

## Personal, Social & Emotional Development

### **We will be learning to:**

- Be confident when choosing resources and show perseverance when carrying out our chosen activity.
- Show confidence in speaking to others about their own needs, wants, interests and opinions.
- take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.
- be aware of behavioural expectations and classroom rules, becoming sensitive to ideas of justice and fairness
- To talk about their own and others' feelings and behaviour and its consequences.

Class: Reception Class  
Class Teacher: Mrs Ramanandi  
Miss Byrne  
Term: Spring 1



*Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

## Communication & Language Development

### **We will be learning to:**

- follow a story without pictures or props.
- follow instructions involving several ideas or actions, answering 'how' and 'why' questions about experiences and in response to stories or events.
- link statements and sticks to a main theme or Intention.
- use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- listen and respond to ideas expressed by others in conversation or discussion.
- use past, present and future when talking about events that have happened or are to happen in the future.
- introduce a storyline or narrative into play.

## Physical Development

### **We will be learning to:**

- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
- Negotiate space successfully when with other children, adjusting speed or changing direction to avoid obstacles.
- Experiment with different ways of moving, testing out ideas and adapting movements to reduce risk.
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.
- Manage our own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### Learning Hook:

Wonderful Winter Wonderland

### Winter - the frozen world

This term we will be exploring learning opportunities through winter season. We will explore freezing and melting, the world around us and the Artic and Antarctic.

## Literacy

### **We will be learning to:**

- segment the sounds in simple words and blend them together, knowing which letters represent some of them.
- Use our developing knowledge of letters and sounds to read simple words and sentences.
- Enjoy an increasing range of print and digital books, both fiction and non-fiction.
- write words, labels and captions, later progressing to simple sentences.
- Identify letters and begin writing recognisable letters in sequence, such as their own name.

## Mathematical Development

### We will be learning:

- to develop our basic skills of number, including counting / recognising numerals counting quantities of objects counting actions
- to order numbers 1-10/11-20
- In practical activities, add one and subtract one with numbers to 10.
- to subitise and identify larger numbers into groups of smaller numbers.
- to explore and work out mathematical problems, using signs and strategies of their own choice.
- to use informal language as well as mathematical terms to describe shapes.
- to choose familiar objects to create and recreate repeating patterns beyond AB patterns.
- to experience measuring time with timers and calendars.

## Understanding the world

### We will be learning:

- To create a concept map about winter. Finding out what the children know and what they would like to find out.
- To observe seasonal change, exploring winter locally.
- About winter globally in the Antarctica.
- About polar animals and people.
- To explore similarities and differences
- To investigate freezing and melting.
- To use and explore natural materials.
- To make bird feeders and find out about why we need to help the birds.
- About making and eating foods used in various cultures to celebration traditions.
- To use simple equipment- IPADS, CD, computer mouse and keyboard, camera, talking microphones.

## Expressive arts and design

### We will be learning:

- how to access the creative areas and use tools safely and correctly
- to draw, paint and construct with a purpose, using a variety of resources.
- To build a collection of songs and dances, and make music in a range of ways.
- To explore what happens when we mix colours.
- To work with different media and materials to create new effects—linking to the winter theme.
- To use simple tools and techniques competently and appropriately.
- To choose particular colours, movements, Instruments/sounds to use for a purpose.
- To develop storylines or narratives, playing cooperatively as part of a group.

## British Values

**Individual Liberty:** The right to an education, the right to play

**Rule of Law:** school / class rules & charter. Understanding and accepting the difference between right and wrong

**Mutual Respect:** Class charter, circle time / PSE. Welcoming visitors to class. Exploring Religions and beliefs

**Democracy:** Special helper rota. Turn taking

## RRSA Links

**Article 2** All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3** All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

**Article 12** You have the right to give your opinion, and for adults to listen and take it seriously

**Article 13** You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

**Article 14** You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

**Article 17** You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need

**Article 19** You have the right to be protected from being hurt and mistreated, in body or mind.

## Characteristics of learning

### **Playing and exploring – engagement**

Finding out and exploring

Playing with what they know

Being willing to 'have a go'

### **Active learning – motivation**

Being involved and concentrating

Keeping trying

Enjoying achieving what they set out to do

### **Creating and thinking critically – thinking**

Having their own ideas

Making links

Choosing to do things