equipment.
- ❖ use simple tools to effect changes to materials.
- ❖ show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- ❖ use a pencil and hold it effectively to form recognisable letters
- ❖ move confidently in a range of ways, safely negotiating space.
- ❖ practice some appropriate safety measures without direct supervision.
- ❖ manage their own basic hygiene and personal needs successfully

Literacy

The children will be given phonic sounds and reading books based on their Read Write Inc group focus.

Class texts



We will:

- ❖ segment the sounds in simple words and blend them together.
- ❖ begin to read words and simple sentences.
- ❖ enjoy an increasing range of books.
- ❖ know that information can be retrieved from books and computers
- ❖ read and understand simple sentences.
- ❖ use our phonic knowledge to decode regular words
- ❖ begin to break the flow of speech into

Mathematics

The children will be given certain activities to do at home based on our non-negotiables.

We will:

- ❖ count objects to 10, and beyond.
- ❖ find the total number of items in two groups by counting all of them.
- ❖ estimate how many objects they can see and check by counting them.
- ❖ use the language of 'more' and 'fewer' to compare two sets of objects (practically)
- ❖ use the vocabulary involved in adding and subtracting.
- ❖ count an irregular arrangement of up to ten objects & more
- ❖ count reliably with numbers from one to 20
- ❖ name 3D shapes.
- ❖ use objects and shapes to build models.
- ❖ begin to identify own mathematical problems based on own interests and fascinations.
- ❖ use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe them.
- ❖ continue to order two or three items by length or height

Spring 1 CURRICULUM INFORMATION FOR RECEPTION

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| <p>words.</p> <ul style="list-style-type: none"> ❖ use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ❖ write own name and other things such as labels and captions. ❖ attempt to write short sentences in meaningful contexts. ❖ use their phonic knowledge to write words in ways which match their spoken sounds | <p>continue to recognise, create and describe patterns</p> |
| <p><u>Expressive Arts and Design</u></p> <p>We will:</p> <ul style="list-style-type: none"> ❖ experiment to create different textures. ❖ understand that different media can be combined to create new effects. ❖ manipulate materials to achieve a planned effect. ❖ select appropriate resources and adapt work where necessary. ❖ select tools and techniques needed to shape, assemble and join materials they are using. ❖ safely use and explore a variety of materials, tools and techniques ❖ choose particular colours to use for a purpose. ❖ play cooperatively as part of a group to develop and act out a narrative. ❖ represent their own ideas, through design and technology, art, role play and stories. | <p><u>Understanding the World</u></p> <p>We will be focussing on the theme Wild World. We will learn about jungle animals, animals from the Arctic and Antarctic. Some underwater creatures too. Environmental change will also be looked at and discussed.</p> <p>We will:</p> <ul style="list-style-type: none"> ❖ learn about similarities and differences in relation to places and living things. ❖ talk about the features of their own immediate environment and how environments might vary from one another. ❖ use ICT hardware to interact with age-appropriate computer software ❖ follow a simple programme on the computer, interactive board & ipads ❖ look closely at similarities, differences, patterns and change in the environment. |