

### Personal, Social and Emotional Development

To work cooperatively in pairs, small groups and large groups.

To recognise and act out ways of being kind to others.

To understand 'Our Responsibilities' as members of the school community and to operate within them,

recognising how our behaviour affects those around us.

To recognise our own feelings and those of others.

To develop an awareness of and acceptance of other cultures and religions.

### Understanding of the World

**Technology:** Developing mouse control and using paint tools. Exploring simple educational programs.

**The world:** Growing, changes, sequences and routines, days, weeks and months. Seasons- spring.

**Communities:** People Who Help Us, Chinese New Year

### Expressive Arts and Design

The children will have opportunities to explore and recognise pitch;

make long and short sounds with instruments;

explore and investigate a range of different instruments and the sounds they make;

use our own experiences and stories as a starting point for creative work;

communicate ideas through painting and drawing;

experiment with a range of materials;

work creatively in three dimensions;

imitate and create movement and respond to musical stimulus;

express ideas through puppets, role play and small world play.

### RE

Celebration - How we celebrate in our home, school and church community

Gathering - How we gather as a community in school and at Mass

Growing - We celebrate the Springtime as a time of new growth, we will think about how we grow in our love for Jesus as we prepare for Easter.

### Spring Term 2018 - 2019

#### Reception

People Who Help Us

Chinese New Year

Seasons

Growing

Houses and Homes

### Maths

To recognise numerals 0-20.

To count reliably up to 20 everyday objects.

To talk about, recognise and recreate increasingly complex patterns.

To investigate and describe the shape and size of solids and flat shapes.

To say and use the number names to 20, in order, in familiar contexts.

To develop vocabulary of measures, and use it to compare size.

To develop an understanding of weight and capacity.

Use language of time - 'o' clock, days of the week, months of the year.

To find one more and one less from 1 to 10.

To start to explore simple addition and subtraction.

To understand and use directional language.

To explore money through role play activities.

### Physical Development

To develop control over tools and equipment.

To develop a comfortable and efficient pencil grip.

To dress and undress independently and manage our own personal hygiene.

To continue to develop an awareness own personal space and that of others.

To exercise increasing control over objects.

To move in a specific way in response to instructions.

To further develop a range of different ways of moving and to be able to describe that movement.

To talk about how to keep safe.

To talk about how to keep healthy.

### Communication and Language

To develop confidence speaking to others about wants, needs and interests.

To explore the meanings and sounds of new words.

To look at and talk about a range of books both fiction and non-fiction.

### Literacy

To recognise letter sounds and names – phase 3 of the Letters and Sounds program.

To use our knowledge of sounds to write captions, lists, sentences, etc.

To recognise letters and sounds in printed and written text.

To know that we can find information in books and on the internet

To recognise high-frequency and familiar words.

To blend sounds together to read simple words.

To start to segment words into phonemes for spelling.

To form letters correctly using anticlockwise movements and retracing vertical lines.