

PRIME – Personal, Social and Emotional Development

Develop their sense of responsibility and membership of community.
Become more outgoing with unfamiliar people, in the safe context of their setting.
See themselves as a valuable individual.
Identify and moderate their own feelings socially and emotionally.
Manage their own needs.
Show resilience and perseverance in the face of challenge.
Express their feelings and consider the feelings of others.
Build constructive and respectful relationships.

Activities

- ❖ Self-registration. Answering the register. Who is here today? How many children are here today?
- ❖ Circle Time – Learning to speak clearly and confidently & develop the ability to listen and respond.
- ❖ Initiating and participating in tidy up routines
- ❖ Morning, lunchtime and end of day routines.
- ❖ Regulate behavior and understand how to be on the 'Sunny Side' and not the 'Sad Side'.
- ❖ Play, explore, try new activities and make links through role play.
- ❖ Start of the day activities/talk partners.
- ❖ Participate in Assembly, Songs of Praise and attending Mass in Church.
- ❖ Learn what House they are in and how to earn House points for their House Group.
- ❖ Participate in Story/Poetry/Singing/Movement sessions throughout the day.
- ❖ Participate in weekly P4E sessions sharing their thoughts and feelings about themselves and others.

PRIME – Communication and Language

Know many rhymes, be able to talk about familiar books and be able to tell a long story

Understand how to listen carefully and why listening is so important. Learn new vocabulary. Describe events in some detail. Use talk to help work out problems and organise thinking and activities

SPECIFIC Literacy

Understand the five key concepts about print. Write some or all of their name.

Engage in story times. Re-read what they have written to check that it makes sense.

Read individual letters by saying the sounds for them.

Form lower-case and capital letters

Blend sounds into words, so that they can read short words made up of known-letter sound correspondences.

Activities

- ❖ Use their language and new vocabulary as a powerful means of widening contacts, sharing feelings, experiences and thoughts about stories, poems and rhymes that have been read to them in class.
- ❖ Begin to independently write their own name, cvc words and short phrases with focus on good handwriting habits (posture, pencil hold, paper) and letter formation.
- ❖ Sound! Start Phonics for Letters and Sounds – Revision of Phase 2/3 Learning a Letter Lesson, Phase 3 Main Phonics Lesson. Daily Small Group Practise and Apply activities.
- ❖ Guided Reading sessions – x3 with an adult
- ❖ Shared and Independent Writing Activities linked to – I am Henry Finch, The Magic Paintbrush, Little Red, Little Red Reading Hood.
- ❖ Voting Station – Daily vote for my favourite book. Book Corner/Reading Bears – Read one of your favourite books to me.
- ❖ My Favourite Book, My Favourite Place, My Favourite Person – Home/School Link

PRIME – Physical Development

Use a comfortable grip with good control when holding pens and pencils.

Make healthy choices about food, drink, activity and tooth brushing.

Revise and refine the fundamental movement skills they have already acquired – Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing.

Develop their small motor skills so they can use a range of tools competently, safely and confidently.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

Activities

- ❖ Continue to develop independence when toileting and learning good hygiene routines such as washing hands and using tissues. Become more independent when dressing and undressing with coats and uniform.
- ❖ Funky fingers/feet – To develop fine/small motor/gross skills using a wide variety of equipment.
- ❖ Learning to negotiate the climbing frame and obstacles in the playground.
- ❖ Move safely in the big playground with an awareness of those around them.
- ❖ PE – Movement (Rolling, crawling, walking, jumping, running, hopping, skipping and climbing)
- ❖ Move confidently with growing control in Dance and Yoga sessions.
- ❖ Explore malleable materials (Rolling, squeezing, patting) Explore the sand pit inside (dry) and outside (wet) Explore the Mud Kitchen.
- ❖ Investigate healthy food/drink/exercise choices and why good dental hygiene is important.

Reception Class – SPRING 1 'Talents and Powers'

SPECIFIC – Expressive Arts and Design

Remember and sing entire songs. Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

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.

Activities

- ❖ Learn and perform poems from the Poetry Basket.
- ❖ Arts and crafts linked to Chinese New Year and Valentine's Day.
- ❖ Arts and crafts linked to I am Henry Finch – Make a birdfeeder and The Magic Paintbrush – Find out about and paint the Chinese Plum Blossom tree.
- ❖ Participate in Story/Poetry/Singing/Movement sessions throughout the day
- ❖ Explore instruments/sounds, beat, rhythm.

Religious Education

Continue to develop positive attitudes about the differences between people.

Talk about members of their immediate family and community. Understand that some places are special to members of their community.

Activities

- ❖ Recite the daily class prayers. Learning from our School Saint and following his example.
- ❖ Learning from our Class Saint and following the example of St. Therese of Lisieux.
- ❖ Christmas and Baptism.
- ❖ Attend Collective Worship, Assemblies and Mass in Church.
- ❖ Participate in Class Prayer and Liturgy.

SPECIFIC – Mathematics

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round. Begin to describe a sequence of events, real or fictional, using words such as first, then.

Count objects, actions and sounds.

Count beyond 10

Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.

Automatically recall number bonds for numbers 0-10.

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Activities

- ❖ Daily sessions linked to White Rose Maths and NCETM Mastering Number.
- ❖ Daily Opportunities to develop a deep understanding of number – Reating, counting, matching, ordering, estimating.
- ❖ Daily Counting rhymes and songs.
- ❖ Independent role play activities that allow children to demonstrate their ability to transfer their mathematical understanding and problem solving skills into a wide range of different scenarios.
- ❖ Resources/Games for children to choose in 'Busy Learning' Time for example dice to play how many claps, jumps do I need to do.
- ❖ Continuous provision resources to promote number formation, representation of numbers and amounts, recognizing, drawing and building with shapes
- ❖ Start of the Day Activities – 'Subitise Sid' and 'Solve it Soo' Puppets. Can you help them?
- ❖ Voting Station – comment on which book has won the vote using the correct mathematical vocabulary – more/fewer. Estimate and explain. Count to check.

SPECIFIC – Understanding the World

Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.

Talk about what they see, using a wide vocabulary.

Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

Talk about members of their immediate family and community. Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Activities

- ❖ Find out about Winter – Jack Frost, A Little Bit of Winter, The First Snow of Winter
- ❖ Find out about animals in Winter – hibernation and migration.
- ❖ Where in the world is China?
- ❖ Explore the traditions of Chinese New Year, make a lantern and paint plum blossom trees.
- ❖ Linked to Literacy – I am Henry Finch. Explore birds that visit the school garden, make bird feeders, The Magic Paintbrush
- ❖ Talk about their lives and how they compare to the characters in the story. What is the same? What is different?
- ❖ An Interesting Word for Every Day of the Year – will give the children the opportunity to share their understanding of the word in a particular context whilst widening their vocabulary.
- ❖ Develop an awareness of how information can be retrieved from computers.
- ❖ Learn about E-safety and how they can keep themselves safe whilst using it.
- ❖ Participate in activities linked to Safer Internet Day.