

Communication and Language

Objectives

- Understand how to listen carefully and why listening is important
- Develop social phrases
- Learn rhymes, poems and songs
- Listen attentively to and talk about stories to build familiarity and understanding
- Learn new vocabulary
- Use new vocabulary throughout the day in a range of contexts
- Engage in story times
- Describe events in some detail
- Use talk to: work out problems, organise thinking and activities, explain how things work and why things might happen
- Articulate their ideas or actions in increasingly well-formed sentences
- Ask questions to find out more and to check they understand what has been said or read to them
- Articulate their ideas, feelings or actions in increasingly well-formed sentences including correct plurals and tenses
- Connect one idea or action to another using a range of connectives
- Understands and answers a range of questions including where, when, why, how and who
- Hold conversation when engaged in back and forth exchanges with their teacher and peers
- Make comments about what they have heard and ask questions to clarify their understanding

In school we will:

Continue with daily story time using questioning throughout to deepen the children's knowledge and understanding.

Highlight and discuss new vocabulary that arises throughout the day.

Begin weekly 'Book Club' where we read a book as a small group, listening to each person read a section and discussing.

Continue to model speech and conversations during a variety of play activities.

Continue to develop the children's understanding of how to answer different types of questions.

Continue to use Helicopter Stories.

How to support at home

Read stories and use different voices to develop expression.

Discuss new vocabulary that crops up.

Think aloud when doing day-to-day activities.

Have extended conversations.



SPRING ONE
Traditional Tales



Personal, Social Emotional Development

Objectives

- Set and work towards simple goals
- Select and use appropriate activities and resources with a goal or outcome in mind
- Become increasingly independent in appropriate tasks
- Manage their own needs (hygiene, toileting, dressing, undressing, healthy eating)
- Moderate their feelings socially and emotionally
- Bring their own experiences into their play
- Understand right and wrong
- Follow rules and understand why they are important
- Talk about their wants and interests
- Play with one or more other children, extending and elaborating play ideas
- Find solutions to conflicts including, sharing and compromise
- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others

In school we will:

Continue to instill our 5 school values – Respect, Courage, Kindness, Honestly, Positivity.

Continue to model how to interact with peers in the various situations throughout the day.

Continue to develop independence in all areas of the curriculum by creating exciting activities that are shaped by the children's interests.

During circles times we will discuss and role play how to solve conflicts properly by using compromise, sharing and respect.

Continue to use Helicopter Stories.

How to support at home

Organise play dates for the children to develop bonds outside of school.

Continue to develop independence when changing and dressing.

Promote a healthy diet and its benefits (more energy = more playtime).

Physical Development

Objectives

- Develop and improve fundamental movement skills (Rolling, crawling, walking, jumping, running, hopping, skipping, climbing)
- Build hand strength
- Match their developing physical skills to the tasks and activities in the setting
- Develop skills using hand tools (scissors, hole punches, pens, pencils, tweezers)
- Develop their fine motor skills in order to use a range of tools competently, safely and confidently (Developed by: playdough, threading, sewing, craft, small world, building, pouring, cooking, stirring, clay etc.) (Tools: pencils, paintbrushes, scissors, knives, forks, spoons)
- Develop core muscle strength
- Develop and use a tripod grip when writing
- Develop overall body-strength, balance, co-ordination and agility
- Confidently and safely use a range of large and small apparatus indoors and outside, both alone and in a group
- Begin to understand some of the different factors that support their overall health and wellbeing (regular physical activity, healthy eating, tooth brushing, sensible amount of screen time, having a good sleep routine, being a safe pedestrian)
- Move freely and with confidence changing shape, pace and body position
- Carry an object while travelling
- Develop accuracy and care when drawing
- Children will be following the 'Real PE' Scheme. Within these sessions' children will be developing fundamental movement skills:
 - Coordination: footwork
 - Static Balance: one leg
- The children will also be developing their personal skills to be able to:
 - work on simple tasks by themselves
 - follow instructions and practise safety

In school we will:

Teach PE every week.

Develop fundamental movement skills both in PE lessons and during outdoor play.

Junk model using a variety of hand tools.

Continue to develop core and hand strength through activities like belly board and dough disco.

How to support at home

Get out and about running, climbing, jumping and balancing.

Promote and model good personal hygiene specifically focusing on proper tooth brushing routines.

BIG EXPERIENCES

Reception Pantomime
PE Lessons

Number Day – 4th of February

Maths

Objectives

- Fluently count to and from 10
- Count objects, actions and sounds
- Begin to solve addition problems up to 10 (using fingers and counting the whole group)
- Begin to solve subtraction problems up to 10 (using fingers and concrete objects)
- Understand the one more and one less relationship between consecutive numbers
- Explore the composition of numbers to 5
- Understand, respond to and act on language of position and direction (next to, in, on, under, between, beside)
- Create simple maps using a bird's eye view

In school we will:

Count a variety of objects both in different ways such as in a 10 frame. Count abstract things such as jumps or chimes of a bell. Introduce the concepts of addition and subtraction, beginning with the words of each e.g. add, grow, greater, take away, minus, fewer.

