Personal, Social and Emotional Development

- Support children in linking openly and confidently with others, e.g. to seek help or check information.
- Give opportunities for children to speak confidently to a familiar group.
- Collaborate with children in creating explicit rules for the care of the environment.
- Ensure that children have opportunities to identify and discuss boundaries, so that they understand why they are there and what they are intended to achieve.
- Encouraging children to listen to others respectfully and kindly, and explain to all the children why this is important.

Topic: Changes

Reception Spring 2

Maths

- Says what is one less than a given number
- Begin to use the vocabulary involved in subtracting.
- Encouraging language of 'more' and 'fewer' to compare two sets of objects.
- Looking at showing numbers 11-20 in a range of concrete, pictorial and abstract ways.
- Beginning to count back from a given number.
- Solving problems, including doubling, halving and sharing.

Understanding of the World

- Discussion of similarities and differences especially in living things, plants, habitats etc.
- Making observations of animals and plants and explain why some things occur, and talk about changes.
- Talking about the features of their own immediate environment and how environments might vary from one another
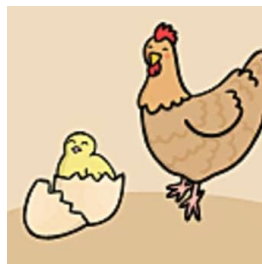
Literacy

- Understand that information can be retrieved from books and computers.
- Playing games such as word letter bingo to develop children's phoneme-grapheme correspondence.
- Provision of some simple texts which children can decode to give them confidence and to practise their developing skills.
- Look at a wide range of stories that discuss spring and change over time such as The hungry Caterpillar, The very bad tempered Ladybird and The little red hen.
- Encouraging children to Write own name and other things such as labels, captions.

Communication and Language

- Children will listen to a range of stories with the aim of accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Encouragement of language play, e.g. through stories.
- Predicting possible endings to stories and events.
- Encouraging children to experiment with words and sounds, e.g. in nonsense rhymes.

Moving and Handling

- Practicing throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient.
- Children will be challenged during PE lessons and free throw play to develop their skills. E.g. 'Can you get all the way round the climbing frame without your knees touching it?'
- Encouraging children to use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy'.

Using Media and Materials/ Being Imaginative

- Children will be encouraged to select appropriate resources and adapt work where necessary.
- Children will be given opportunities to play cooperatively as part of a group to develop and act out a narrative.
- Children will be supported to communicate through their bodies by encouraging expressive movement linked to their imaginative ideas.
- Children will be challenged to find out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust.

Projects

We have provided parents with a list of project titles to choose from that we would like children to complete by Monday 23rd March 2020. The children may choose any of the topics from the list and create a piece of artwork, sculpture or construction. The project is an opportunity for your child to be entirely creative and to produce a chosen project that is explored in a variety of ways over the term. Below are some examples and inspiration.
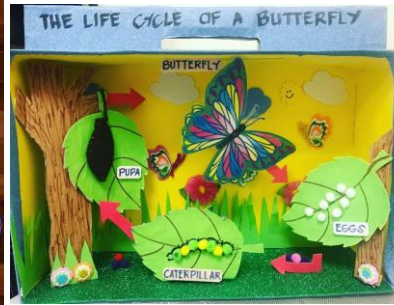
Music

- Learning and practising new songs and actions with Mr Morris during music lessons.
- Representing thoughts, ideas and stories through music and dance.
- Exploring musical instruments.
- Experimenting with tone, tempo and rhythm when creating musical pieces.