

### 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.  
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 talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  
Develop social phrases.  
Engage in story times.  
Listen to and talk about stories to build familiarity and understanding.  
Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.  
Use new vocabulary in different contexts.  
Listen carefully to rhymes and songs, paying attention to how they sound.  
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.  
Read a few common exception words matched to the school's phonic programme.  
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.  
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.

### 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.  
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 Objectives *Where in the World?* Reception

### Mathematics

Count beyond ten.  
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.  
Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  
Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

**Engage:**

**Express:**

### Understanding the World

Draw information from a simple map.  
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.  
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.

### Physical Development

Revise and refine the fundamental movement skills they have already acquired: rolling, running, crawling, skipping, 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  
Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  
Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.