

### Physical Development

We are learning to:

Move confidently in a range of ways: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.

Use climbing equipment with confidence and enjoyment.

To sit with a good posture when working on table-top activities.

Throw and catch with appropriate apparatus, e.g. large foam balls or beanbags.

Use a knife and fork, attempting to cut soft foods.

Form all letters of the alphabet with the correct letter formation; hold a pencil or pen using a tripod grip.

Use scissors with effective hand-positioning and with control.

Add detail to our drawings, e.g. eyelashes or windows on a house.

### Communication and Language

We are learning to:

Conduct simple back and forth conversations, paying attention to our friends or adults and responding appropriately.

Listen attentively during adult input times, and respond quickly to instructions.

Ask questions in a variety of contexts, for example, to understand a character/story, to clarify instructions, to solve practical problems or to find out what unfamiliar words mean.

Answer “Why” questions, sometimes with adult support.

Speak in whole class situations, e.g. answering questions at Story Time.

Use recently modelled language independently, across everyday contexts and all areas of learning.

Use a range of connectives e.g. ‘so’, ‘but’, ‘and’ or ‘because’ to extend their sentences and to connect ideas.

Add more detail to the conversations we have.

### Personal, Social and Emotional Development

We are learning to:

Link events, in books or real life, with feelings and discuss them.

Understand our own feelings and begin to recognise those feelings in others.

Solve small conflicts through speaking to each other and being assertive, e.g. “Stop that, I don’t like it” or “Can I have a turn when you are finished?”

Show empathy in simple ways, e.g. finding an adult for a child who is hurt.

Show understanding of another child’s perspective in discussion, e.g. explaining what motivated someone to behave in a particular way.

Take turns with a little support from an adult or with the systems in place, e.g. sand timers.

Keep ourselves safe in a range of situations, for example when changing and going to the toilet, playing outside and using the building blocks, using online games and discussing being safe near roads.

Persevere, and try not to give up with things are challenging.



### Literacy

We are learning to:

Retell and sequence familiar stories using images or objects.

Learn poems by heart using signs and actions to support us.

Make predictions based on events of a story so far.

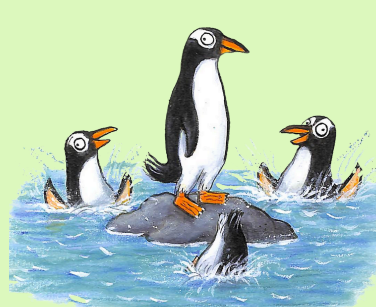
Learn and use new and exciting vocabulary in role-play and discussions. Say a sound for each letter in the alphabet and begin to recognise some digraphs.

Blend and read VC/CVC words. (vowel, consonant)

Form all letters of the alphabet, with correct letter formation.

Write VC/CVC words that can be read by themselves or others. (vowel, consonant)

## Reception Overview Spring 2026



### Religious Education

We will begin by exploring celebrations, learning about Lunar New Year, Persian New Year and Holi. We will find out how families around the world celebrate these special events and liken them to our own experiences.

As we near Easter, we will share parables and talk about the miracles of Jesus. We will think about why Easter is such an important time for Christians.

### Expressive Arts and Design

We will:

Produce more detailed representations in our drawings, paintings or models.

Return to and extend our creative learning, e.g. rebuilding a tower made the day before but making it more stable.

Continue to use the woodwork bench and tools safely to create model using a variety of materials.

Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature.

Discuss changes or patterns we hear when listening to music, e.g. “It starts slowly but gets faster and faster”.

Create our own beats with musical instruments/body percussion and become confident in games such as syllable clapping.

Create narratives that are more complex in our pretend play, building on the contributions of their peers.

### Understanding the World

We will:

Discuss images of the past and contrast them in discussion.

Listen to, respond and ask questions about fiction & non-fiction books.

Look at maps of our school/area and discuss the features they notice, and make our own maps.

Explore celebrations such as the Lunar New Year, Tu BiShvat and Easter. Share their knowledge of different countries (e.g. through holidays, home countries, books etc.) and compare/contrast them in discussion.

Offer simple, logical explanations for what they have observed, e.g. “It is light so I think that helps it float”.

Look closely at things in our environment and attempt to draw in more detail.

Use modelled, topical vocabulary in discussion.

Compare different environments to their own, e.g. notice differences between the countryside in comparison to cities, when listening to stories in these settings.

### Mathematical Development

We are learning the composition of numbers to 5, showing some automatic recall of number facts.

We are learning to:

Confidently subitise, rather than count, small groups of objects.

Use 10 frames to represent numbers.

Recite numbers to 20 and back from 20.

Count on from a given number to 20 and back from a given number 0 - 10.

Say the number one more/less than a given number 1 - 10.

Sharing into equal groups in practical contexts, commenting on what they notice.

Weigh and measure; exploring mass and capacity in practical activities. Combine two amounts to find the total and recall some double facts by heart.