



Lyme Reception Spring 1

At Lyme Primary School we firmly believe that a child learns best through child-initiated play where they can build important life skills such as curiosity, concentration, creativity, problem solving, use of their imagination and persistence through purposeful play experiences. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we would be encouraging this half term.

Personal, Social and Emotional Development

- * To show resilience and perseverance in the face of challenge.
- * To identify and moderate their own feelings socially and emotionally.
- * To be confident to try new activities
- * To manage own basic hygiene and personal needs.

Literacy

- * To read some letter groups that each represent one sound and say sounds for them.
- * To read a few common exception words matched to the school's phonic programme.
- * To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- * To anticipate (where appropriate) key events in stories.
- * To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- * To say a sound for each letter in the alphabet and at least 10 digraphs.
- * To read words consistent with their phonic knowledge by sound-blending.
- * To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- * To write recognisable letters, most of which are correctly formed.
- * To spell words by identifying sounds in them and representing the sounds with a letter or letters.

Communication and Language

- * To articulate their ideas and thoughts in well-formed sentences.
- * To connect one idea or action to another using a range of connectives.
- * To engage in non-fiction books.
- * To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- * To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- * To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Expressive Arts and Design

- * To return to and build on their previous learning, refining ideas and developing their ability to represent them

Physical Development

- * To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- * To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Understanding the World

- * To draw information from a simple map.
- * To compare and contrast characters from stories, including figures from the past.
- * To explore the natural world around them.
- * To recognise some environments that are different to the one in which they live.
- * To recognise that people have different beliefs and celebrate special times in different ways.

Mathematics

- * To count objects, actions and sounds.
- * To link the number symbol (numeral) with its cardinal number value.
- * To subitise.
- * To explore the composition of numbers to 10. Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers. Automatically recall number bonds for numbers 0–5 and some to 10.
- * To compare numbers.
- * To compare length, weight and capacity.