



## Reception - Spring 1

<b>Main theme but with flexibility going with children's interests...</b>	<p>Winter and Snow</p>
<b>Focus Texts/ Talk for Writing Texts</b>	<p>Gruffalo's Child          One Snowy Night          Here Comes Jack Frost          Little Rabbit Foo Foo</p>
<b>Diversity Texts</b>	<p>The Runaway Wok          The Runaway Pancake          The Story of the New Year Beast</p>
<b>Enhancements/Key Planned Learning Experiences</b>	<p>World Book Day          Mother's Day          Science Week          Easter          Vaisaki          International Women's Day          Chinese New Year          Cooking</p>
<b>Safeguarding</b>	<p>NSPCC – Pantasaurus          E-Safety - Digiduck</p>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion</li> <li>• Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Is proactive in seeking adult support and able to articulate their wants and needs</li> <li>• Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>• Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</li> <li>• Shows confidence in choosing resources and perseverance in carrying out a chosen activity</li> <li>• Is more-able to manage their feelings and tolerate situations in which their wishes cannot be met</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> <li>• Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Begin to recognise numerals 0 to 10</li> <li>• Counts out up to 10 objects from a larger group</li> <li>• Subitises one, two and three objects (without counting)</li> <li>• Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> <li>• Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes</li> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>• Is increasingly able to order and sequence events using everyday language related to time</li> </ul>

<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"><li>• Begins to build a collection of songs and dances</li><li>• Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li></ul>
<b>Understanding of the World</b>	<ul style="list-style-type: none"><li>• Completes a simple program on electronic devices</li><li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li></ul>