

# Reception Spring Term Second Half 2026

## 'Safe Journeys'.



<p><b>Communication, Language and Literacy</b></p>	<ul style="list-style-type: none"><li>• Daily phonics</li><li>• Pencil grip and letter/number formation</li><li>• Various role-play areas in each classroom linked to topic and children's interests</li><li>• Speaking and Listening 'My Special Box'</li><li>• Rhyming activities</li><li>• Safety poster with sentences</li><li>• Sentence structure focusing on capital letter and full stop</li><li>• World Book Week with traditional tale activity boxes</li><li>• Story writing</li><li>• Poem of the week</li><li>• Makaton sign of the week</li></ul>
<p><b>Physical Development</b></p>	<p><b>Gross and Fine Motor Skills:</b></p> <p><b>Ball Skills</b></p> <ul style="list-style-type: none"><li>• To develop rolling a ball to a target</li><li>• To develop stopping a rolling ball</li><li>• To develop accuracy when throwing to a target</li><li>• To develop bouncing and catching a ball</li><li>• To develop dribbling a ball with your feet</li><li>• To develop kicking a ball</li></ul> <ul style="list-style-type: none"><li>• Road Safety</li><li>• Brain Gym: Developing control and coordination</li><li>• Cosmic Yoga</li><li>• Daily Mile</li><li>• Outdoor activities to promote fine and gross motor skills</li><li>• Maintaining good posture and good seating position for writing</li><li>• Dough Disco activities</li><li>• Using tweezers, peg, threading, and malleable materials</li><li>• Cutting activities</li></ul>

<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p>	<p><b>Jigsaw:</b> <b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Understand the need to exercise to keep a body healthy</li> <li>• Know how to make healthy eating choices</li> <li>• Know what the word 'healthy' means and that some foods are healthier than others</li> <li>• Develop ways to help myself go to sleep and understand why sleep is important for the body</li> <li>• Understand the importance of hand washing especially before I eat and after I go to the toilet</li> <li>• How to stay safe in social situations</li>   <li>• Keeping safe and transporting equipment safely</li> <li>• Road safety</li> <li>• Developing independence when getting ready for outside learning</li> <li>• Revision of class rules</li> <li>• Revision of red and green behaviours</li>   <li>• British Science Week 2025: Suitable reflective materials to be worn in the dark</li> </ul>
<p style="text-align: center;"><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Daily mathematical fluency activities</li> <li>• Find and represent 9 and 10</li> <li>• Compare numbers to 10</li> <li>• Composition to 10</li> <li>• Bonds to 10 (2 and 3 parts)</li> <li>• Make arrangements of 10</li> <li>• Doubles to 10 (find and make a double)</li> <li>• Recognise and name 3D shapes</li> <li>• Identify more complex patterns</li> <li>• Copy and continue patterns</li> <li>• Patterns in the environment</li> </ul>
<p style="text-align: center;"><b>Understanding the World</b></p>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>• 'My Special Box'</li> <li>• Circle and snack time</li> <li>• Comparison of stories during World Book Week</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• New Year and new beginnings</li> <li>• Mother's Day</li> <li>• Easter</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Making a bridge for the Gingerbread Man to cross over the river safely</li> <li>• Reflective materials</li> <li>• Using magnets to enable a character to travel along a path</li> </ul>

<b>Expressive arts and design</b>	<p><b>Exploring and using media and materials:</b></p> <p><b>Creating with materials:</b></p> <ul style="list-style-type: none"> <li>• Models using recycled materials</li> <li>• Bridge building using recycled materials</li> <li>• Constructing a boat using recycled materials</li> <li>• Easter activities</li> </ul> <p><b>Being imaginative:</b></p> <ul style="list-style-type: none"> <li>• Role-play areas: boat building yard, motorway café, library</li> <li>• Drama: retelling the story using props and musical instruments</li> <li>• Responding to music through story, drama, and dance</li> <li>• Songs based on journeys and accompanied by musical instruments</li> </ul> <p><b>Music:</b></p> <p>Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</p> <p><b><i>Spring 2: Our World:</i></b> animals, jungle, mini-beasts, night and day, sand and water, seaside, seasons, weather, sea, space</p> <p>Learning that is continuous throughout all units:</p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Rhythm</li> <li>• Pitch</li> </ul> <p><b>Musician of the Month:</b></p> <ul style="list-style-type: none"> <li>• Listening to pieces of music or songs composed by the musician</li> </ul> <p>Facts about the musician (February: Tchaikovsky, March: Bill Hailey and the Comets)</p>
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In addition, during **child-initiated learning** activities to be planned focusing on STEAM (Science, Technology, Engineering, Art, and Maths) and additional activities linked to children's own interests.