

## 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 numerals to 10. Children should be able to recall number bonds to 5. Children should be able to subitise confidently to 4 or 5.

**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 and onto doodlemaths. 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

**Chinese lanterns/dragons/making telescopes** - uses a range of small tools including scissors

**I can books** uses a pencil, holds it effectively and forms most letters conventionally Begins to use anticlockwise movement and retrace vertical lines.

**Bus driving test** – negotiates space and obstacles safely with consideration for themselves and others.

**Capture the flag game** negotiates space and obstacles safely with consideration for themselves and others.

**Fairy and Elf dens** – Understands how to transport and store equipment safely.

**Woodwork and Community Blocks** - practise some appropriate safety measures without direct supervision

### Mathematics

**Shape dragons** – uses informal language as well as mathematical terms to describe shapes.

**Maps of where you would go with the Everywhere Bear?** May enjoy making simple maps of familiar and imaginative environments and landmarks.

**How many pancakes** – in practical activities adds one and subtracts one with numbers to 10.

**Bus stop game** Begins to explore and work out mathematical problems using signs and strategies of their own choice (including +/=-)

**Alien spaceships (part/whole)**– automatically recall number bonds to 5

**Subitising snap** – Subitise up to 5.

**How many passengers?** – Counts out up to 10 from a larger set.

### Expressive Arts and Design

**Travel agents role play** – Plays co-operatively as part of a group to create, develop and act out an imaginary idea or narrative.

**Bus paintings** - Begins to show accuracy and care when drawing.

**Space station role play** - Invent, adapt and recount narratives and stories with peers and their teacher; Make use of props and materials when role playing characters in narratives and stories.

**Chinese lanterns/dragons/3D rockets** – safely explore a variety of tools and techniques, experimenting with colour, design, texture, form and function.

**Ongoing: Song of the week.**

### Personal, Social and Emotional Development

Takes steps to resolve conflicts with other children.

**Children can describe self in positive terms. Begins to be able to negotiate and solve problems without aggression.**

**Characteristics of Effective Learning-** Persisting with an activity or toward their goal when challenges occur • Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) • Bouncing back after difficulties. Showing satisfaction in meeting their own goals (I can!) • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation)

### Communication and Language

**Milk bottle rockets** - Offers explanations for why things might happen, making use of recently introduced vocabulary.

**Creating our own information book about space** – Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words

**What's your special talent?**- Use talk to organise, sequence and clarify thinking, ideas, feelings or events

**What would it feel like to be the Everywhere bear-** Offers explanations for why things might happen, making use of recently introduced vocabulary.

**Travel agents role play** - Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words.

**Freeze frame – what are you doing with your stick?** understands a range of complex sentence structures.

### Reception Spring 2023

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

### **Travel and Transport**



Travel by road, rail, air, water and into space!

### Literacy

**This is my bear/ Lost posters/Travel agents** – uses their developing phonological knowledge to write things such as labels and captions, progressing to simple sentences.

**Letters to the international space station guided/adult supported reading** Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee

**Bus drivers licences/ Letters to the bus garage** - Writes simple phrases and sentences that can be read by others.

**Guided/adult supported reading** - Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences

### Events

**Chinese New Year, Pancake Day, Ash Wednesday, Holi, Mother's Day, St Patrick's Day, World Book Day, Easter, Easter Egg Hunt**

### Our Core Stories - Spring Term



### Understanding the World

**Insect habitats/ Bird feeders/ Planting for Mothers Day** – makes observations of plants and animals and explain why some things occur and talks about change.

**Chinese New Year celebrations** – knows about similarities and differences between themselves and others and among families, communities, cultures and traditions.

**My local environment powerpoint** – Talks about features of their own environment and how environments might vary from one to another **Smartboard** – uses ICT hardware to interact with age appropriate computer software.

**Using the beebots** – they select and technology for particular purposes.