

### Expressive Arts and Design

- Drawing/painting to match characters and story settings. (Article 5)
- Continue to follow Kapaw music programme focusing on 'musical stories' (Article 29)
- Imitating movement to music, through singing, making and dramatic play, drawing, talking, constructing and mapping.
- Linking imaginative play and creates sounds, movements and drawings to accompany acting out stories.
- To use role-play and drama in their play (Article 31)
- Beginning to be creative and use different materials in their artwork using imagination and real life ideas. (Article 13)
- Plan and create junk models with a purpose in mind.
- **Opportunities to follow child-led interests.**

### Literacy

- Continue to develop pencil control through pincer grip activities and daily fine motor tasks.
- A range of print, (digital books) both fiction and non-fiction
- Daily Read, Write, Inc for teaching letter sounds/letter formation/words - early segmenting and blending.
- Reading and writing set 1-2 sounds (Article 28 and 29)
- Hearing sounds in words and blending them together to read and write words. Knows simple words and key words from fairy tales (Article 28 and 29)
- Reading fairy tales and joining in with repeated refrains and anticipants key events in rhymes and stories.
- Recall and discuss stories or information that has been read.
- Everyday artefacts in environment and play opportunities.
- To retell a story in the correct order
- Reading and recognising familiar words.
- Talking about our favourite books and stories. Looking at characters, settings and the structure of stories
- **Opportunities to follow child-led interests.**

### Communication and Language.

- Asking and answering questions, using a range of vocabulary and tenses, talking in sentences to express thoughts.
- Listening to others in small groups (Including NELI and other intervention groups such as SALT and therapy) (Article 12)
- Learn and use new topic based vocabulary.
- Uses talk to explain what is happening and what may happen next.
- Understand humour, nonsense rhymes and jokes
- To talk confidently about why things happen using new vocabulary learnt.
- To engage in meaningful conversations with others.
- **Opportunities to follow child-led interests.**

### British Values

- Sense of belonging - through understanding and experience of celebrated events. (Article 1, 7, 8, 12, 14, 15)

### Understanding the World

- Continue to learn about special days such as EASTER
- Looking at signs of spring, and investigating the change in weather conditions.
- Using our 5 senses to explore and investigate 'the world'
- Using and exploring natural materials.
- Joins in family customs and routines.
- Shows interest in different occupations
- Know what makes them unique.
- Knowing how to operate and complete a simple equipment- IPADS, CD, computer mouse and keyboard, camera and story phones to understand cause and effect.
- Experience 'our world' 'our earth' at the local science centre.
- Create maps and journeys linking with fairy tales and stories
- Develop an awareness of 'stranger danger'
- To identify and sort healthy/unhealthy foods
- To talk about a special event in their life.
- Sort information using Venn Diagrams.
- To know that their own experiences differ to those of others.
- Identify some similarities and differences between ways of life in different periods.
- To talk about features of my own immediate environment and how environments may vary from one another
- Make observations and express their views of the environment.
- **Opportunities to follow child-led interests.**

### Personal, Social and Emotional Development

- Discussing their feelings and describe themselves in positive and realistic terms, becoming more aware of similarities and differences between themselves and others (Article 12,13)
- Sensitive to others messages of appreciation and criticism.
- Turn taking, sharing and caring with peers. (Article 15, 31)
- Wide range of feelings and interactions with others.
- Recognise their choices and behaviours have impact on others.
- Expressing their needs and opinions. (Article 12, 13)
- Problem solving with their friends, during 'Make a New Friend Monday' assertion, negotiation and compromise (Article 15)
- Seeking companions with other adults and peers.
- A sense of belonging through daily tasks and routines.
- Begin to develop confidence to try new activities.
- Shows perseverance and confidence when choosing and carrying out a task.
- Know behaviours have consequences
- To understand that people need help
- To identify ways of being helpful to others and how this will make them feel.

**Opportunities to follow child-led interests.**

## Reception Spring Term Fairy tales and Our World

### Mathematics (Article 28 and 29)

- Understanding measures and capacity
- To know that addition involves combining two or more groups of objects.
- To read addition number sentences.
- To know that subtraction involves removing an object from a group.
- To be able to count, order and recognise numbers to 20.
- To use a number line to help solve simple addition and subtraction number problems
- Looking at 2D shapes/3D shapes - colours and patterns and creating repeating, growing and spatial patterns
- Recognising, ordering, counting, matching numeral with a group, estimating and using number names and symbols for 1-10
- Exploring mathematical problems using signs and strategies
- Looking at more than/less than a given number.
- Joining in with number songs and rhymes relating to addition and subtraction
- Counting a set of objects accurately
- Using everyday language relating to time
- Continue to form numbers.
- Introduce addition and subtraction methods.
- To use estimation within their play
- Creating maps and markings linking with directions and journeys.
- To develop their understanding of positional language.
- Liaise with NCETM - mastering number programme including maths blast opportunities.

**Opportunities to follow child-led interests.**

### Physical Development

- Gross Motor Skills encouraging moving different ways, increased heart rate and core strength. (Article 3, 23, 24, 28, 29, 31)
- Developing fine motor development using threading, ribbons and tweezers etc. ~~daily~~ Finger Gym activities! (Article 3, 23, 24, 28, 29, 31)
- Manipulates a range of tools and equipment in one hand, tools include, paint brushes, scissors, hairbrush and ribbons.
- Dressing and undressing, using zips and buttons. (Article 24)
- Recognising how we stay healthy. (Article 6 and 24)
- Managing own personal hygiene including washing hands and oral health. (Article 24 and 27)
- Talking about how we stay safe in school and when using resources. (Article 1, 3, 6, 19, 24, 27, 28, 29, 31)
- Developing spatial awareness and negotiates space successfully adjusting speed and direction.
- Understanding simple safety rules and reducing risk. (Article 24)
- To develop throwing and catching skills.
- Increasing body weight strength, co-ordination and stability for example squatting and changing balance from one foot to another
- Continue Gymnastics PE sessions - balance, jumps and landing.
- Name and identify different parts of the body.
- Friday handwriting sessions
- Morning task for pencil grip and formation.

**Opportunities to follow child-led interests.**

### Community Cohesion (Article 1 and 42)

- Newsletters to support discussions at home
- Internet Facebook, website and YouTube for links and updates
- Reading books, home school diary, Tapestry and library books.
- Family learning
- Support of local walks and visits, ie ST Mary's Church for Easter
- YouTube video - We're Going on an egg-hunt
- Visit to Centre for Life - Focus on Our Earth/ The World