

**Year Reception Term Spring 2**

- PSE Personal and Social Development Prime**
- To initiate conversations, attends to and take account of what others say.
  - To explain own knowledge and understanding and ask appropriate questions of others.
  - To be able to speak to others about own needs, wants, interests and opinions.
  - To understand that own actions affect other people, for example.
  - To be aware of the boundaries set and the behavioural expectations in the setting.

- LD Literacy Development Specific**
- To show an awareness of rhyme and alliteration
  - To recognise rhyme in spoken words
  - To continue a rhyming string
  - To Link sounds to letters naming and sounding the letters of the alphabet
  - To segment the sounds in simple words and blend them together and knows which letters represent some of them.
  - To begin to understand how stories are structured.
  - To describe main story settings, events and principal characters.
  - To enjoy an increasing range of books.
  - To begin to break the flow of speech into words
  - To hear and say the initial sound in words.
  - To use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
  - To write own name and labels and captions
  - To attempt to write short sentences in meaningful contexts.

**Cross Curricular Writing Opportunities**  
**Cross Curricular Reading Opportunities:**  
 RE

- PD Physical Development prime**
- To experiment with different ways of moving.
  - To negotiate space appropriately.
  - To jump off an object and land appropriately.
  - To hold pencil between thumb and two fingers no longer using whole-hand grasp.
  - To form recognisable letters
  - To observe the effects of activity on their body
  - To understand how to transport and store equipment safely.
  - To understand the need for safety when tackling new challenges and considers and manages some risk.

**Meet Julia Donaldson**

- MD Mathematical Development Specific**
- To use the vocabulary involved in addition and subtraction.
  - To find the total number in two groups by counting all of them.
  - To show an interest in number problems.
  - To use positional language.
  - To order two or three objects by length or height.
  - To order two items by weight or capacity
  - To show an awareness of shape through construction activities and by talking about shapes and arrangement.
  - To begin to use mathematical names for solid and flat shapes and mathematical terms to describe shapes.
  - To record using marks that they can interpret and explain.

**Maths Links:**  
 Gruffalo adding  
 Gruffalo Counting  
 Gruffalo Measuring

- CLL Communication and language prime**
- To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
  - To maintain attention, concentrates and sits quietly during appropriate activity.
  - To understand humour, nonsense rhymes and jokes.
  - To listen and respond to ideas expressed by others in conversation and discussion.
  - To extend vocabulary by grouping and naming, exploring the meaning and sounds of new words.
  - To use language to imagine and recreate roles and experiences in play situations.
  - To introduce a story line or narrative in their play

- RE: The Way, the Truth & the Life Joy and Sorrow**
- To understand that we should always try to be kind to each other.
  - To understand that sometimes we forget to be kind to each other.
  - To know that we can say sorry when we hurt someone and Jesus can help us to do this.
  - To know that Jesus forgave those who hurt him and that we can do the same.
  - To know that we need to ask Jesus to help us to be kind to others.

- UW Understanding the World Specific**
- To complete a simple program on the computer.
  - To use ICT hardware to interact with computer software.
  - To look closely at similarities, differences ,patter and change.
  - To know that information can be retrieved from computers and a range of other sources.

- EAD Expressive Arts and Design Specific**
- To begin to build a repertoire of songs.
  - To experiment to create different textures.
  - To manipulate materials to achieve a planned effect.
  - To construct with a purpose in mind using a variety of resources.
  - To create simple representations of events people and objects
  - To introduce a story line or narrative in their play
  - To play alongside other children engaged in the same theme.

**Enrichment activities:** Children to go on a visit to Hyde Park for a Gruffalo hunt and to take toys they have made for the Gruffalo's Child.