

**Engage: Pyjama Day  
Express: Creative  
collaboration week**

**Communication and Language**

**Listening and attention**

Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding**

Follow instructions involving several ideas or actions. Answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking**

Express themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

**Literacy**

**Reading**

Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.

**Writing**

Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Physical Development**

**Moving and handling**

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

They handle equipment and tools effectively, including pencils for writing.

**Health and self-care**

Know the importance for good health of physical exercise, and a healthy diet. Talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

**Personal, Social and Emotional  
Development**

**Self-confidence and self-awareness**

Confident to try new activities, and say why they like some activities more than others. Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Say when they do or don't need help.

**Managing feelings and behaviour**

Talk about how they and others show feelings. Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

Adjust their behaviour to different situations, and take changes of routine in their stride.

**Making Relationships**

Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity.

Show sensitivity to others' needs and feelings. Form positive relationships with adults and other children.

**SPRING TERM 1**

**Objectives**

***Starry, starry night – What happens when I fall asleep?***

**Reception**

**Mathematics**

**Numbers**

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**Shape, space and measures**

Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

**Understanding the World**

**People and communities**

Shows interest in different ways of life.

Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to others.

Talk about past and present events in their own lives and in the lives of family members.

Know that other children don't always enjoy the same things, and are sensitive to this.

Know about similarities and differences between themselves and others, and among families, communities and traditions.

Shows interest in the lives of people who are familiar to them.

**The world**

Know about similarities and differences in relation to places, objects, materials and living things.

Talk about the features of their own immediate environment and how environments might vary from one another.

**Technology**

Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.

**Expressive Arts and Design**

**Exploring and using media and materials**

Sing songs, make music and dance, and experiment with ways of changing them.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being imaginative**

Use what they have learnt about media and materials in original ways, thinking about uses and purposes.

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.