

Personal, Social and Emotional Development (Prime Area)

Making the right choices.
Consequences
Oral hygiene
Healthy eating
Responsibility
Perseverance and resilience
Screen time

Mathematics (Specific Area)

Mastering number (NCETM)

Subitising up to 5.
Counting to 10 and 20.
Deepening understanding of numbers to 10 including the composition of numbers to 10.
Understanding that the final number represents the total number.
Comparing numbers to 10.

Developing an understanding of 2D and 3D shapes.
Using money, 1p, 2p, 5p and 10p.

Religious Education

Continue to learn prayers: focus on Hail Mary
Learn about the events of Christmas, Epiphany, Lent, Holy week and Easter. They will learn that the cross is a symbol of Jesus and that his last supper is remembered in church.
They will learn that Baptism is a special celebration to welcome people into the church. They will learn some of the symbols of baptism.

Expressive art and Design (Specific Area)

Continue to explore a range of craft and art techniques. manipulating materials, Colour mixing.
Clapping to a rhythm.
Explore voice sounds.
Use moulding clay
Use simple instruments to create music
Make collages
L-brace join
Join in with choreographed dance
Watercolour painting

Communication and Language (Prime Area)

Opportunities for increased attention, and concentration in all areas.
Encouraging listening and responding with relevant comments, questions or actions (class discussions, news time, PSE)
Using language to imagine and recreate roles and experiences in play situations. (Encouraging role-plays to be acted to class and help to develop verbal narrative).
Small group discussions
Encourage the use of past, present and future forms accurately when talking about events that have happened or are to happen in the future.
Asking when and where questions

Physical (Prime Area)

Gymnastics - balancing, travelling, jumping and landing, using small equipment

Tennis - Throwing and catching, hand-eye co-ordination, balancing an object, playing a game of tennis

Fine motor - stacking and balancing, letter formation (up and down letters), using a knife and fork to cut, weaving and wrapping, 'curly' and 'zig zag' letters.

Literacy (Specific Area)

Phonics- Little Wandle blending and segmenting simple words. Learn sounds made from two or three letters (digraphs/trigraphs).

Reading - Continuing the development of early reading through Little Wandle phonics books and developing reading for pleasure through sharing a wide variety of texts in class and choosing books to take home to share.

Comprehension - Discussing a wide range of books. Asking when and where questions to develop understanding. Discussing books with adults and other children.

Writing - Writing CVC words. Continuing to identify initial sounds and developing segmenting in order to spell CVC and CVCC words. Writing continues across the curriculum with children writing in RE and Literacy weekly. Improving letter formation.

Reception - Term 2 (spring) 2023

Get up and Grow Topic

Changing Seasons, Celebrations: Burns night
Chinese New Year, Baptism. How we change and grow. (The Characteristics of Learning: Playing and Exploring, Active Learning, and Creating and Thinking Critically to support children's learning across all areas).

Understanding the world (Specific Area)

Looking at maps both locally and globally, gaining a greater understanding of the world around us.
Expanding our knowledge of cultural traditions and celebrations including Burn's night and Chinese New Year. Using laptops to find information about different countries.

Learning about different types of materials, identifying different materials around us. Building on this knowledge by investigating floating and sinking, discussing why we think floating/sinking occurs. Observing, describing and discussing the changes from winter to spring.
Investigating magnets.

Looking at the past, discussing how things have changed including transport, communication and technology. Building knowledge on the importance of Florence Nightingale in British history.

Values

Children are given many opportunities to air their own views and ideas and are supported by all staff in valuing the views of others.
Staff and children collaborate and agree the codes which we all follow: behaviour, tolerance, sharing, kindness, acceptance, and children are again supported by staff in putting these into practise through role play and set objectives. (links with PSE and UW and implicitly embedded in EYFS)