

Communication and Language

- Learn & use new vocabulary. (R)
- Use new vocabulary in different contexts. (R)
- Ask questions to find out more and to check they understand what has been said to them. (R)
- Articulate their ideas and thoughts in well-formed sentences. (R)
- Connect one idea or action to another using a range of connectives. (R)
- Describe events in some detail. (R)
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (R)
- Engage in non-fiction books. (R)
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (R)

Personal Social Emotional Development

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (R)
- See themselves as a valuable individual. (R)
- Build constructive and respectful relationships. (R)
- Express their feelings and consider the feelings of others. (R)
- Show resilience and perseverance in the face of challenge. (R)
- Identify and moderate their own feelings socially and emotionally. (R)
- Think about the perspectives of others. (R)
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG)

Physical Development

- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions (R)
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (R)
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (R)
- Develop the foundations of a handwriting style which is fast, accurate and efficient. (R)
- Further develop the skills they need to manage the school day successfully: - lining up and queuing, - mealtimes (R)

Literacy

- Read individual letters by saying the sounds for them. (R)
- Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. (R)
- Read some letter groups that each represent one sound and say sounds for them. (R)
- Read a few common exception words matched to the school's phonic programme. (R)
- Spell words by identifying the sounds and then writing the sound with letter/s. (R)
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (ELG)

Understanding the World

- Show interest in different occupations. (3/4 Years)
- Continue developing positive attitudes about the differences between people. (3/4 Years)
- Talk about members of their immediate family and community. (R)
- Name and describe people who are familiar to them. (R)
- Talk about the lives of the people around them and their roles in society. (ELG)

WOW MOMENTS

Fire Engine Visit / Visit from a Nurse
Write "Thank You" letters and walk to post box



Reception

Super Me, Super You!

SPRING 1
2022/2023

Links in Learning

In Preschool in Spring 1 children talk about where they live and begin to show an awareness that there are different countries around the world.

In Year 2, as part of their 'London's Burning' topic children will experience a visit from both the police and a fire engine.

Key Texts

- Supertato (Sue Hendra)
- Real Life Superheroes (non-fiction)
- Jobs People Do (Felicity Brooks)
- Superkid (Claire Freedman)
- Superworm (Julia Donaldson)
- Super Duck (Jez Alborough)
- Michael Recycle and Litterbug Doug (Ellie Bethel)

Real Life Experiences

- Visit from CPSO
- Visit from Fire Fighter
- Visit from a Nurse
- Clinic Role Play

Mathematics

- Count objects, actions and sounds. (R)
- Link the number symbol (numeral) with its cardinal number value.
- Compare numbers. (R)
- Understand the 'one more than/one less than' relationship between consecutive numbers. (R)
- Explore the composition of numbers to 10. (R)
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills. (R)
- Have a deep understanding of number to 10, including the composition of each number. (ELG)
- Subitise (recognise quantities without counting) up to 5. (ELG)
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. (ELG)

Expressive Arts and Design

- Create collaboratively, sharing ideas, resources and skills. (R)
- Sing in a group or on their own, increasingly matching the pitch and following the melody. (R)
- Develop storylines in their pretend play. (R)
- Explore and engage in music making and dance, performing solo or in groups. (R)
- Make use of props and materials when role-playing characters in narratives and stories (ELG)
- Invent, adapt and recount narratives and stories with peers and their teacher (ELG)