

Personal, Social & Emotional Development

We will be learning to:

- Be increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours
- Become increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, some times with support
- describe their competencies, what they can do well and are getting better at
- Seek support, "emotional refuelling" and practical help in new or challenging situations
- attempt to repair relationships or situation where they have caused upset and understands how their actions impact others

Physical Development

We will be learning to:

- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- Uses simple tools to effect changes to materials
- Begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
- Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health
- Experiment with different ways of moving, testing out ideas and adapting movements to reduce risk
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others

Class: Reception Class

Class Teacher: Mrs Ramanandi

Miss Byrne

Term: Spring 2



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.

Learning Hook:

Traditional tales

This term we will be exploring learning opportunities through traditional tales. We will explore changing materials through cooking. We will explore and draw maps linked to maps in the traditional tales we read.

Communication & Language Development

We will be learning to:

- indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span
- Understand questions such as who; why; when; where and how
- Listen and respond to ideas expressed by others in conversation or discussion
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Use language to imagine and recreate roles and experiences in play situations
- Be able to follow a story without pictures or props
- Continue to introduce a storyline or narrative into their play

Literacy

We will be learning to:

- Continue a rhyming string and identifies alliteration
- Know that information can be retrieved from books, computers and mobile digital devices
- Begin to link sounds to some frequently used digraphs, e.g. sh, th, ee
- Begin to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
- Use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

Mathematical Development

We will be learning:

- Become increasingly confident at putting numerals in order
- Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
- In practical activities, add one and subtract one with numbers to 10
- Begin to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies
- To continue to identify the pattern “rule”
- Enjoy tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy

Understanding the world

We will be learning to:

- Know that other children do not always enjoy the same things, and is sensitive to this
- Talk about the features of their own immediate environment and how environments might vary from one another
- Make observations of animals and plants and explains why some things occur, and talks about changes
- Use ICT hardware to interact with age-appropriate computer software
- Develop digital literacy skills by being able to access, understand and interact with a range of technologies
- Use the internet with adult supervision to find and retrieve information of interest to them

Expressive arts and design

We will be learning to:

- Use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking
- Use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
- Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative
- Choose particular movements, instruments/sounds, colours and materials for their own imaginative purposes
- Continue to build a collection of songs and dances

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 mis-

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