

Engage: Make a flag to represent the country they come from

Express: Multicultural Afternoon

Communication and Language

Listening and attention

Listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments. Two-channelled attention – can listen and do for a short span.

Understanding

Able to follow a story without pictures of props. Listens and responds to ideas expressed by others in conversation or discussion.

Speaking

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention.

Physical Development

Moving and handling

Experiments with different ways of moving. Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Uses simple tools to effect changes to materials. Is able to cut with control using scissors.

Health and self-care

Eats a healthy range of foodstuffs and understands the need for variety in food. Shows understanding of how to transport and store equipment safely. Practises some appropriate safety measures without direct supervision.

Personal, Social and Emotional Development

Self-confidence and self-awareness

Can describe self in positive terms and talk about abilities. Children are confident to try new activities and say why they like some activities more than others. Children are confident to speak in a familiar group and share their own ideas.

Managing feelings and behaviour

Understands that own actions affect other people, for example becomes upset or tries to comfort another child when they realise they have upset them.

Making Relationships

Takes steps to resolve conflicts with other children, e.g. finding a compromise. Children play co-operatively, taking turns with others.

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

Literacy

Reading

Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.

Writing

Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Understanding the World

People and communities

Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members.

The world

Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things.

Technology

Completes a simple program on a computer. Interacts with age-appropriate computer software. Children recognise that a range of technology is used in places such as homes and schools.

Mathematics

Numbers

Children begin to count reliably with numbers from one to 20, and can place them in order to 10 and then beyond. Uses the language of 'more' and 'fewer' to compare two sets of objects. Children to say 'one more' and 'one less' than any given number to 10 and beyond. Records, using tally marks that they can interpret and explain. Counts on and back from any given number using a number line to 10 and beyond.

Shape, space and measures

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematic terms to describe shapes. Uses everyday language related to time. Beginning to use everyday language related to money. Measures short periods of time in simple ways. Is able to order 3 or more items based on length or height.

Expressive Arts and Design

Exploring and using media and materials

Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.

Being imaginative

Creates a simple representation of events, people and objects. Chooses a particular colour to use for a purpose. Introduces a storyline or a narrative into their play. Plays alongside other children who are engaged in the same theme.