

Prior's Mill CE Primary School Reception Spring Term (Development Matters)



Personal, Social and Emotional Development		Physical Development		Communication & Language			
<ul style="list-style-type: none"> • Manage their own needs (independently dressing and undressing) • Think about the perspectives of others. • To consider the feelings of others • To continue to build constructive and respectful relationships 		<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing 		<ul style="list-style-type: none"> • 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. • Describe events in some detail. • Use new vocabulary in different contexts. • Engage in non-fiction books. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 			
Understanding the World		Expressive Arts and Design		Literacy		Mathematics	
<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • To continue to explore the natural world around them. • To continue to describe what they see, hear and feel whilst outside. • To continue to understand the effect of changing seasons on the natural world around them. • Recognise that people have different beliefs and celebrate special times in different ways. • Draw information from a simple map 		<ul style="list-style-type: none"> • 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. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Explore and engage in music making. 		<ul style="list-style-type: none"> • Read simple 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. • Read some letter groups that each represent one sound and say sounds for them. • To read common exception words (was, you, they, my, by, all, are, sure, pure) • Write short sentences with words with known letter-sound correspondences and use a capital letter and full stop • To form lower-case letters correctly 		<ul style="list-style-type: none"> • To learn number bonds for 5 • Explore the composition of numbers to 10. • To count beyond 10 • Compare capacity and weight • To refine ability to continue, copy and create repeating patterns. • To begin to automatically recall number bonds for numbers 0–10. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can (3D) 	