

## Understanding the World

To talk about the lives of the people around us.  
To know that the Emergency services exist and what they do.  
To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class  
To talk about Chinese New Year (and compare this to other celebrations we have learned)  
To know about people who help us within the local community,  
To know about and recognise the signs of Winter  
To know some Important processes and changes in the natural world including states of matter (freezing) Knows about similarities and differences in relation to places, objects, materials and living things  
Makes observations of plants and animals

## Maths

Subitising within 5.  
Matching numerals to quantities within 5.  
Counting, ordinality.  
Identify one more than a given number.  
Composition of 5  
Composition of 6 and 7.  
Patterns to 5 and 5 and more than 5.  
NSPCC number day (2-2-24)  
Comparison of sets; more than, fewer than, equal to.  
Make equal and unequal sets.  
Counting objects.  
To identify 2D shapes by name and explore their properties  
Circles, triangles, shapes with 4 sides.

# Reception Spring 1 Skills Map



We will be working on these skills during the term.

## Communication & Language

Knows the rules of a circle and puts their hand up to speak or waits.  
Questions are answered with basic responses  
Adults are engaged in conversation when playing alongside.  
Eye contact is made and voice is directed at listeners.  
Sentence is used, only sometimes needing a model or stem.  
Peer interaction is back and forth, with pauses and responses from each.

## Physical Development

Develop core muscle strength and posture  
Combine different movements with ease.  
Establish the correct pencil grip and posture for writing  
Develop the skills to manage the school day - To be able to put on and take off own waterproofs.  
Continue to develop small motor skills to use tools independently and safely.  
To know how to brush their teeth.  
To have a good understanding of healthy and non-healthy foods.

## Literacy

To act out stories  
To begin to predict what may happen in the story  
To suggest how a story might end  
Begin to understand and use key words associated with books including page, title, front/back cover, blurb etc.  
Begin to identify taught Set 2 sounds  
Begin to read simple phrases  
To recognise taught common exception words  
To read books that match their phonics ability  
To form lower case letters correctly  
Begin to write simple phrases

## Expressive Art & Design

To experiment with different mark making tools such as art pencils, pastels, chalk  
To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)  
To know how to work safely and hygienically  
To use non-statutory measures (spoons, cups)  
To use some cooking techniques (spreading, cutting, threading, coring, mixing)  
To use tools to cut and join wood  
To know the names of tools  
To join in with whole school singing Assemblies  
To create musical patterns using un-tuned instruments  
To begin to create costumes and resources for role play  
To learn and perform simple poems with minimal support using gestures.

## How you can help at home

Welcome back! Spring term in Reception is always the most incredible as the children are settled into school life and expectations and are more ready to learn. Here are the key skills we are learning in Spring 1. Each week we will give you suggestions to support your child at home but in general, it is expected that your child practices reading their phonics book each day as well as listening to a story read by an adult. Please expose your child to different and new experiences as well as encouraging them to write and use their phonics skills as much as possible. This could be writing a menu for dinner or a card for a friend. Your child's learning, including achievements and next steps will be on Tapestry so please check this regularly. Remember you can access additional books on Oxford Owl. Please log your children's reading on BOOMREADER and other learning experiences on Tapestry.  
Thank you for your continued support, The Reception Team

## Personal, Social & Emotional Development

Showing independence in selecting & using resources  
Identify the range of feelings and how others may feel  
To understand why we have rules.  
To understand the importance of persistence/perseverance in the face of challenge.  
Develop confidence in their own ability to solve problems.  
To work together as a group to overcome challenges and communicate effectively with others.  
To learn and practice copying strategies.  
To learn new skills, showing resilience and perseverance