**Communication and Language - Reception**

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

Articulate their ideas and thoughts in well-formed sentences.

Connect one idea or action to another using a range of connectives.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Develop social phrases.

Engage in storytimes.

Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

**Personal, Social and Emotional Development - Reception**

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.

Manage their own needs.

F2 Spring 1 2021– Prime areas of learning

**Characteristics of effective learning**

**Playing and exploring- engagement**

**Finding out and exploring**

• Showing curiosity about objects, events and people

• Using senses to explore the world around them

• Engaging in open-ended activity

• Showing particular interests

**Playing with what they know**

• Pretending objects are things from their experience

• Representing their experiences in play

• Taking on a role in their play

• Acting out experiences with other people

**Being willing to ‘have a go’**

• Initiating activities

• Seeking challenge

• Showing a ‘can do’ attitude

• Taking a risk, engaging in new experiences, and learning by trial and error

**Active learning –motivation**

**Being involved and concentrating**

• Maintaining focus on their activity for a period of time

• Showing high levels of energy, fascination

• Not easily distracted

• Paying attention to details

**Keeping on trying**

• Persisting with activity when challenges occur

• Showing a belief that more effort or a different approach will pay off

• Bouncing back after difficulties

**Enjoying achieving what they set out to do**

• Showing satisfaction in meeting their own goals

• Being proud of how they accomplished something – not just the end result

• Enjoying meeting challenges for their own sake rather than external rewards or

 praise

**Creating and thinking critically-Thinking**

**Having their own ideas**

• Thinking of ideas

• Finding ways to solve problems

• Finding new ways to do things

**Making links**

• Making links and noticing patterns in their experience

• Making predictions

• Testing their ideas

• Developing ideas of grouping, sequences, cause and effect

**Choosing ways to do things**

• Planning, making decisions about how to approach a task,

 solve a problem and reach a goal

• Checking how well their activities are going

• Changing strategy as needed

• Reviewing how well the approach worked

 **Physical Development – Reception**

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Combine different movements with ease and fluency.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.

Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.

**Literacy - Reception**

**Read individual letters by saying the sounds for them.**

**Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.**

**Read some letter groups that each represent one sound and say sounds for them.**

**Read a few common exception words matched to the school’s phonic programme.**

**Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.**

**Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.**

**Form lower-case and capital letters correctly.**

**Spell words by identifying the sounds and then writing the sound with letter/s**

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

**Mathematics – Reception**

Count objects, actions and sounds.

Subitise.

Link the number symbol (numeral) with its cardinal number value.

Count beyond ten.

Compare numbers.

Understand the ‘one more than/one less than’ relationship between consecutive numbers.

Explore the composition of numbers to 10.

Automatically recall number bonds for numbers 0–10.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

Continue, copy and create repeating patterns.

Compare length, weight and capacity.

F2 Spring 1 2021 – Specific areas of learning

**Expressive Arts and Design - Reception**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Explore and engage in music making and dance, performing solo or in groups.

**Understanding the world – Reception**

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Draw information from a simple map.

Understand that some places are special to members of their community.

Recognise that people have different beliefs and celebrate special times in different ways.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Recognise some environments that are different to the one in which they live.

Understand the effect of changing seasons on the natural world around them.

**Literacy**

Daily letters and sounds sessions/ Tfor W/Ruth Miskin/weekly guided write

End of session activities

1. Bear Hunt/nursery rhyme-Reading

2. Bear Hunt/ Retell the story- Reading

3. Bear Hunt/nursery rhyme-Reading- F2 Instructions for a clay bear and model.F1 instructions for a bear puppet.

4. Bear Hunt/nursery rhyme -Reading

5. Bear Hunt maps- W- F2 AL

6. Assessment

**Characteristics of effective learning**

**Playing and exploring-** Continuous provision- Baby role play, home corner, dressing up

**Active learning-** Continuous provision, adult led activities.

**Creating and thinking critically** - Continuous provision, adult led activities- make a bear.

F2

Spring 1 2021

Ideas for teaching

Parent Links

Stay and Play

Maths morning

Mathematics

1.Number – Counting. Number 6 & 7

2.Number – One more/ less. Number 8 & 9

3. Number – One more/ less. Number 10

4. Pattern

5. Time

6. Assessment

**Weekly end of music session**

**Expressive arts and Design**

1. Bear Artwork - F2 AL

2. Bear Artwork- Innovations. F2

3. Make a bear –Clay F1 F2 AL

4. Bear hunt movement – Hall PE

5. Bear hunt movement- Outdoor F1/2

6.Assessment

**Understanding the world**

1. Where do bears live? – G F2

2. Different environments for bears- - G AL

3. Bear hunt story-I Pads-T

4.Old bear/New bear.H F1/F2

5. Routes – F2 AL

6.Assessment

**CL**

Phase 1 letters and sounds/T For W/Ruth Miskin

Circle time/story time

Story time

1. Bear Hunt-LA

2. Bear Hunt-U

3. Bear Hunt-S

4. Bear Hunt-U/S

5. Bear Hunt-U/S

Challenge F2-story maps.

**PSED**

Jigsaw Jennie

Continuous provision

future possibilities.

**PD**

1. Bear Hunt music/movement

2. Bear Hunt music/movement

3. Bear Hunt music/movement- F2-AL

4. Make a bear

5. Scissor skills/name writing Bear Hunt story map.

6.Assessment