

Reception Spring Term 1						
Communication and Language		Physical Development		PSED		
Listening, Attention, Understanding	Speaking	Fine Motor	Gross Motor	Self-Regulation	Managing Self	Building Relationships
Social Rules of Listening Waits their turn when an adult is speaking to someone else in the environment with support. Understands why listening is important. Takes turns talking to a friend in the environment. Listening to what is read with understanding Engages in story time/ non-fiction and makes comments about what is happening. Listens to and talks about books, applying new knowledge and vocabulary. Listening, retelling, recounting and performing Takes on different roles in their play. Acts out familiar stories in their own play. Learns rhymes and poems in small groups. Shows preference for favourite stories. Listening to follow instructions Follows two-step instructions that include prepositions. Shows an understanding of a broader vocabulary.	Voice (physical) Able to pronounce most phonemes accurately. Contributes to a group discussion. Semantics Takes on different roles in their play. Acts out familiar stories in their own play. Learns rhymes and poems in small groups. Uses observations in their speech to clarify meaning or give simple detail. Sentence structure/ Grammar Asks questions to check they understand what has been said to them. Begins to use and describe in the present tense when something is happening. Vocabulary Uses language to create a story in imaginative play. Explores new vocabulary, sounds and intonation. Vocabulary starts to include a wider range of simple adjectives. Starts to use more appropriateness structure and vocabulary.	Control: Shows control when drawing people with details emerging such as fingers, arms, and trunk. Majority of letters are recognisable, and the majority formed correctly. Dexterity: Tripod grasp used. Uses smaller-scale threading equipment with control (beads). Uses smaller construction. Uses a knife and fork to cut softer foods. Uses a hole punch and treasury tags. Flexibility: Shows more flexibility when handling tools like a pencil to make shapes and letters. Adds more detail to shapes and objects created as control increases.	Control: Adjusts speed and direction, for example, when in chasing games. Travels skilfully and safely on and around, for example, on the climbing frame, over and through. Can start to express feelings using music. Hand-eye co-ordination: Further hand–eye coordination, for example, can throw a large ball with increased control to a friend. Shows increasing control, for example, can hold a small ball (ping pong) on a spoon. Balance: Balances when using climbing equipment. For example – from one stepping tyre to the next. Walks, jumps, hops to sound. Strength: Core strength is further improved and demonstrates better posture whilst sitting at the table or on the carpet. Refines the way they move in the space around them.	Behaviour: Beginning to resolve conflicts with others, with support and without aggression. Awareness of own feelings: Expresses their feelings. Other’s feelings (empathy): Beginning to consider the impact of their own actions on others. Challenge: Takes part in conversation more independently using the 'my turn, your turn' structure during play, sometimes with support from an adult. Increasing ability to share, recognises emotions of self and shows good manners.	Confidence: Takes responsibility for their self and their own belongings. Resilience: Begins to self-reflect. Learns from their mistakes to improve an outcome next time. Following Rules Begins to follow classroom behaviour expectations independently. Making Choices: Participates in a wide range of activities. Personal Health: Gets dressed and undressed with support. Understands why we wash our hands. Identifies what healthy choices are.	Relationships/co-operation Engages more actively in group work. Play Returns to their play after a break and commences and extends its focus. Attachments Starts conversations and considers what others say. Aware of own needs Identifies when they require support or help. Sensitivity to other’s needs Listens to peers as well as adults. Can identify when they require support or help. Can start to play in a group more effectively. Jigsaw Link: Dreams and Goals
Literacy				White Rose Maths		
Word Reading (Anima Phonics)	Comprehension	Handwriting	Composition	Alive in Five	Mass and Capacity	Growing 6,7,8
Consolidation of previously learned GPCs in Phase 2 and Phase 3 Phase 4: Blending common consonant clusters Blending ‘twin letter’ graphemes: ff, ss, ll, zz Reads and identifies Rainbow words: go, no, into, put, he, she you, they, we, be, all	Understands what a sentence is. Talks about settings, characters and key events in books. Re-read corrections when an adult points out where they have gone wrong. Answers simple retrieval questions. Can answer questions about the content of a book and shows an interest in reading by themselves.	Continues to develop correct letter formation using the Anima Phonic mnemonics. Understands that there are different letter families which help with where the letters begin: Curly Caterpillar letters Short Mantis Letters Tall Mantis Letters Mini Stick Letters Long Stick Letters Special Letter Bugs	I can write words using known graphemes. I can use a sound mat to help me. I can begin to write simple captions. I can begin to spell some Rainbow words.	Introduce zero Find 0-5 Subitise 0-5 Represent-0-5 1 more 1 less Composition Conceptual subitising to 5	Compare Mass Find a balance Explore capacity Compare capacity	Find 6,7,8 Represent 6,7,8 1 more 1 less Composition of 6,7,8 Make pairs- odd and even Double to 8 (find a double) Double to 8 (make a double) Combine two groups Conceptual subitising

