

## Communication and Language

WALT understand how to listen carefully and why listening is important.  
WALT learn new vocabulary and use it through the day.  
WALT ask questions to find out more and to check they understand what has been said to them.  
WALT articulate their ideas and thoughts in well-formed sentences.  
WALT connect one idea or action to another using a range of connectives.  
WALT describe events in some detail.  
WALT use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  
WALT develop social phrases.  
WALT engage in story times.  
WALT listen to and talk about stories to build familiarity and understanding.  
WALT retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in our own words.  
WALT use new vocabulary in different contexts.  
WALT listen carefully to rhymes and songs, paying attention to how they sound.  
WALT learn rhymes, poems and songs.  
WALT engage in non-fiction books.  
WALT listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

## Literacy

WALT read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter/sound correspondences.  
WALT read some letter groups that each represent one sound and say sounds for them.  
WALT read a few common exception words matched to the school's phonic programme.  
WALT read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  
WALT re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  
WALT form lower-case and capital letters correctly.  
WALT spell words by identifying the sounds and then writing the sound with letter/s.  
WALT write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  
WALT re-read what they have written to check that it makes sense.

## Personal, Social and Emotional Development

WALT see ourselves as a valuable individual.  
WALT build constructive and respectful relationships.  
WALT express our feelings and consider the feelings of others.  
WALT show resilience and perseverance in the face of challenge.  
WALT identify and moderate their own feelings socially and emotionally.  
WALT think about the perspectives of others.  
WALT 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.

## SPRING TERM 2 Activities *Where in the World?* Reception

## Mathematics

WALT count beyond ten.  
WALT compare numbers.  
WALT understand the 'one more than/one less than' relationship between consecutive numbers.  
WALT explore the composition of numbers to 10.  
WALT automatically recall number bonds for numbers 0-5 and some to 10.  
WALT select, rotate and manipulate shapes in order to develop spatial reasoning skills.  
WALT compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

**Engage: Bring in a photo of somewhere you have been in the world! England or Abroad!**

**Express: Let's go to India!**

## Understanding the World

WALT draw information from a simple map.  
WALT understand that some places are special to members of their community.  
Recognise some similarities and differences between life in this country and life in other countries.  
WALT explore the natural world around them.  
WALT describe what they see, hear and feel whilst outside.  
WALT recognise some environments that are different to the one in which they live.  
Understand the effect of changing seasons on the natural world around them.

## Expressive Arts and Design

WALT explore, use and refine a variety of artistic effects to express their ideas and feelings.  
WALT return to and build on their previous learning, refining ideas and developing their ability to represent them.  
WALT create collaboratively, sharing ideas, resources and skills.  
WALT listen attentively, move to and talk about music, expressing their feelings and responses.  
WALT watch and talk about dance and performance art, expressing their feelings and responses.  
WALT sing in a group or on our own, increasingly matching the pitch and following the melody.  
WALT develop storylines in our pretend play.  
WALT explore and engage in music making and dance, performing solo or in groups.

## Physical Development

WALT revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, skipping, jumping, hopping, climbing  
WALT progress towards a more fluent style of moving, with developing control and grace.  
WALT develop the overall body strength, co-ordination, balance and agility  
WALT develop their small motor skills so that they can use a range of tools competently, safely and confidently. WALT combine different movements with ease and fluency. WALT confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  
WALT further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  
WALT develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.