

By the end of the spring term your child should be able to:

Physical development – Children should eat a wide range of foods and be prepared to try unfamiliar foods. Children should be able to use the Key Stage 1 playground with confidence – climbing up, over and through balancing and climbing equipment. Children should be able to hold a pencil using a tripod grip and form letters using anticlockwise movements and retracing vertical lines.

You can support their learning by: *Please make sure that the children have access to child sized scissors at home and they use them regularly. Please provide the children with lots of opportunities to write (using their phonics knowledge rather than copying something the adult has written). Taking the children to the park and encouraging them to climb has a very positive impact upon their writing development! Control over large movements comes before control over smaller movements such as pencil control.*

Literacy development – Children should be able to segment the sounds in simple words. They should be able to link sounds to the letters and know the phase 2 and phase 3 sounds. They should be able to write short sentences in meaningful contexts. Children should be able to read words and simple sentences.

You can support their learning by: *Please make sure that you read with and to your child every day! This has a greater impact than anything else you can do to support your child's literacy development! Quickly go through the phase 2 and phase 3 letters every day. When completing homework make sure that you use the sound mat and support the children to use their phonics knowledge - **do not let the children copy what you have written.***

Communication and Language development – Children should be able to stay focused during carpet times and story times. They should be able to listen to ideas expressed by others and respond appropriately. They should be able to speak confidently within a range of social contexts. They should be able to use their language to link their statements and stay within a subject when speaking to peers and adults

You can support their learning by: *Allowing them to have time to talk to you without interruption- turning your phone onto silent is a powerful indicator to your child that what they are saying is important and valued! Read with them/to them as much as possible, this will help them to extend their vocabulary.*

Maths development - Children should be able to recite the number sequence forwards and backwards to 20. They should be able to say the number that is one more than a given number and say the number that is 1 more or 1 less from a group of 5 then 10 objects. Children should be able to count with 1-1 correspondence (moving objects as they count) to 10 and beyond. They should be able to order numbers to 10. Children should be able to describe objects in terms of their position. **You can support their learning by:** *Talk to your child using positional language (e.g. bring me the book behind the brush). Please log on to the Igfl website – come and see me if you need a log on. Please use everyday opportunities to reinforce 1-1 correspondence – try to involve the children in counting out spoons/plates for dinner etc.*

Personal Social and Emotional Development - Children understand that they need to share resources and take turns. Children should be extending their friendship groups and be able to keep the play moving forward by negotiating with their peers and showing an understanding when others are upset.

You can support their learning by: *Children develop their friendships in and out of school – play dates play an important role in these friendships. Play dates after school or during the holidays with a wide range of children support the development of these friendship groups.*

Physical Development

Cooking pancakes/spring rolls – Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.

How does it work – taking apart machines - Handles tools, objects, construction and malleable materials safely and with increasing control and intention.

Move like a Bog Baby - Demonstrate strength, balance and coordination when playing.

Ongoing: writing - begins to use anticlockwise movements and retraces vertical lines. Hold a pencil effectively in preparation for fluent writing – using a tripod grip

Mathematics

Block and dice game Use die patterns to play track games.

Number hunt- matches the numeral with a group of items to show how many there are (up to 10).

Bean bag throw find ways to partition a set of 5.

How long is your crocodile- Becomes familiar with measuring tools in everyday experiences and play.

Bog 'baby' clinic- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.

Numicon - sort the Numicon using the criteria 'odd blocks' or 'even tops', describe attributes of the Numicon.

Birds and nests - identify when a double is shown and explain why, say what the whole is when there are 2 equal parts.

Understanding the World

Create a nature area- Makes observations of animals and plants and explains why some things occur, and talks about changes.

Observation of Elliott - Talks about the features of their own immediate environment and how environments might vary from one another.

What did you do when you were little? - Understands the past through settings, characters and events encountered in books read in class and storytelling.

Planting bulbs for Mothers Day - Makes observations of animals and plants and explains why some things occur, and talks about changes.

Personal, Social and Emotional Development

Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Recognises that they belong to different communities and social groups and communicates freely about own home and community. Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.

Communication and Language

Bog 'baby' clinic- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunction. Shared research about crocodiles- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. What makes you scared?- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Hotseating Elliott- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Literacy

Stories from story seeds – Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own names.

How would you look after a bog baby - Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

Letters to Elliott- Write recognisable letters, most of which are correctly formed.

Creating information books about crocodiles - Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

Phonics – consolidate continuing a rhyming string/ consolidate linking sounds to letters - phase 2 sounds and introduce phase 3 sounds.

Ongoing: Reading – reads words and simple sentences. Read some common irregular words

Expressive Arts and Design

Split pin crocodiles - Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.

Shadow puppet show - Develops their own ideas through experimentation with diverse materials.

Bog baby clinic- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.

Vet role play - Invent, adapt and recount narratives and stories with peers and their teacher.

Spring 2024 Reception

Here are some of the learning experiences we will use to explore our theme:

“Once upon a time...”



Traditional stories; funny stories, sad stories, scary stories and stories from around the world...

Events

Chinese New Year, Pancake Day, World Book Day, , Holi, Ash Wednesday, Mothers Day, Easter Egg hunt