

COMMUNICATION AND LANGUAGE

Communication and Language

- Use new vocabulary in different contexts. (R)
- Articulate their ideas and thoughts in well-formed sentences. (R)
- Describe events in some detail. (R)
- Engage in story times. (R)
- Listen to and talk about stories to build familiarity and understanding. (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)
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (ELG)

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- 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)
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (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)
- Work and play cooperatively and take turns with others.
- Show sensitivity to their own and to others' needs.

RE

- Easter story
- Passover

LITERACY

- Read a few common exception words matched to the school's phonic programme. (R)
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (R)
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (R)
- Spell words by identifying the sounds and then writing the sound with letter/s. (R)
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (R)
- Re-read what they have written to check that it makes sense. (R)

LINKS IN LEARNING

- In Preschool as part of the WOW for their topic, Wheels, wings and spinning things' children made vehicles out of large materials in their outside environment.
- In Year 1, as part of their Geography work children will name, locate, and identify characteristics of the four countries and capital cities in the UK. As part of their PSHE work in Year 1 children will look at how they felt when they succeeded in a new challenge.

Reception

Travel Here, Travel There!

SPRING 2
2023/2024

UNDERSTANDING THE WORLD

- Recognise some similarities and differences between life in this country and life in other countries. (R)
- Recognise some environments that are different to the one in which they live. (R)
- Understand the effect of changing seasons on the natural world around them. (R)
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (R)
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. (ELG)
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG)

WOW MOMENTS

- Mysterious suitcase
- Train station experience in classes
- Track Master

Key Texts

- "The Train Ride" by June Crebbin
- "Mr Gumpy's Motor Car" by John Burningham
- 'Lost and Found' by Oliver Jeffers
- 'The Suitcase' by Chris Naylor-Ballesteros
- 'I Might go to the Moon' by Albert Rusling
- 'You Can't Take an Elephant on the Bus' by Patricia Cleveland-Peck
- Non-fiction texts/children's atlases

Other Opportunities and Experiences to Enrich learning

- Mother's Day card
- Easter card and crafts
- Create a train station
- Seasonal changes
- Train master visit

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)
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- 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)

Mathematics

- Link the number symbol (numeral) with its cardinal number value. (R)
- Count beyond ten. (R)
- Understand the 'one more than/one less than' relationship between consecutive numbers. (R)
- Explore the composition of numbers to 10. (R)
- Automatically recall number bonds for numbers 0-5 and some to 10. (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)
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (ELG)

EXPRESSIVE ART AND DESIGN

- Create collaboratively, sharing ideas, resources and skills. (R)
- Develop storylines in their pretend play. (R)
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)
- Share their creations, explaining the process they have used.
- 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)