

**Engage: Pyjama Day  
Express: Creative  
collaboration week**

**Communication and Language**

Understand how to listen carefully and why listening is important.  
Learn new vocabulary and use it through the day.  
Ask questions to find out more and to check they understand what has been said to them.  
Describe events in some detail.  
Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  
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.  
Learn rhymes, poems and songs.  
Engage in non-fiction books.  
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

**Literacy**

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.  
Read some letter groups that each represent one sound and say sounds for them.  
Begin to recognise common exception words  
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  
Form lower-case and capital letters correctly.  
Spell words by identifying the sounds and then writing the sound with letter/s.

**Personal, Social and Emotional  
Development**

See themselves as a valuable individual.  
Build constructive and respectful relationships.  
Express their feelings and consider the feelings of others.  
Show resilience and perseverance in the face of challenge.  
Identify and moderate their own feelings socially and emotionally.  
Think about the perspectives of others.  
Manage their own needs. - Personal hygiene.  
Know and talk about the different factors that support their overall health and wellbeing - in particular, having a good sleep routine.

**SPRING TERM 1  
Objectives  
*Starry, starry night - What  
happens when I fall asleep?*  
Reception**

**Mathematics**

Count beyond 10.  
Compare numbers.  
Understand the 'one more than/one less than' relationship between consecutive numbers.  
Explore the composition of numbers to 10.  
Automatically recall number bonds for numbers 0-5 and some to 10  
Continue, copy and create repeating patterns.  
Compare length, weight and capacity

**Physical Development**

Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing  
Progress towards a more fluent style of moving, with developing control and grace.  
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  
Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

**Understanding the World**

Talk about members of their immediate family and community.  
Name and describe people who are familiar to them.  
Understand that some places are special to members of their community.  
Recognise that people have different beliefs and celebrate special times in different ways.  
Recognise some similarities and differences between life in this country and life in other countries.  
Explore the natural world around them.  
Describe what they see, hear and feel whilst outside.  
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**

Explore, use and refine a variety of artistic effects to express their ideas and feelings.  
Return to and build on their previous learning, refining ideas and developing their ability to represent them.  
Create collaboratively, sharing ideas, resources and skills.  
Listen attentively, move to and talk about music, expressing their feelings and responses.  
Watch and talk about dance and performance art, expressing their feelings and responses.  
Sing in a group or on their own, increasingly matching the pitch and following the melody.  
Develop storylines in their pretend play.  
Explore and engage in music making and dance, performing solo or in groups.