

**Literacy**

**Writing:** naming and sounding the letters of the alphabet.

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.

• Links sounds to letters, identifies clearly identifiable letters to communicate meaning, representing sounds correctly and in sequence.

• Writes own name and other things such as labels, captions.

• Attempts to write short sentences in meaningful contexts

**Personal, Social and Emotional Development (PSED)**

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities. (CL)
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

• Uses language to imagine and recreate roles and experiences in play situations.

• Links statements and sticks to a main theme or intention.

• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

• Introduces a storyline or narrative into their play. (EAD)

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• Plays alongside other children who are engaged in the same theme.

• Plays cooperatively as part of a group to develop and act out a narrative.

**lvrit**

Topic: Who am I?:

**Key Skills:**

- Say / repeat single words independently.
- Form two word phrases.
- Use new lvrit vocabulary through songs, games and role play activities.

**Ideas:**

- Songs
- Games
- Role play activities

**Understanding the world(UTW)**

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Shows interest in different occupations and ways of life

• Can talk about some of the things they have observed such as plants, animals, natural and found objects.

• Looks closely at similarities, differences, patterns and change.

**Spring 2 Reception**  
**Purim/ Pesach**  
**2020**

**Literacy**

**Reading:**

Hears and says the initial sound in words.

• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

• Links sounds to letters, naming and sounding the letters of the alphabet.

• Begins to read words and simple sentences.

• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

• Enjoys an increasing range of books.

• Knows that information can be retrieved from books and computers.

**Communication and language:**

Listening and attention and attention:

- Initiates conversations, attends to and takes account of what others say.
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- Can describe self in positive terms and talk about abilities. (CL)

• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

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**Numeracy:**

- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.

• Finds the total number of items in two groups by counting all of them.

• Says the number that is one more than a given number.

• Finds one more or one less from a group of up to five objects, then ten objects.

**Physical Development- PE- dancing**

Experiments with different ways of moving.

- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Begins to use anticlockwise movement and retrace vertical lines.

• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

• Understands that equipment and tools have to be used safely.

• Eats a healthy range of foodstuffs and understands need for variety in food.

• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

**Expressive Art and Design**

**Music**

**NC objective:** consolidating high and low sounds; feelings in music (sad sounds and happy sounds)

**Key skills:** Join in singing songs and chants; recognise high and low sounds, getting higher/getting lower; consolidating two beats at a time; creating simple accompaniments