



# Reception (EYFS) Spring 2 – WHAT WILL YOUR CHILD LEARN THIS HALF TERM?



## LITERACY

- To form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

## MATHEMATICS

- To Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Automatically recall number bonds for numbers 0–5 and some to 10.

## PHYSICAL DEVELOPMENT

- To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.
- To progress towards a more fluent style of moving, with developing control and grace.
- To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- To Combine different movements with ease and fluency.
- To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- To develop overall body-strength, balance, co-ordination and agility.
- To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- To develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- To develop the foundations of a handwriting style which is fast, accurate and efficient.

## UNDERSTANDING THE WORLD

- To talk about members of their immediate family.
- To comment on images of familiar situations in the past.
- To explore the natural world around them.
- To recognise some environments that are different to the one in which they live.
- To recognise some similarities and differences between life in this country and life in other countries.
- To draw information from a simple map.

## COMMUNICATION AND LANGUAGE

- To understand how to listen carefully and why listening is important.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- To Learn new vocabulary.
- Ask questions to find out more.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use new vocabulary in different contexts.

## PSHE

- To manage their own needs.
- To know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

## RE

- To understand why Shrove Tuesday/Pancake day is important to Christians.
- To understand Palm Sunday is important to Christians.
- To understand why is the cross symbol important to Christians?
- To understand why do Christians have Easter eggs at Easter?
- To understand why do Christians believe the Easter story is important?

## EXPRESSIVE ARTS AND DESIGN

To explore, use and refine a variety of artistic effects to express their ideas and feelings. To return to and build on their previous learning, refining ideas and developing their ability to represent them. To sing in a group or on their own, increasingly matching the pitch and following the melody. To explore and engage in music making ... performing solo or in groups. To listen attentively, move to and talk about music, expressing their feelings and responses. To listen carefully to rhymes and songs, paying attention to how they sound. To learn rhymes, poems and songs.