Teach the symbols for addition, subtraction and equals. We will teach the children that = means balanced/the same/equal. To begin with we will solve addition and subtraction problems using concrete objects in order to visualise the process.

1 more and 1 less than a given number can be a tricky concept to grasp. We start by teaching them the concept that a number has 2 neighbors and they will never change.

We will explore how to create 5 using number bonds such as $4+1=5$, $3+2=5$ and how these can be swapped round with the answer remaining the same such as $1+4=5$, $2+3=5$. We will introduce 5 frames, part, part whole models and bar models to give a variety of visual aids to support number bonds.

Using role play and soft toys we will teach the children specific positional and directional language. We will link this into Understanding the World and creating simple maps of the school.

How to support at home

This half term you will receive your first Key Instant Recall Fact (KIRF) home learning. This is to be done little and often and focuses on developing fundamental maths skills such as counting forwards and backwards.

Practise counting to and from 10/20.

If you are doing addition and subtraction problems at home and your child is finding it tricky use concrete objects such as pieces of lego. Model saying 1 more and 1 less than numbers. This could be done in different daily situations such as breakfast or dinner.

Understanding of the World

Objectives

- Compare and contrast characters from stories including figures from the past
- Begin to understand different ways of life
- Understand the effect of changing seasons on the natural world around them including the weather
- Plant seeds and learn how to care for growing plants
- Understand the key features of the life cycle of a plant
- Draw information from a simple map
- Explore the natural world around us including how living things grow, decay and die
- Operates simple technological equipment including Beebots and recordable pegs
- With support, navigate an age appropriate program

In school we will:

Using our topic as a base we will compare traditional tales with newer stories and begin to highlight the similarities and differences.

We will learn about life in another country and how different people live their lives including food, culture and language.

We will plant and grow beans alongside Jack and the Beanstalk, discussing what plants need to live and developing understanding of the life cycle of plants.

We will use our compost bins to compare and highlight how the fruit and vegetables have decayed.

Use the program 2Simple to draw pictures on the computers.

How to support at home

Highlight how newer films are based on old stories (Tangled).

Share experiences from your childhoods and compare them to theirs.

Use Purple Mash to develop their understanding of computer programs and websites.

Literacy

Objectives

- Continue a rhyming string
- Use illustrations to interpret text
- Re-enact stories in their play
- Identify events, characters and setting of familiar stories
- Read some letter groups that represent one sound (digraphs and trigraphs) and say sounds for them
- Read phase 2 tricky words
- Write most phase 2 tricky words
- Blend sounds into words made up of known letter-sound correspondence
- Hear, identify and record the initial and final sound in words
- Spell words by identifying the sounds and letters then writing the sounds with letter/s

In school we will:

Continue to read stories daily. Teach children about settings, characters and plots of traditional tales. Begin to write longer sentences.

How to support at home

If your child has a good understanding of how to form letters then they can begin to use capital letters when starting a sentence or for their name. If they are still finding some letters tricky to form, continue to develop their confidence in this area.

Phonics

In school we will:

Teach a phonics lesson everyday including teaching new digraphs and trigraphs. Each new digraph and trigraph will be taught using a phrase for example, ai "tail in the rain".

Vocabulary

Phoneme – Is the smallest unit of sound within a word

Grapheme – The letter or letters that represents the sound

Digraph – Two letters that make one sound e.g. ai, ee, oa

Trigraph – Three letters that make one sound e.g. igh

Tricky words – Non phonetic words.

How to support at home

This half term we will be learning phase 3 digraphs and trigraphs. The order in which these will be taught can be found on the Little Wandle for Letters and Sounds website in the 'For Parents' section (<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>). There are some brilliant phonics games available on the internet and one we regularly use in school is 'Buried Treasure'. You can select what phonemes, digraphs or trigraphs to include so it is very helpful for practicing specific sounds. If you google 'Phonics Play' or 'Buried Treasure' you will find it.

Expressive Art and Design

Objectives

- Develop storylines in their pretend play
- Explore and engage in music making and dance performing in solos or groups
- Watch and talk about dance and performance art expressing their feelings and responses
- Explore, use and develop understanding of a range of artistic techniques
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Begin to explore and use musical instruments
- Using a variety of tools and materials plan and create models with a goal in mind

In school we will:

Create puppet shows linking to our weekly book and promote children creating their own.

Use oil pastels and model how to mix their colours to create detail.

Use a variety of instruments to create music and perform to the class. We will teach specific musical language and how to give appropriate feedback to a musical performance.

Junk modelling projects e.g. House for the 3 little pigs, a hen that stands by itself, a bridge for the Billy goats to cross.

How to support at home

Encourage performances at home to develop confidence.

Share your music interests and discuss the different genres you may listen to.