

Reception Planning Overview Spring 2022

<p style="text-align: center;">Communication and Language</p> <ul style="list-style-type: none"> • To maintain attention, concentrate and sit quietly during appropriate activity. • To have a two-channelled attention - can listen and do for short span. • To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments or questions. • To respond to instructions involving a two-part sequence. • To be able to follow a story without pictures or props. • To listen and respond to ideas expressed by others in conversation or discussion. • To Link statements and stick to a main theme or intention. • To use talk to organise, sequence and clarify thinking, ideas, feelings and events. • To introduce a storyline or narrative into their play. • To begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	<p style="text-align: center;">Physical Development</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Negotiates space successfully when playing. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • To form recognisable letters, most of which are correctly formed. • To write their own name with correct formation. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. 	<p style="text-align: center;">Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • To be confident to speak to others about own needs, wants, interests and opinions. • To describe self in positive terms and talk about abilities. • To understand that own actions affect other people. • To be aware of the boundaries set, and of behavioural expectations. • To explain own knowledge and understanding, and asks appropriate questions of others. • To play co-operatively, taking turns with others. • To take account of one another's ideas about how to organise their activity. • To show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. • To be confident to try new activities and say why they like some activities more than others. • To say when they do or don't need help
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<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 10. • Counts objects beyond 10 accurately. • Selects the correct numeral to represent 1 to 10 objects. • Estimates how many objects they can see and checks by counting them. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more or one less than a given number. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • To place numbers to 20 in order. • To begin to solve problems involving sharing, halving and doubling. • Can describe their relative position such as 'behind' or 'next to'. • Orders two items by weight or capacity. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. 	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together. • Hears and says the initial, middle and end sound in words. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Knows that information can be retrieved from books and computers. • Hears and says the initial sound in words. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels and captions. • Writes short sentences in meaningful contexts. • Reads and writes Reception tricky words. 	<p style="text-align: center;">Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative
<p>Understanding the World -- Enjoys joining in with family customs and routines.</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. • Completes a simple program on a computer. • Uses ICT hardware to interact with age appropriate computer software. 	<p>Forest School - This half term we will be learning about the signs of Spring. The bulbs the children planted in Autumn term will now be starting to appear and we look forward to seeing them grow. We plan to start forest schools sessions after half term once it is a little bit warmer!</p>	<p style="text-align: center;">Cultural Diversity and Special Events—Mother's Day, Easter, Chinese New Year</p>