

Personal, social and emotional development



- To initiate play, offering cues for peers to join them.
- To keep play going by responding to what others say or do.
- To enjoy the responsibility of carrying out small tasks.
- To be more outgoing towards unfamiliar people and confident to have a go in new social situations.
- To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.
- To take account of one another's ideas about how to organise activities.
- To be able to describe themselves in positive terms and discuss their abilities.
- To have the confidence to speak to others about their own needs, wants, interest and opinions.
- To be respectful of the needs, wants, interest and opinions of others. To talk about how it feels to achieve a goal.
- To talk about a range of healthy choices and why they are important. To explain what a stranger is and how to stay safe.

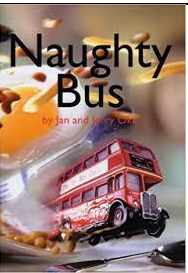
Communication and Language

- To listen to stories with increasing attention and recall.
- To join repeated refrains and anticipate key events and phrases in rhymes and stories.
- To respond to simple instructions.
- To question why things happen and give explanations, ask who, what, when, how questions.
- To develop their two channelled attention – can listen and do for a short span.
- To listen to stories, anticipating key events and respond to what they hear with relevant comments.
- To be able to follow a story without pictures and props.
- To be able to follow instructions involving several ideas or actions



Literacy

- To look at books independently.
- To describe main story settings, events and principal characters.
- To suggest how the story might end.
- To ascribe meaning to marks that they see in different places.
- To be able to read some key words on sight.
- To know that information can be retrieved from books.
- To begin to read simple sentences.
- To use phonics knowledge to write words in ways which match their spoken sounds.



Maths

- To know that numbers identify how many are in a set.
- To begin to represent number using fingers, marks on paper or pictures.
- To sometime match numeral to quantity.
- To use positional language.
- To be able to recognise and order the numbers 0 to 20.
- To be able to find one more and one less of a number to 20.
- To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems.
- To recognise, create and describe patterns



Hedgehogs and Squirrels
(Pre-School and Reception)
Spring 2021

Spring 1
Wheels and Motion

Spring 2
Growth and Change

Expressive Arts and Design

- To imitate movement to music
- To explore how sound can be changed.
- To explore how colour can be changed.
- To engage in imaginative role-play based on own first-hand experiences.
- To explore the different sounds of instruments
- To explore what happens when they mix colours
- To manipulate materials to achieve a planned effect
- To introduce storylines and narratives into their play



Understanding the World

- To remember and talk about significant events in their own experience.
- To talk about some of the things they have observed such as plants, animals, natural and found objects.
- To show skill in making toys work by pressing parts or lifting flaps to achieve effects.
- To talk about significant events and how Christians celebrate Easter.
- To recognise that a range of technology is used in places such as homes and schools.
- To select and use technology for particular purposes.
- To talk about features of their own immediate environment and how environments might vary from one another
- To talk about why Easter is important to Christians.
- To talk about why we are special and where we belong.



Physical Development

- To attend to toileting needs mostly independently.
- To tell adults when hungry or tired, want to rest or play.
- To catch a large ball.
- To use one-handed tools and equipment eg, scissors
- To jump off objects and land appropriately.
- To show increasing control over an object in pushing, patting, throwing, catching or kicking it.
- To use simple tools to effect, change in materials.
- To begin to form recognisable letters.



Topics and themes can change based on the interests of the children and their individual targets.

HOW YOU CAN HELP AT HOME:

- Daily reading of traditional stories and singing nursery rhymes to your child.
- Children in Reception to read to you daily. First day sounding and blending the unfamiliar words, second day reread with more confidence, third day reread and then discuss what happened in the story.
- Key words – these will be given to your child. Please help them learn to read these by sight at home daily
- Reading numerals to 5, 10 or 20 when out and about, for example door numbers, number plates signs.
- Practise using a computer mouse
- Talk to your child about time, days of the week, order of events in their day
- Practise correct letter and number formation

Useful Websites-

Phonics play- <https://www.phonicsplay.co.uk/freeIndex.htm>

ICT games- <http://www.ictgames.com/>

Signed Stories- <https://www.signedstories.com/>

Super Simple song- <https://www.youtube.com/user/SuperSimpleSongs>

Busy things- <https://www.busythings.co.uk/>

Topmarks- <https://www.topmarks.co.uk/Search.aspx?Subject=37>

Cued Articulation - <https://www.youtube.com/watch?v=YZPaS-3C5vQ>

KidsTV123 - <https://www.youtube.com/user/KidsTV123>