

## Communication and Language

WALT Listen carefully and know why listening is important.  
WALT Learn new vocabulary and use it through the day.  
WALT Ask questions to find out more and to check I understand what has been said to me.  
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 Listen to and talk about stories to build familiarity and understanding.  
WALT Retell the story, once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.  
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

## Important Dates:

Love to learn session dates

Cultural celebration dates

Class pyjama day

## Personal, Social and Emotional Development

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

### Being different and equal

WALT Be able to talk about what it means to be different and what it means to be similar.  
WALT Use and understand the words: *Different, Similar, Unique, Tradition, Culture and Communities*  
WALT Understand what a community is and the different jobs people hold within the community  
WALT Understand that there a variety of things they can aspire to be when they grow up.

## Spring Term 1 2026

### Starry, Starry Night

### What happens when I fall asleep?

## Reception

## Understanding the World

WALT Talk about members of my immediate family and community.  
WALT Name and describe people who are familiar to me.  
WALT Understand that some places are special to members of my community.  
WALT Recognise that people have different beliefs and celebrate special times in different ways.  
WALT Recognise some similarities and differences between life in this country and life in other countries.  
WALT Explore the natural world around me.  
WALT Describe what I see, hear and feel whilst outside.  
WALT Recognise some environments that are different to the one in which I live.  
WALT Understand the effect of changing seasons on the natural world around me.

## Physical Development

WALT Revise and refine the fundamental movement skills I have already acquired: - rolling - walking - running - skipping - crawling - 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 needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  
WALT Develop my fine motor skills so that I can use a range of tools competently, safely and confidently.

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

## What can we try at home? Literacy

**Reading:** Read books together daily, asking your child to describe pictures and what is happening in the beginning, middle and end. You can also make up spontaneous stories together.

**Phonics :** Practice the phonics sounds (letters and digraphs/trigraphs) the child is learning in school. Play games like "I went to the shop and I bought..." to practice recalling items and initial sounds, or go on a "letter hunt" around the house or garden.

**Fine Motor:** Activities like using scissors safely to cut out shapes, playing with playdough, threading beads, or sorting small items with tweezers help develop fine motor control.

**Gross Motor:** Encourage active play like hopping, skipping, jumping, throwing, and catching a ball. Create a simple obstacle course indoors or outdoors.

## Mathematics

WALT Count beyond 10.  
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 Continue, copy and create repeating patterns.  
WALT Compare length, weight and capacity

### What can we try at home? Mathematics

**Count Everything:** Count steps, toys, snacks, or cars.  
**Stair Counting:** Say numbers as you go up and down stairs.  
**Snack Time Math:** Count out fruit or biscuits for everyone.  
**Number Lines:** Create a line with cut-out numbers and order them.

**Dice/Card Games:** Roll dice and add or compare numbers; play dominoes to practice subitising (recognising dots quickly).  
**Board Games:** Snakes & Ladders helps with counting and number recognition.  
**Shape Hunt:** Find circles, squares, and triangles around the house.  
**Pattern Play:** Look for patterns on wallpaper or clothes, and make your own with beads or blocks.

### This half term, we will be reading the books:

**Can't you sleep little bear?**

**Owl babies**

**Secret Pizza Party**

**Badgers great big adventure**

**Superbat**

**Engage:**

**Pyjama day.**

**Date TBC**

**Express:**

**Secret pizza party**

## Literacy

WALT Read individual letters by saying the phonemes.  
WALT Blend phonemes into words, so that I can read short words made up of known graphemes.  
WALT Read some digraphs and trigraphs and say sounds for them.  
WALT Begin to recognise common exception words and crafty words  
WALT Read simple phrases and sentences made up of words with known graphemes and, where necessary, a few exception words.  
WALT Re-read my reading books to build up my confidence in word reading, my fluency and my understanding and enjoyment.  
WALT Form lower-case and capital letters correctly.  
WALT Spell words by identifying the phonemes and then writing the graphemes.

### Key Vocabulary:

Grunted, glow, puzzled  
Hunted, waited, flapped  
Politely, whisper, tiring  
Chuckled, drooped, trapped  
Carefully, creeps, clambered  
Sunrise, floating, noticed