


<p>Communication and Language</p> <ul style="list-style-type: none"> • Listen attentively in a range of situations. • Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. • Give attention to what others say and respond appropriately, while engaged in another activity. • Follow instructions involving several ideas or actions. • Answer and ask 'how' and 'why' questions about experiences and in response to stories or events. • Express self effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • Develop own narratives and explanations by connecting ideas or events. 	<p>Physical Development</p> <ul style="list-style-type: none"> • PE: Multi-skills. • Handwriting: correct letter formation of all letters. Begin to place correctly on a line. • Experiment with different ways of moving. • Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Show understanding of the need for safety when tackling new challenges. • Use simple tools to effect changes to materials. • Handle tools, objects, construction and malleable materials safely and with increasing control. 	<p>Creative art and design</p> <ul style="list-style-type: none"> • Build a repertoire of songs through Charanga music program. • Explore the different sounds of instruments. • Manipulate materials to achieve a planned effect. • Construct with a purpose in mind, using a variety of resources. • Use simple tools and techniques competently and appropriately. • Engage in imaginative and role-play based on themes and develop indoor and outdoor role-play areas. • Drama: re-enacting stories eg. "we're going on a bear". • Sketching, drawing and painting from observation eg. bears, bicycle, spring flowers. • Design and make a junk model rocket/vehicle/boat. • Create collage environments and maps eg. to represent the bear hunt story, experimenting to create textures.
<p>Literacy</p> <ul style="list-style-type: none"> • Oral story telling eg. The Bear Hunt, Whatever Next. • Draw and label story maps to represent familiar stories. • Write speech bubbles for characters in illustrations. • Write labels for pictures and maps eg. on a map of my journey to school, life-cycle of a chick. • Write and illustrate our own books fiction and non-fiction. • Give and follow directions to get to locations. • Phonics: vowel digraphs, further sets of tricky words to recognise and spell, learn letter names as well as sound, recognise and match capital and lower case letters. • Handwriting: correctly form all letters and begin to place them correctly on the line. 	<p>Examples of Learning outcomes and developmental steps for the Spring Term...</p> <p>Reception Spring Term</p>  <p>Understanding of the world</p> <ul style="list-style-type: none"> • Draw plans and maps. • Find out about how we make journeys eg local journeys. • Investigate ramps, floating and sinking. • Talk about what is seen and what is happening. • Suggest questions and areas of interest to investigate. • Investigate seasonal changes related to Winter, Spring. • Growth and change: watch our eggs hatch and chicks grow. • Learn about garden birds, how we can help them in winter, make bird feeders. • Start our vegetable patches, develop the sensory garden. • Program BeeBots/Bluebots to make journeys. • Find out about space and space travel. • Complete a simple program on a computer. 	
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • "Going for goals" setting personal goals, working towards our targets, why do we need to persevere and practise? • Explore feelings and emotions. • Healthy living: healthy eating, the importance of exercise, hygiene and sleep. • Road safety. • Explore: Chinese New Year, Easter, St. David's Day. 	<p>Maths</p> <ul style="list-style-type: none"> • Recognise numerals to 20 (and beyond, as appropriate). • Form numerals correctly. • Count actions or objects which cannot be moved. • Use the language of addition and subtraction. • Say the number that is one more or less than a given number. • Add and subtract single digit numbers. • Solve problems involving addition and subtraction. • Make up own addition and subtraction stories and record in various ways. • Calculate and create money totals. • Use mathematical names for 2D and 3D shapes and use mathematical terms to describe shapes. • Use tally charts to collect data and display using block graphs. Talk about what the data tells us. 	

