



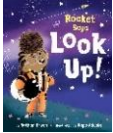





Reception: Spring 1

When I grow up

| Key Topic Texts: | Topic Vocabulary |
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|  | <p> Star words: Aspiration, job, enjoyment, growth mindset</p> <p> Shooting star words: Occupation, persevere</p> |
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| Communication and Language | Personal, Social and Emotional Development | Physical Development |
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| <ul style="list-style-type: none"> Articulate their thoughts and ideas in well-formed sentences Retell a familiar story (some aspects of repetition and some in their own words) Learn rhymes, poems and songs Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary Listen and respond to ideas expressed by others in conversation or discussion To use present and future tenses during conversations | <ul style="list-style-type: none"> Consider the feelings of others and become more cooperative and flexible because of this Identify and moderate their own feelings socially and emotionally Work and play cooperatively and take turns with others as they understand other peoples needs, wants and behaviours Attempt to repair situations where they have caused upset and understand their actions have an impact on others Show confidence in speaking to others about their interests and opinions Set and work towards simple goals Build constructive, respectful and positive relationships with peers | <ul style="list-style-type: none"> Confidently and safely use a range of small and large apparatus indoors and outdoors (including climbing equipment) Handle tools, objects, construction and malleable materials safely and with increasing control and intention (including pencils for writing/drawing, paintbrushes, scissors and cutlery) Form recognisable letters independently Control letter size when writing graphemes Combine different movements with ease and fluency Develop overall body strength, co-ordination, balance and agility |

| Mathematics | Literacy |
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| <ul style="list-style-type: none"> Subitise to 5 Order numbers to 5 Use language such as more than, less than, fewer than and equal to, to compare quantities to 10 Understand the one more and one less than relationship between cardinal numbers To understand the composition of numbers to 5 Compare length, weight and capacity and use appropriate language when doing so (non standard units of measure) | <p>Reading</p> <ul style="list-style-type: none"> Read a few common exception words matched to Little Wandle phonics programme Read individual graphemes (digraphs) by saying the corresponding phoneme (phase 3) Read simple phrases and sentences made up of words that contain digraphs Enjoy an increasing range of books, both fiction and non-fiction Re-enacts and reinvents stories they have heard in their play Anticipate key events in stories (predictions) |



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| <ul style="list-style-type: none">• Is able to order and sequence events using every day language related to time | Writing <ul style="list-style-type: none">• Write own name independently• Spell words by identifying the phoneme and then writing the corresponding grapheme• Write captions whilst applying some phase 3 phonic knowledge |
| Understanding the World | Expressive Arts & Design |
| <ul style="list-style-type: none">• Understand that some places are special to members of their community• Describe what they see, hear and feel whilst outside whilst exploring the natural world• Understand the effect of changing seasons on the natural world around them• Look closely at similarities, differences, patterns and change in nature• Talk about features of their own immediate environment and how environments may vary from one another | <ul style="list-style-type: none">• Make music in a range of ways using a variety of resources• Begin to demonstrate an understanding of rhythm when responding to music• Talk about the process they used for their own creations• Make use of props and materials when role playing characters in narratives and stories• Explore and engage in music making and dance, performing solo and in groups• Return to and build on their previous learning, refining ideas and developing their ability to represent them• Use a combination of art forms e.g singing and moving, making objects to enhance their imaginative play |