Understanding the World			Expressive Arts and Design	
Past and Present	People Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive
<p>Chronology and Sequencing Uses the vocabulary; today, tomorrow, and yesterday in the correct context. Names the four seasons. Understands that some historical events were before them, their parents, and their grandparents. Historical Enquiry Takes an interest in and comments on images of familiar situations from the past. Hypothesises about the function of artifacts, based on creative ideas or past experiences. Answers and asks ‘why’ questions about text that has been read to them. Engages in non-fiction books. Listens to and talks about non-fiction books applying new knowledge and vocabulary. Similarities and Differences Foci: Observation of difference.</p> <p>Starts to understand events outside their own timeline. Understands 'different'.</p>	<p>Religious Education Knows that people have different beliefs and traditions that affect their lives.</p> <p>Knows that there is a link between stories and festivals: Diwali and The Story of Light, The nativity story, The Easter story, Chinese New Year – The great race.</p> <p>Answers and asks 'why?' questions about text that has been read to them.</p> <p>Engages in non-fiction books.</p> <p>Listens to and talks about non-fiction books applying new knowledge and vocabulary. Locational Geography -Describes the natural landscape of a biome (tundra). -Knows we have different environments in this county; water/sea, woods, beaches, etc. -Answers and asks “why” questions. -Engages in non-fiction books. -Listens to and talks about non-fiction books applying new knowledge and vocabulary. Geographical Knowledge Knows what a globe is and that it represents the world.</p> <p>Knows the basic colour key on a map or globe; blue is the sea, green and brown is the land and white is snow.</p> <p>Creates own map of imaginary location using basic key; tree, sea, sand etc.</p> <p>Similarities and Differences <u>Foci: Observation of difference.</u></p> <p>Discusses the differences between a biome with an extreme climate (tundra) and that of Retford.</p>	<p>Working Scientifically Takes part in simple experiments led by an adult (floating and sinking) discussing the differences in the objects. Makes simple predictions with support. Similarities and Differences Foci: Observation of difference. Observation after a session. Answers and asks 'why?' questions. Engages in non-fiction books. Listens to and talks about non-fiction books applying new knowledge and vocabulary. Names the four seasons and talks about their differences and the impact on their lives.</p> <p>Starts to show curiosity and wonder when involved in investigations.</p>	<p>Art- Drawing The pre-schematic stage of drawing develops so that pictures tell a story.</p> <p>Combines shapes to create another (a rectangle and a circle to form a hat).</p> <p>Representation become more mature with details emerging.</p> <p>Drawings begin to show some understanding of basic observation. Painting Holds a smaller paint brush correctly (matches pencil grip) to support control and precision.</p> <p>Shows focus, concentration and control painting within lines on a template.</p> <p>Washes paint brushes when using a new colour.</p> <p>Imitates a range of painting techniques modelled to them. For example: printing, stamping, colour wash.</p> <p>Knows painted/ ‘wet’ pictures needs to dry and stores artwork independently and safely. Colour Uses a variety of colours when colouring and painting.</p> <p>Selects a colour for a purpose (yellow for the sun).</p> <p>Attempts to keep colours 'clean' through washing brushes in between using colour due to their knowledge of colour mixing.</p> <p>Begins to understand and explore that a colour can be changed by adding black and white for shades and tints and comments on observations. Multimedia Selects from a variety of resources for collage due to their effectiveness to represent ideas (based on aesthetics and malleability). 'I used this paper because it is shiny like the fish scales'.</p> <p>Verbalises choices for collage and construction.</p> <p>Explores existing textures of objects and describes them verbally.</p> <p>Imitates marks and textures into clay/dough surface</p> <p>DT- Design Says what they are going to make before doing so and what it will look like.</p> <p>Creates objects for a given purpose (for play or given functionality). Knows when to use specific adhesives (glue stick paper, PVA heavier items) and uses them effectively.</p>	<p>Imagination and Creativity Uses available resources to create props to support role play.</p> <p>Develops storylines with detail in their pretend play, for example, someone’s birthday, they sing and create a party.</p> <p>Creates scenarios in collaboration with others where they have different roles.</p> <p>Plans and communicates collaboratively about their play.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Musical Development: Hearing & Listening Thinks abstractly about music and expresses this physically or verbally e.g. 'This music sounds like dinosaurs'.</p> <p>Distinguishes and describes changes in music and compares pieces of music e.g. 'This music started fast and then became slow'. 'This music had lots of instruments, but this music only had voices'.</p> <p>Musical Development: Vocalising and singing Sings in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sings the pitch of a tone sung by another person (pitch match).</p> <p>Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Musical Development: Moving and Dancing Adjusts movement to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum.</p> <p>Replicates familiar choreographed dances, e.g. imitates dance and movements associated with pop songs.</p> <p>Choreographs his or her own dances to familiar music, individually or in small groups.</p> <p>Musical Development: Exploring and Playing Keeps a steady beat whilst playing instruments: his or her own steady beat in his or her creative music making.</p> <p>Taps rhythms to accompany words, e.g., tapping the syllables of names/objects/lyrics of a song.</p> <p>Plays along to the beat of the song they are singing or music being listened to.</p>

	Knows there are locations beyond their own and that these are represented in different ways.		<p>Knows that paper can be joined in several ways and applies this knowledge in their creative work.</p> <p>Selects construction pieces due to their aesthetics, size or function.</p> <p>Joins simple components in 3D structures effectively using a selected method of joining (box modelling).</p> <p>Explains to an adult what they have created and what it is for.</p> <p>Make</p> <p>Technical Knowledge</p> <p>Knows when to use specific adhesives (glue stick paper, PVA heavier items) and uses them effectively.</p> <p>Knows that paper can be joined in several ways and applies this knowledge in their creative work.</p> <p>Selects construction pieces due to their aesthetics, size or function.</p> <p>Joins simple components in 3D structures effectively using a selected method of joining (box modelling).</p> <p>Evaluate</p> <p>Shows pride in their creations, labelling them for safe keeping.</p> <p>Reflects on their project and says what worked well.</p> <p>Pupils are clearly representational and outcomes have a more easily identifiable purpose</p>	<p>Devises their own role play with greater sophistication.</p> <p>Music becomes more melodic and meaningful. They can talk about music, what is sounds like and what it makes them think of.</p>
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