

Personal, Social and Emotional Development:

Shows an understanding of their own feelings and those of others.

Work and play cooperatively and take turns with others.

Show sensitivity to their own and others' needs.

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Children to take part in PSED and Thrive sessions linked to their own and others feeling. Children to discuss story characters feelings and how they would feel in similar situations. [PSED](#), [Thrive](#), [Circle Time](#), [Continuous Provision](#).

Children take part in paired, small group, large group and whole class activities. Children play games and share resources, taking turns and considering others' viewpoints. [PSED](#), [Thrive](#), [Circle Time](#), [Continuous Provision](#).

Children explore a range of new activities both indoors and outdoors. [Continuous provision](#). [Indoor and Outdoor provision](#).

Children discuss the Bog Baby story and discuss the importance of following rules and telling the truth. [Story time](#), [topic sessions](#), [PSED](#), [circle time](#).



Reception – Spring 2

Communication and Language:

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.

Listen attentively and respond to what they hear with relevant comments, questions and actions.

Make comments about what they have heard and ask questions to clarify their understanding.

Offer explanations for what they think might happen, making use of recently introduced vocabulary.

Children learn and use new vocabulary from the topic and are able to apply this in both focused and play based activities. [Topic sessions](#), [Literacy sessions](#), [Adult focused learning](#), [continuous provision](#).

Children explore a variety of fiction and non-fiction books linked growth and change.

[Topic sessions](#), [Literacy sessions](#), [Adult focused learning](#), [continuous provision](#).

Children observe, comment on and question on the changes in seasons, places and animals using newly introduced vocabulary.

[Topic sessions](#), [Literacy sessions](#), [Adult focused learning](#), [continuous provision](#).

Physical Development:

Negotiates space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, skipping, hopping and climbing.

Children to safely explore indoor and outdoor spaces without colliding with others.

Children are able to move equipment, with an awareness of safety.

Children are able to move in a variety of ways with control and coordination. [PE Sessions](#), [Gross Motor Sessions](#), [Outdoor Provision](#), [Lunchtimes](#).

Hold a pencil effectively in preparation for fluent writing.

Use a range of small tools.

Begin to show accuracy when drawing.

Children are able to use a pencil, in a comfortable grip to form curly caterpillar, and long ladder letters effectively. [Handwriting](#), [Literacy](#), [Fine Motor](#), [Continuous provision](#), [adult focused](#), [indoor and outdoor provision](#).

Children are able to use a range of fine motor tools to write, mark make, grip, twist, pinch and cut a variety of materials. [Adult focused](#), [Continuous provision](#), [indoor and outdoor activities](#).

Children observe and draw a variety of growth and changes in animals, plants and the environment. [Topic](#), [EAD](#), [Adult focused](#), [continuous provision](#).

Literacy:

Anticipate key events in stories.

Use and understand recently introduced vocabulary during discussions about non-fiction, stories, and during role play.

Children listen to stories and predict what might happen next, giving reason for their answers.

Children listen to a variety of fiction and non-fiction books and use key vocabulary during their learning. [Story time](#), [Literacy](#), [Topic](#), [Adult focused and continuous provision](#).

Say a sound for each letter in the alphabet and 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Children recognise and use phase two and three sounds within their reading and writing. [Phonic](#), [Literacy](#), [adult focused and continuous provision](#).

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Children recognise and use phase two and three sounds within their reading and writing. [Phonic](#), [Literacy](#), [adult focused and continuous provision](#).

Internet Safety Links:

Privacy and Security: I can describe who a trustworthy person is and explain why they are trustworthy.

Healthy, well-being and lifestyle: I can identify rules that help to keep us safe and healthy when using technology.

Safeguarding Links:

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



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Understanding the World:

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Children learn about the changing seasons and how this effects both the immediate environment as well as contrasting environments. [Topic sessions](#), [maths sessions](#), [adult focused activities](#), [circle time](#), [outdoor provision](#).

Children use a simple map to identify two contrasting countries. They are able to discuss the similarities and differences. [Topic sessions](#), [maths sessions](#), [adult focused activities](#), [circle time](#), [outdoor provision](#).

Children notice similarities and differences when exploring changes in states of matter. [Topic sessions](#), [maths sessions](#), [adult focused activities](#), [circle time](#), [outdoor provision](#).

EAD:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process used.

Children to draw, paint, collage, create and experiment with a variety of media and materials to make representations of characters from stories, objects from the natural environment and the world around them. [Creative sessions](#), [continuous provision](#), [topic sessions](#), [adult led and continuous provision](#).

Sing a range of well known Nursery Rhymes and Songs. Perform songs, rhymes, poems and stories with others. Children to learn a range of songs, poems and rhymes linked to the seasons and changing environment. [Song time](#), [story time](#), [adult led](#), [circle time](#), [continuous provision](#).

Maths:

Have a deep understanding of numbers to ten, including the composition of each number.

Subitise.

Verbally count beyond 20.

Explore and represent patterns within numbers.

Please also see [maths overview](#).