

Reception Spring Term

Physical Development

What we want the children to know

The difference between toys and tools
That our body changes when we exercise
Know the difference between stationary and travelling movement (hopping on spot)

What we want the children to know how to do

Weave, thread and tie
Use small hammers accurately
Recognise body changes during exercise.
Carry and control small equipment
Build and travel across simple obstacle courses
Cut out more complex shapes, including those with curved edges
Hop on the spot
Pass, kick, push a ball

Literacy

What we want the children to know

Know that we can have different preferences for books and stories.

Recall key elements of books they have heard and read.
Know some word play rhymes and more complex nursery rhymes by heart.
Know set 1 sounds and digraphs (sh, ch, th, nk, ng)
Begin to know set 2 sounds - digraphs (ay, ee, igh, ow, oo)
Know that a sentence begins with a capital letter and a full stop.
Know the ditties for letter formation for set 1 sounds
Form recognisable letters correctly during adult modelled sessions.

What we want the children to know how to do

Recall key elements of books they have heard and read using story language and vocabulary.
Formulate and respond to "Why?" questions in response to preference for book or story.
Know how to segment and blend sounds in words to read captions and sentences
Know how to segment and blend sounds in words to write simple sentences with regular words, including those with digraphs
Begins to know how to punctuate own sentences during adult guided sessions
Know how to form recognisable letters correctly during adult modelled sessions.

Communication and Language

What we want the children to know

Know some simple rhymes
Know some repetitive parts of stories and rhymes
Know that I can change my voice to show a character speaking
Know some simple connectives such as; next, then, after that, because, so.
Recall and define specialist vocabulary for the half term
What we want the children to know how to do
Know how to play with words and funny rhymes and how to add own words.
To change voice to match character from story or rhyme such as tone and expression to
Participate in very familiar stories as choric speech between narrator and characters.
Formulate and respond to questions using connectives on the end of simple responses to include detail or causative extensions e.g. explaining what they observe in experiments.

Maths

What we want the children to know

Understand stable-order principle to count forwards beyond 10.
Know things can be compared using qualitative comparison of length and height
Know that numbers 6, 7, and 8 can be made up of 2 or more numbers
Know language of comparison to compare groups of objects beyond 5 (more, less, fewer, equal)
Know that a set of objects can be identified without the need to count (subitise)
Narrate the pattern of the week using today, tomorrow, yesterday
Know that we combine shapes to make new shapes
Identify and name 2d shapes (circle, semi circle, square, rectangle, triangle, pentagon)
What we want the children to know how to do
Count forwards within 20 understanding stable order principle (counting objects or within stories and rhymes)
Make qualitative comparison of length and height (longer, shorter, taller)
Know language of comparison to compare groups of objects up to 5 (where there is a small difference in number)
Using objects or actions can demonstrate composition and decomposition of numbers 6, 7 and 8
Subitising to 5.
Narrate the pattern of a week (using today, tomorrow, yesterday and days of week names)
Recognise 2d shapes in different orientations
Design with 2D shapes. Make 2D shapes out of other 2D shapes
Know how to manipulate shapes to solve a puzzle/problem.

Personal, Social and Emotional Development

What we want the children to know

Know the difference between healthy and unhealthy foods and treats

Know there are rules for wider school regimes and expectations

Know that we turn take in conversation, play,

Know the importance of teeth cleaning.

Know the importance of handwashing and food preparation.

Know there are rules for listening and attention

Know how to use our voices to perform

What we want the children to know how to do

Follow wider school regimes - eg assembly

Articulate what makes a healthy snack or treat

Secure agreed rules for conversational turn taking in small and larger groups

Formulate, respond Articulate simple problem solving approaches.

Articulate and demonstrate teeth cleaning.

Articulate and demonstrate handwashing and food preparation.

Work in pairs to succeed in a challenge.

Perform confidently to an audience in a simple adult structured presentation.

In a familiar group situation, eg carpet time, know when it is time to listen and when it is time to talk

Perform confidently to an audience in a simple adult structured presentation (eg talk for writing).

Talk about works of art, saying what they like or do not like

Expressive Art and Design

What we want the children to know

Know that colours can be created using 2 or more colours

Know vocabulary of weave, twist, wrap

Know and name local landmarks from memory.

Know some parts of a well known story by heart

We can use objects and actions to retell stories

Know that songs have pitch

Know that tapping instruments can be used to make rhythm patterns

Know that arm movements can be used for expression in performance or dance

What we want the children to know how to do

Know how to create new colours by layering and overlapping blue, green, and white translucent materials

Know how to twist, wrap and weave with pressure and precision, narrating choices about colour and texture.

Know how to draw familiar landmarks from memory with increasing accuracy

Know how to retell episodes from a known story in role or small world play.

Change their voice to match the pitch of a song during sections then whole melodies of four line songs.

Imitate more complex rhythm patterns with tapping instruments.

Know how to dance with large arm movements using props – ribbon and fabric

Talk about works of art, saying what they like or do not like

Understanding the World

What we want the children to know

Know that families celebrate special times and traditions.

Know the names of special times, such as New Year and Chinese New Year

Name locality features on a simple route in the locality.

Know names for some other special buildings in our community (School houses, St Georges church, Morrisons, Swimming pool, library)

Know adults have different roles and occupations

Know that maps can be used to record experiences, stories, events and locations

What we want the children to know how to do

Distinguish between special times and traditions, including New Year and Chinese New Year, Easter, Burns night

Talk about my own special times and how they are celebrated

Describe the activities and traditions of Easter

Describe and re-enact traditions from Chinese New Year celebrations.

Describe and re-enact traditions from Burns night celebrations

Know names for some other special buildings in our community and can explain their function through role play and small world re-enactment.

Describe changes to trees and woodland plants and animals in winter. (hibernate)

Describe and explain changes of state with water

Know how to make simple maps in response to own experience, adding increased detail and reflecting own knowledge

Describe features on a map and identify and name some local features, landmarks and street furniture.

Describe the role and occupations of some adults in school and at home