

Communication and Language

Use drawing club, story time and charanga to increase children's range of known stories, rhymes and poems.
Use questioning to enable children to think more deeply about stories and what is happening.
Continue to talk about the features of books and how they work.
Expand understanding of stories by beginning to look at the features e.g. they have a beginning a middle and an end, something happens and they solve the problem etc.
Encourage children to use the key vocabulary in a variety of contexts through the week.
Support children to develop their own questioning skills.
Have a wow word and wow sentence board.

PSED

Encouraging the children to have a go and keep trying in a variety of contexts to build resilience and perseverance. Try to develop this in safe contexts for the child so that they can then transfer the skills to more challenging situations.
Keep encouraging the children to do things for themselves and become more independent. Introduce a weekly challenge to support parents at home.
Use the colour monster scheme and stories to further explore emotions and choices.
Use stories to look at good and bad choices in stories and what the consequences are. How could this be different if they made a different choice.
Continue to build self-confidence and self-esteem.

Physical Development (Outside PE and Large Apparatus)

Develop body strength, balance and coordination through practicing using climbing equipment safely and competently in PE.
Increase the range of both large and fine motor tools and equipment that they use.
Through daily routines discuss healthy living in regard to exercise, eating, sleeping and hygiene.
Continue to develop small motor skills so that they use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (Specifically scissors)

Literacy

Through Monster Phonic session, drawing club and continuous provision encourage children to;

- use the phonemes they have learnt to blend and segment words.
- sound out and read words containing known phonemes.
- read some high frequency words.
- listen to my sounds to write simple CVC words.
- use their phonic knowledge to make plausible attempts at writing words.
- think of and write a short, simple sentence.

Continue to explore the authors and illustrators of the books that we read.
Encourage the children to listen to stories and use questioning to help them to talk about what is happening in more depth and suggest what else might happen.
Encourage children to use the key vocabulary from the stories in a variety of contexts through the week.

Spring Term 1 2025

Texts

Peepo – Janet and Alan Ahlberg
Not last night but the night before – Colin Naughton
Little Red Riding Hood
Katie Morag delivers the mail – Mari Hedderwick
Katie Morag and the two grandmothers – Mairi Hedderwick
The Naughty Bus – Jan Oke and Jerry Oke
The Train Ride – Julie Crebin and Stephen Lambert

Mathematics

Recognise numerals to 5 and match numerals to 5 to the correct quantity them to the correct amount
Move from daily practice of counting to 10 and back to counting to 20 and back.
Through maths sessions and practical activities continue to develop understanding of number bonds to 5 and subitising numbers to 5.
Use number names and symbols when comparing numbers, showing interest in large numbers Matches the numeral with a group of items to show how many there are....
Continue to explore 1 more and 1 less. Begin to recognise that, when counting up, each number is 1 more than the number before and when counting back it is one less. Be able to add and subtract 1 in play and give the total.
Explore all the ways you can make a number.
Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three
Development Matters – Reception – Compare length, weight and capacity discussing fairness and accuracy and becoming familiar with measuring tools in everyday experiences and play
Estimates of numbers of things, showing understanding of relative size Counts out up to 10 objects from a larger group

Expressive and Creative Arts

Encourage children to use the instruments in the provision to accompany music
Plan in art days to offer the opportunity to explore various artistic effects which they can then use when working independently
Situate an adult in the creative area more often to support with use of tools, exploring techniques etc.
Encourage the children to draw on the skills outlined above to approach new and different work that they might be producing.
Support the children to have a purpose for their creations and constructions. Use questioning to develop a bit of forethought and planning.
Begin to use art as a means of expressing themselves, their character, personality and emotions.
I can use a variety of resources to create my own props.
Continue to use Charanga, Go Noodle etc. to encourage the children to engage in music and dance and develop their skills. Introduce instruments and body percussion in these sessions to explore the beat.

Understanding the World

RE Key question F5 – Where do we belong?

Continue to explore the changing seasons and the effect on the natural environment on a daily basis. Go for a Winter walk to the park or the castle.
Use stories to help children to find and discuss similarities to their own lives, special events and experiences.
Look at how the stories portray the past and how this compares to their experiences – look for similarities and differences.
Begin to look at the wider UK. Discuss places that the children have been, look at places by using stories etc. How are these places different to each other? What makes them special?
Identify these places on maps and think about how to get there etc.
Use stories and discussions to think about they have grown and changed and how they might grow and change in the future.