



## Reception - Spring 2

<b>Main theme but with flexibility going with children's interests...</b>	<p>Our World</p>
<b>Focus Texts/ Talk for Writing Texts</b>	<p>Giraffe's Can't Dance We're Going on a Lion Hunt Elmer The Enormous Turnip</p>
<b>Diversity Texts</b>	<p>Tinga Tales One World Together (Catherine and Lawrence Anholt)</p>
<b>Enhancements/ Key Planned Learning Experiences</b>	<p>Eid Earth Day Forest School Trip Cooking Old and New</p>
<b>Safeguarding</b>	<p>Clever Never Goes E-Safety – Smartie the Penguin</p>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li>• May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> <li>• Beginning to understand humour, e.g. nonsense rhymes, jokes</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</li> <li>• Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> <li>• Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</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>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> <li>• 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</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> <li>• Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>• Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>• Estimates of numbers of things, showing understanding of relative size</li> <li>• Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> </ul>

<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"><li>• Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding</li></ul>
<b>Understanding of the World</b>	<ul style="list-style-type: none"><li>• Talks about past and present events in their own life and in the lives of family members</li><li>• Makes observations of animals and plants and explains why some things occur, and talks about changes</li></ul>