

Reception  
Spring 2  
Animals

Value  
Kindness

**Communication and Language**

What: 3-4:

- Start to say how they are feeling, using words as well as actions.0-3
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Enjoy songs and rhymes, tuning in and paying attention.
- Enjoy listening to longer stories and can remember much of what happens.3-4
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver!"

**Personal, Social and Emotional Development**

What: 3-4:

- Find ways to calm themselves, through being calmed and comforted by their key person.0-3
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. -Be increasingly able to talk about and manage their emotions.
- Develop friendships with other children. -Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: "I'm sad because.." or "I love it when"
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Increasingly follow rules, understanding why they are important.

**Physical Development**

What:3-4

- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources 0-3
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Learn to use the toilet with help, and then independently
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

**R.E.**

Know that Jesus grew up. He told lots of stories including Noah's Ark and the Lost sheep.

**Key Vocabulary:**

- Names of animals native to Britain.
- Names of zoo animals.
- Rhyme
- Alive
- Happy
- Sad
- Afraid
- Angry
- Names of stories including Goldilocks and the 3 bears.
- Biggest/bigger
- Smallest/smaller
- Huge/tiny

**Wider Curriculum**

Visit to the zoo.  
Wold book day.  
Book character trail in Dorrington Road woods

**Specific Areas**

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>-Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>-Make marks on their picture to stand for their name 0-3.</li> <li>-Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>Key concepts about print:</li> <li>-Print has meaning</li> <li>-Page sequencing</li> <li>-We read English text from left to right and from top to bottom.</li> <li>-Write some or all of their name.</li> <li>-Spot and suggest rhymes.3-4</li> </ul>	<ul style="list-style-type: none"> <li>-Take part in finger rhymes with numbers. -React to changes of amount in a group of up to three items.</li> <li>-Notice patterns and arrange things in patterns 0-3.</li> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1, 2, 3, 4, 5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'3-4</li> </ul>	<ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. 3-4</li> <li>Continue to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>-Move and dance to music.</li> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</li> <li>--Make simple models which express their ideas. 0-3</li> <li>-Explore different materials freely, in order to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them.3-4</li> <li>-Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>-Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>- Play instruments with increasing control to express their feelings and ideas.</li> </ul>