

### Personal, Social and Emotional Development

- 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.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

**Key vocabulary-** happy, sad, angry, mad, excited, shocked, worried, anxious.

### Physical Development

- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

**Key vocabulary-** balance, jump, land, stop, start, control.

### Communication and language

- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention - can listen and do for short span.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

### Mathematics

\*To begin to understand that numbers can be made by combining smaller numbers including zero.

To use real life objects and familiar contexts to explore the composition of numbers to five.

To use the five frame and part-whole models to represent the different parts which combine to make the whole.

To record their work using mathematical jottings.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

**Key vocabulary-**

**Zero, number, how many, count up to, count on, count back, more, less, odd, even, few.**

**Add, plus, total, subtract, take away, altogether, sum, left, difference between.**

### Literacy

- 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.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Writes own name and other things such as labels, captions

### Key texts

What the Ladybird heard

What the Ladybird heard next

The Enormous Turnip

**Key vocabulary-** barn, stable, field, meadow, yard, orchard, pen, path, shed, kennel, dainty, cunning, whisper, fine, tiptoe, crept.

**Enormous, gigantic, massive, huge, big, fat, large, giant, small, little, tiny, miniature, minute.**

### Reception Spring Term 1



**Do cows drink milk?**

### Understanding the world

- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.
- Knows how to operate simple equipment
- Looks closely at similarities, differences, patterns and change

**Key vocabulary-** Duck, duckling, cow, calf, horse, foal, goat, kid, sheep, lamb, pig, piglet.

**Monitor, mouse, whiteboard, cursor, keyboard.**

### Expressive Arts and Design

- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Constructs with a purpose in mind, using a variety of resources.
- Selects appropriate resources and adapts work where necessary.

• Selects tools and techniques needed to shape, assemble and join materials they are using.

**Key vocabulary-** primary and secondary colours, light and dark, fix, join, stick, adapt, bend, fold, scrunch, cut.