

Literacy- Writing:

- 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, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts

Ivrit

Topic: Who am I?

Key Skills:

Joins in with songs, games and role play.
Enjoys using new Ivrit vocabulary.
Says single words independently.
Uses the appropriate form of a pronoun.

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.
- Can describe self in positive terms and talk about abilities. (CL)
- 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)
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.

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

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.

Reception Spring 1 2021

Communication and language: (CL)

- Listening and attention and attention:
- 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.
- 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.

Maths

- Counts actions or objects which cannot be moved.
- Counts objects to 10 and beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.

Physical Development- PE- dancing

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children,
- adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.

Music

- Topic:** feelings in music - feeling happy/sad
- Skills:** develop an understanding of the ways in which music and dance can express different ideas, thoughts and feelings; begin to develop a sense of rhythm;
- Ideas: the children listen to various songs trying to identify if the melody is happy or sad; create movements to match happy and sad songs.

Expressive Art and Design

- Topic:** Sculpture and Puppets
- Key Skills:** To understand that sculpture is a 3D form of art. To explore modelling, moulding, shaping, tools, safety. Explore with plasticine/play dough. Use simple craft tools to make shapes and textures. Children will explain the difference between a sculpture and a painting. To folding techniques. Vocabulary: fold, left, right, straight, corner, edge, side, half, quarter, repeat, sculpture, space, curve, straight, position, colour, material, shape.