

Communication and Language

- CL1, CL2, CL10, CL9 will continue throughout the half term.
- CL3 Revisit and practise previously taught vocabulary and use in different contexts.
- CL4 Continue to use who, where, when, what and why questions, including how do you know?
- CL5 Respond to open-ended questions eg; How did you make that? Model correct grammar (past tense, plurals, complex sentences)
- CL6 Use language and ideas from previous events to link ideas
- CL7 Identify deliberate errors so that children know that sometimes information is incorrect
- CL8 Activities to promote problem solving and language used for solving a problem.
- C11 Consolidate understanding of plot and main problem, and identify main characters, talking about their feelings actions and motives and link these to own experiences.
- CL12 Repeat well known stories and be able to change the text into their own words.
- CL13 Continue to explain the meaning of new words in the context of a story.
- CL14 Listen carefully to rhyming patterns and predict the matching rhyme.
- CL14, CL15 Listen to and learn some poems and rhymes by heart, using call and response.
- CL16, CL17 Listen to books that are linked to the theme for Spring 2.
- CL17 Respond to pictures and illustrations and use language related to their own experiences.

Understanding the World

- UW1 and UW2 on-going
- UW4 Explore fictional/non-fictional characters from different times and cultures. Listen to and understand stories from the past identifying themes (kindness, bravery) linked to children's experiences. UW4 Create role play area which helps describe a place in another country.
- UW5 Draw simple maps of their immediate environment.
- UW7 Recognise the importance of Easter.
- UW8, UW11 Learn about places in the world that contrast with Killingworth, through video clips, texts and resources, using specific vocabulary to describe these places. Understand that the lives of the people who live there may be similar or different to their own.

Expressive Arts and Design

- EAD2 Continue to listen to music and live musicians in school. Listen to live music (Mrs Moretti) and discuss it, including changes they hear. EAD2 Continue to listen to a variety of music from a range of cultures, identifying patterns and expressing preferences.
- EAD4 Listen to new songs, focussing on the words and the melody.
- EAD6 Respond in different ways to changes in volume, pace, pitch when listening to music.

PSED

- PS1 Continue throughout the half term.
- PS2 Have experiences of playing with different friendship groups across different activities.
- PS3 Circle time to focus on vocabulary that helps to describe distress, confusions and feelings of hurt and how to deal with this.
- PS4 Experience problems with challenge and understand that it's OK to make mistakes and try again.
- PS5 Learn to follow class and school rules and behave appropriately, understanding there is a consequence for behaviour that doesn't respect the rules.
- PS6 Learn from others about ways of dealing with different



Reception Spring 2 —Amazing Africa
What we want children to know and know how to do at the end of this half term.

Literacy

- L1, L2, L4 to continue.
- L3 Take part in activities to support the teaching and reading of sight vocabulary.
- L5 Continue to read words, phrases and sentences that include the common exception words and phonics that have been taught.
- L6 Continue to read a range of age appropriate books for enjoyment, building up their confidence and fluency, ensuring that they understand what they are reading.
- L7 Practise correct letter formation alongside the letter name, letter sound and a memorable phrase.
- L8 Use phonological knowledge to spell words independently.
- L9 Say out loud and memorise words and complete sentences using a capital letter and full stop before writing independently.
- L10 Continue to re-read their work to make sure it makes sense.

Characteristics of Effective Learning

- Playing and Exploring-** Do things independently.
- Active Learning** - Keep trying when things are difficult.
- Creating and thinking critically-** use pretend play to think beyond the 'here and now' and to understand perspective.

Physical Development

- Continue PD1, PD5, PD10
- PD1 All children to take part in a wide range of physical opportunities both indoors and outdoors. Involve less-confident children by providing other opportunities for them to be involved in the lesson (draw a picture, take a phot –Ipad).
- PD2 Include balance and stillness to indicate the conclusion of a movement.
- PD3 Have access to activities which will develop balance and agility by spinning, rocking, tilting, sliding and bouncing.
- PD4 Continue to develop an efficient handwriting style, paying attention to letter formation, pencil grip and size and orientation of letters.
- PD6 When running, stopping and changing direction learn to control the beginning and end of the movement.
- PD7 use a variety of equipment indoors and outdoor (tyres, tunnels, ropes) to practise balance and coordination.
- PD8 Consolidate and model bat and ball skills (correct grip, position of ball).
- PD9 In adult-led focus on correct letter formation and repeat daily. Have a variety of writing opportunities in provision areas to practise their skills
- PD10 Learn to stay safe in the wider environment—crossing the road and stranger, danger.

Mathematics

- Sing a range of counting songs and poems to reinforce counting.
- M1 Have opportunities to embed counting to 20 and beyond, and less able children to have additional opportunities to practise this.
- M2 Activities to practise subitising to 10 in a variety of ways eg; number of objects in the shop, number of bananas in a bowl.
- M3 Continue recording quantities, matching cardinal numbers and symbols.
- M4 Explore numbers beyond 20 indoors and outdoors, discussing the 2 digit numbers (number tracks, calendar, hundred square).
- M5 Practical opportunities to compare groups of objects and to begin to share objects into groups, discuss fairness.
- M6 Practise and record the number before and after in a variety of ways using language of one more and one less.
- M7 Discussion and practical activities exploring numbers to 10 and beyond, including practise doubles.
- M8 Further opportunities to use number bonds to 10 in a variety of contexts. School policy - use and understand the + - and = signs.
- M9, M10 Have opportunities to explore pattern and building sets to manipulate shapes and understand properties of 2D and 3D shapes. Investigate how shapes can be put together to create new shapes.
- M11 Recognise mistakes in patterns and fix the mistake.
- M12 Use language of measures to make predictions.

Enhancements for Continuous Provision to apply knowledge

Roleplay– Safari/ African home /Hospital
 Weather– comparison, pictures, books
 Use of traditional African clothing to explore
 Use of atlas, maps, ipads– Digimap
 Musical instruments– bongo drums, rain sticks
 Small world– use of wild animals and habitats, shadow drawing of safari animals.
 Patterns table to create abstract patterns.
 Recyclable materials to make animals, huts, African jewellery and masks
 Weaving opportunities with wool to develop fine gross motor skills
 Balancing—provide flat baskets and bean bags to balance on heads.

Books– Fiction

Handa’s Hen
 Handa’s Surprise
 Mama Panya’s Pancakes
 Nimi at the Carnival

Books- Non-Fiction

Our Home
 Animals
 Weather

Visits, Visitors and Special Experiences

Visit to school library
 Walk around Killingworth to explore local area
 Visit to Morrisons to buy ingredients to make pancakes.

Strategies for most vulnerable

TA support
 Interventions
 Visual Aids such as word cards.

Words and Phrases

C and L	PSED	PD	L	M	UTW	EAD
Emotions Solving problems and making mistakes Sharing experiences in spoken detail	Differences Culture Respect Emotions	Balance Direction Bat/ball skills Agility Constructing materials	Capital letter Full stop Finger space Words, captions, sentences	2 digit numbers Equals to Doubling Before After More than Less than	Africa Animals Habitats Country village	Live music Patterns Melody Volume Pace Pitch