



# Lyme Reception Spring 2

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 understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- \* To set and work towards simple goals
- \* To be confident to try new activities,
- \* To explain the reasons for rules
- \* To manage own basic hygiene and personal needs
- \* To know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

## Communication and Language

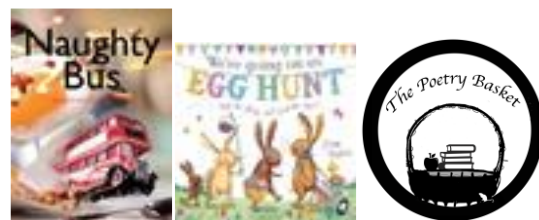
- \* To describe events in some detail
- \* To use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- \* To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

## Physical Development

- \* To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

## Literacy

- \* To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- \* To re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- \* 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.



## Mathematics

- \* To count objects, actions and sounds.
- \* To subitise.
- \* To link the number symbol (numeral) with its cardinal number value.
- \* To count beyond ten.
- \* To compare numbers
- \* To understand the 'one more than/one less than' relationship between consecutive numbers.
- \* To explore the composition of numbers to 10.
- \* To automatically recall number bonds for numbers 0-5 and some to 10.
- \* To continue, copy and create repeating patterns.
- \* To select, rotate and manipulate shapes to develop spatial reasoning skills.
- \* To compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.

## Understanding the World

- \* To comment on images of familiar situations in the past.
- \* To draw information from a simple map.
- \* To understand that some places are special to members of their community.
- \* To recognise that people have different beliefs and celebrate special times in different ways.
- \* To recognise some environments that are different from the one in which they live.

## Expressive Arts and Design

- \* To create collaboratively, sharing ideas, resources and skills.