

## 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, sometimes 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 Hill

Term: Spring 2 2026



*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 linked with animals and their young

This term, we will explore traditional tales with a focus on animals and their young. Children will develop language, storytelling and early reading skills through engaging stories, role-play and creative activities. We will also learn about real animals, life cycles and habitats. Cooking activities inspired by our tales will help children follow instructions, measure ingredients and build confidence through hands-on, shared experiences.

## 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 12 – Right to a Voice** Children can share their opinions, and adults should listen and take them seriously.

**Article 13 – Freedom of Expression** Children can share their ideas in different ways, as long as it doesn't harm others.

**Article 14 – Freedom of Belief** Children can choose their beliefs, with support from parents.

**Article 17 – Right to Information** Children should get safe, reliable information from books, media, and technology.

**Article 19 – Protection From Harm** Children must be kept safe from physical and emotional harm.

**Article 28 – Right to Education** All children have the right to a good education and should be encouraged to do their best.

**Article 29 – Developing Talents & Respect** Education should help children grow their abilities and learn to respect others and the environment.

## 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