

## Prime Area: Communication and Language

### Children to

- Listen and respond to stories i.e. Little Red and traditional tales.
- Use story language such as 'Once Upon a Time' and 'Happily Ever After'.
- Identify key events in stories and begin to understand beginning middle and end.
- Use conjunctions, past and present tense when speaking.

### Key vocabulary:

structure, beginning, middle, end, and, but, so, next, then.

## Specific Area: Maths

### Children to

- Understand mass and capacity
- Explore odd and even.
- Exploring doubles.
- Building numbers to 10
- Exploring 3D shape.

### Key vocabulary:

Mass, capacity, heavier, lighter, full, empty, odd, even, double, cube, cuboid, cylinder, pyramid, cone

## Prime Area: Physical Development

### Children to develop gross motor skills by

- Developing confidence in moving in a range of ways during PE
- Demonstrating strength and coordination during PE
- Creating obstacle courses with peers in the outdoor environment that encourage a range of movement e.g. ducking, climbing, crawling, and balancing.

### Children to develop fine motor skills by

- Practicing accuracy when drawing by creating observational drawing.
- Writing letters using letter rhymes to help.
- Using scissors carefully and safely. Children to be taught this during junk modeling and stained-glass window art sessions.
- Using dough disco to promote dexterity.
- Making cupcakes using tools.

### Key vocabulary:

Travel, space, level, speed, movement, bend, stretch, balance.

Formation, copy, observe, notice.



**Reception**  
**Spring Term 2**  
**What is around Bartley Green?**

## Prime Area: Personal, Social and Emotional Development

### Children to

- Understand that we need to exercise to keep our body healthy.
- Explore how moving and resting is good for the body.
- Know which food is healthy and not so healthy and make good choices.
- Understand the importance of sleep.
- Know how to keep clean.
- Discuss the friendships in the story 'The Little Red Hen'. Were they kind friends? What should they have done?
- Key vocabulary:

Exercise, body, rest, healthy, unhealthy, friendship, kind, caring, kindness.

## Specific Area: Literacy

### Children to

- Engage in phase 3 phonics including segmenting and blending.
- Listen to the stories 'Little Red' and other traditional tales.
- Retell stories using stories maps, puppets and small world.
- Innovate new versions of stories read in class by developing story maps and drawing own story maps.
- Write lists, letters and instructions.
- Rewrite the story of Little Red

### Key Vocabulary:

Phoneme, grapheme, digraph, story map, innovate, improve, adapt, character, retell.

## Characteristics of Effective Learning

### Children to

- Show curiosity about objects, events and people.
- Represent their experiences in their play.
- Take risks, engage in new experiences and learn by trial and error.
- Maintain focus on their activity for a period of time.
- Show satisfaction in meeting their own goals.

## Specific Area: Understanding the World

### Children to

- To explore why Easter is celebrated.
- To learn why the Easter story is important.
- To observe the changes in weather and the features of spring
- To locate the school.
- To identify features of Bartley Green.
- To learn about features of our local area.

### Key vocabulary:

Easter, cross, palm leaf, spring, Map, key, place.

## Specific Area: Expressive Art and Design

### Children to

- Learn, sing and perform a transport journey, making the sounds for a car, boat and train.
- Create weaving patterns.
- Create bookmarks.
- Listen to and respond to music sharing opinions, likes and dislikes.
- Create Easter Garden.
- Create transient art.

### Key Vocabulary:

Design, create, cut, stick, perform, enjoy, emotions linked to music.