



Reception Learning – Spring Term



Personal, Social and Emotional Development (Self-Regulation, Managing Self, Building Relationships)

- Recognising different feelings (their own and others) and starting to find ways to manage them (e.g. tell a grown up when I am sad)
- Sharing and taking turns with toys more independently when playing, and learning to wait a while before we have a turn
- Managing self-care with greater independence – toileting, dressing (only needing help with small fastenings)
- Listening carefully to instructions from adults and following those with more than one step (e.g. get your P.E bag and find a chair to sit at)
- Understand and follow the school rules most of the time
- When carrying out activities / playing, keep on trying if something becomes tricky and know to ask an adult for help
- Play games with my friends and encourage others to join in



Communication and Language (Speaking, Listening, Attention and Understanding)

- Uses language and new vocabulary learnt to recreate roles and experiences in the role play area
- When talking to someone sticks to a main theme
- Can listen to and follow instructions with more than one step
- Can listen and do for a short period of time (e.g. listen to story whilst putting something in book bag at home time)
- Can follow / listen to a short story without pictures (e.g. retelling of Traditional Tales, BBC School Radio audio stories)
- When having a conversation with others (one to one or in a small group), respond to what others say to show they are listening / interested
- Understand questions such as who, what, where, when, why, how



Physical (Fine and Gross Motor Skills)

- Move in a range of ways experimenting with body shape, position and speed
- Jump off objects with care, landing using arms to balance
- Shows good balance when playing on large playground equipment
- Changes speed when playing games to help move round space with more care, avoiding obstacles
- Shows more control when throwing, catching, kicking
- Moves to music
- Handles tools carefully and with more control (e.g. starting to move paper when cutting to help cut round object more accurately)
- Begins to form letters mostly correctly, with correct pencil grip
- Begins to use anti-clockwise movement and retrace vertical lines when drawing / writing
- Knows some ways we can stay fit and healthy



Literacy (Comprehension, Word Reading, Writing)

- Talk about stories that they have listened to and describe main events, setting and characters
- Retell stories using props / puppets / pictures as prompts
- Continues a rhyming string
- Recognises all of the single letter sounds (and names) and some digraphs and can use the sounds they know to sound out and blend words in their reading books / topic sentences
- Recognises lots of high frequency words
- Uses phonics along with other skill such as looking at the pictures to work out unfamiliar words
- Write short captions / simple sentences, sounding out words and using the sounds and digraphs learnt to spell words, spelling some high frequency words (practise leaving finger spaces between words)



Mathematics (Number, Numerical Patterns)

- ### Number and Numerical Patterns
- Count up to 20 objects accurately
 - Estimate quantities
 - Count aloud forwards (to 20) and backwards to 10
 - Count aloud beyond 20 (look at 100 square) and practise counting in 10s (when counting children in the mornings) and 2s (up to 10/20)
 - Subitise amounts to 5
 - Matches a numeral to a quantity for amounts to 10
 - Knows the composition of numbers to 10 and beyond and can show this with objects (e.g. using cubes and for teens numbers building a tower of 10 and another tower with _ more)
 - Can find one more and one less than numbers to 10 and beyond
 - Can add and subtract amounts up to 10 and beyond by counting on / taking away
 - Start to recall number bonds to 10 (use objects / visuals e.g. tens frames to help)
 - Start to solve different problems including doubling, halving, sharing and grouping
 - Look at the differences between odd and even numbers (use numicon to demonstrate this)
 - Order numbers to 10 / 20



Shape, Space and Measures

- Describe and name different 2D and 3D shapes
- Use positional language to describe the position of objects
- Recognise, copy, make and extend a range of repeating patterns (ABC / AAB)
- Solve simple problems involving different measures (e.g. ordering items by weight / length)

Expressive Arts and Design (Creating with Materials, Being Imaginative and Expressive)

- Build with different construction materials, starting to expand models by building horizontally and vertically
- Chooses and experiments with a range of media, materials and tools to create artwork using their own ideas
- Start to adapt their ideas whilst making / building (e.g. use different construction material if model keeps breaking or falling down)
- Act out stories using pictures / props as prompts
- Act out experiences / take on roles when playing games or playing in role play area
- Uses instruments to copy and continue a simple rhythm / play along to a song
- Combines movements to express their feelings (move / dance in different ways to music)
- Talks about and responds to art (e.g. this music sounds like the animals running through the jungle)



Understanding the World (Past and Present, People, Culture and Communities, The Natural World)

Past and Present

- When looking at globe to locate jungles and polar regions talk about how people used to believe the world was flat
- Talk about how jungles have changed over the years – getting smaller and less and less (trees being chopped down)
- Talk about how houses have changed over time when reading 'The 3 Little Pigs' (e.g. we haven't always used bricks)

People, Culture and Communities

- Talk about different celebrations: Easter, Chinese New Year
- Talk about the differences between how people live where we live and in the Arctic / jungle



The Natural World

- Find out about polar / jungle animals and make comparisons
- Find out about the Arctic / Antarctica and countries such as Brazil comparing to where we live – what's the same / different? (locate on a map)
- Talk about the changing seasons (winter into spring) and what they notice
- Talk about changing states (e.g. freezing / melting, how oats change when you make them into porridge)

