

## PSED

### Personal, Social and Emotional Development:

Build constructive and respectful relationships.

Show resilience and perseverance in the face of challenge.

Think about the perspectives of others.

Manage their own personal hygiene.

Know and talk about the different factors that support their overall health.

Children to take part in weekly PSED/RE/Thrive sessions to think about themselves, others, feelings and emotions, and ways to deal with these appropriately. [Thrive, RE, PSED sessions.](#)

Children will take part in planned challenge activities within the continuous provision and begin to learn how to overcome new challenges appropriately. [Thrive activities, continuous provision, daily activities within the classroom.](#)

Children will make a variety of different foods and will learn how to manage their own personal hygiene in relation to these including cleaning preparation areas. [Weekly topic sessions. Daily activities. Lunchtimes. Snack Time. PE linked sessions.](#)

Children will learn about healthy food choices and learn how to cook a variety of foods that will contribute to a healthy diet. [Weekly topic sessions. Daily activities. Lunchtimes. Snack Time. PE linked sessions.](#)

## Reception – Spring 1

### Communication and Language:

Learns new vocabulary.

Connect one idea or action to another using connectives.

Use new vocabulary in different contexts.

Engage in Non-Fiction texts.

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

Children to take part in whole class, small group and one to one discussions. [Circle time, class discussions, daily small group and whole class discussions.](#)

Children to explore the non-fiction books about different foods and the countries they originate from. [Literacy sessions. Topic sessions. Circle time.](#)

Children to explore and use new vocabulary in practical and written activities. [Topic sessions – making foods and meals. Indoor and Outdoor focused and continuous provision activities.](#)

Children to talk in full sentences and use connectives to join ideas and sentences together. [Circle time, class discussions, daily small group and whole class discussions.](#)

### Physical Development

Develop overall body strength, co-ordination, balance and agility to engage in future PE sessions.

Further develop and refine a range of ball skills. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Confidently and safely use a range of large and small scale tools competently.

Confidently and safely use a range of large and small apparatus indoor and outside, alone and in a group.

Develop foundations of a handwriting style.

Children are taught how to use knives and kitchen utensils safely. Children experience a range of foods. Children explore senses. Healthy food choices are introduced to children so they can prepare a basic healthy meal. [Topic sessions, circle time, literacy sessions, PE sessions.](#)

Children are able to engage in ball games including, catching, kicking, throwing and using a piece of apparatus with balls. [PE sessions. Outdoor provision.](#)

Children are able to use a range of equipment to support their gross and fine motor activities; including knives for cutting, pencils for writing alongside creative development tools and tools appropriate to the topic. [Topic and Literacy sessions. Creative activities. Fine and Gross motor sessions. Continuous and adult focused activities.](#)

Children are taught long ladder and one armed robot letter formation using the 'Book Wings' letter formation rhymes. [Handwriting sessions. Literacy sessions. Continuous provision and adult led activities both indoors and outdoors.](#)

## Literacy

Blend sounds into words, so they can read short words made up of letter-sound correspondences.

Read a few common exception words.

Form lower case and upper case letters correctly.

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

Re-read what they have written to make sure it makes sense.

Children to experience to following, whole class texts:

- Biscuit Bear
- Handa's Surprise
- How to feed your parents
- Can I eat that?
- Anywhere farm
- We eat bananas.

Children to learn phonic sounds and their written representations. [Literacy, Phonics and Topic Sessions](#).

[Continuous provision. Adult led activities. Indoor and outdoor provision.](#)

Children read common exception words as linked to the phonics programme. [Literacy, Phonics and Topic Sessions](#).

[Continuous provision. Adult led activities. Indoor and outdoor provision.](#)

Children for upper and lower case letters correctly. [Handwriting Sessions. Continuous Provision and Adult Led activities](#).

Children to use their phonic knowledge to read and write words that are phonetically decodable. [Literacy, Phonics and Topic Sessions. Continuous provision. Adult led activities. Indoor and outdoor provision.](#)

Children can read what they have written and are beginning to identify if it makes sense. [Literacy, Phonics and Topic Sessions. Continuous provision. Adult led activities. Indoor and outdoor provision.](#)

## E Safety in the Curriculum:

Online Relationships: I can give examples of how I (might) use technology to communicate with people I know.

# Reception Spring 1

## Understanding the World

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

Draw simple information from a map.

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

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

Understand some important processes and changes in the natural world around them.

Children learn about different fruits and vegetables in stories and non-fiction texts. [Literacy and Topic Sessions. Snack time. Celebrations. Story Time.](#)

Children observe how different fruits and vegetable grow and decay. [Topic Sessions. Outdoor provision.](#)

Children are able to talk about different foods they experience at home for different celebrations and are aware that this may be different to their peers. [RE, PSED, Thrive, Circle Time, Topic Sessions.](#)

Children can look at a map to identify where different foods originate from and are beginning to understand the difference between climates (hot and cold). [Topic Sessions, Circle Time, Story Time.](#)

## Maths

Explore the composition of numbers to ten.

Understand the one more than/one less than relationships between consecutive numbers.

Subitise (Up to 5)

Compare quantities up to 10 in different contexts.

Please see Maths Overview

## EAD

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

Create collaboratively, sharing ideas, resources and skills. Safely use and explore a range of materials, tools and techniques.

Share their creations, explaining the process they have used. Explore and engage in music making and dance, performing solo and in groups.

Children to access and explore a variety of media and materials. Children to evaluate their own models and be given opportunities to develop these further. [Creative areas, topic, continuous provision.](#)

Children to make representations of different foods and cultural buildings. [Creative areas, topic, continuous provision.](#) Children to listen to, and respond to a variety of music from around the world. [Creative areas, topic, continuous provision, outdoor music area.](#)

Children to explore various musical instruments and learn about how to use them correctly, what they are called and how to use them to reflect different styles of music. [Topic lessons, outdoor music area.](#)

## Safeguarding Links:

Children to learn about how to keep themselves safe. [NSPCC Recourses](#)