

### Physical Development

We will be:

#### Gross Motor Skills

- To roll and track a ball
- To develop accuracy when throwing to a target
- To dribble using hands
- To throw and catch with a partner
- To dribble a ball using feet
- To kick a ball to a target

#### Fine Motor Skills

- To use a tripod grip when using mark making tools
- To hold scissors correctly and cut along a curved line
- To thread small beads
- To use small pegs
- To write taught letters using correct formation

### Communication and Language

#### Listening, Attention and Understanding

- To ask questions to find out more
- To begin to understand humour
- To understand a range of complex sentence structures

#### Speaking

- To develop the confidence to talk to other adults they see on a daily basis
- To talk in sentences using conjunctions e.g. and, because

### Mathematics

We will be:

- To count to 15
- To count objects to 10
- To compare quantities to 8
- To begin to understand the difference between odd and even numbers up to 8
- To combine two groups of objects

### Understanding the World

We will be:

Draw information from a simple map.

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

Talk about differences between materials and changes they notice.

Recognise that people have different beliefs and that they celebrate special times in different ways. (Chinese new year/ Valentine's day)

To know about and recognise the signs of Winter

To know some important processes and changes in the natural world including states of matter

## Reception 'Transport' Spring



### Literacy

We will be:

Learning Talk 4 writing text- The naughty bus.

#### Comprehension

- To act out stories
- To begin to predict what may happen in the story
- To suggest how a story might end

#### Word Reading

- To recognise taught set 1 sounds
- To blend sounds to form words.
- Recap on set 1 special friends: th, ch, qu, ng, nk Secure blending of words with special friends (word time 1.5 and 1.6).
- Blend sounds into words orally. - Blend sounds to read words - Read short ditty stories. -

#### Writing

- To form lower case letters correctly
- To begin to write sentences using finger spaces
- To understand that sentences start with a capital letter and end with a full stop
- To spell words using taught sounds
- To spell some taught tricky words correctly

### Personal, Social and Emotional Development

#### Self-Regulation

- To focus during longer whole class lessons
- To follow two step instructions

#### Managing Self

- To begin to show resilience and perseverance in the face of challenge

- To practise doing up a zipper
- To practise doing buttons
- To practise doing up buckles

#### Building Relationships

- To begin to work as a group with support
- To use taught strategies to support turn taking

### Expressive Arts and Design

We will be:

#### Creating with Materials

- To experiment with different mark making tools such as art pencils, pastels, chalk
- To explore different techniques for joining materials
- To know how to work safely and hygienically
- To use non statutory measures
- To use some cooking techniques
- To use tools to cut and join wood
- To know the names of tools

#### Being Imaginative and Expressive

- To join in with whole school singing assemblies
- To create musical patterns using untuned instruments
- To begin to create costumes and resources for role play