



## Prime Areas

### Communication and Language

#### Listening, Attention and Understanding

- Enjoy listening to longer stories and can remember much of what happens
- Pay attention to more than one thing at a time, which can be difficult
- Understand a question or instruction that has two parts, such as “get your coat and wait by the door”
- Understand ‘why’ questions like: “Why do you think the caterpillar got so fat?”

#### Speaking

- Use a wider range of vocabulary
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books and be able to tell a long story
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’
- Develop their pronunciation but may have problems saying: -
  - some sounds r, j, th, ch and sh
  - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
- Start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play: “Let’s go on a bus...you sit there...I’ll be the driver.”

### Physical Development

#### Gross Motor Skills

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
- Go up steps and stairs, or climb up apparatus, using alternate feet
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks

#### Fine Motor Skills

- Use one-handed tools and equipment, for example, making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips

### PSED

#### Self Regulation

- Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.
- Understand gradually how others might be feeling
- Develop appropriate ways of being assertive

## Managing Self

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Show more confidence in new social situations
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Talk with others to solve conflicts
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly
- Make healthy choices about food, drink, activity and toothbrushing

## Building Relationships

- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting
- Play with one or more other children, extending and elaborating play ideas

## Specific Areas

### Literacy

Activities in Reception this term will focus on the following:

#### Comprehension

- Understand that print has meaning
- Print can have different purposes
- We read English text from left to right and from top to bottom
- The names of different parts of a book
- Page sequencing
- Engage in extended conversations about stories

#### Word Reading

Develop their phonological awareness, so that they can:

- Spot and suggest rhymes
- Count or clap syllables in a word
- Recognise words with the same initial sound

#### Writing

- Use some of their print and letter knowledge in their early writing eg. writing m for mummy
- Write some letters accurately
- Write some or all of their name

### Maths

#### Number

- Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
- Recite numbers past 5
- Say one number for each item in order:1,2,3,4,5
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)
- Show 'finger numbers' up to 5
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5

#### Numerical Patterns

- Compare quantities using language: 'more than', 'fewer than'
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc
- Extend and create ABAB patterns – stick leaf stick leaf

- Notice and correct an error in a repeating pattern

### **Shape, Space and Measure**

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles and cuboids) using informal and mathematical language (e.g. sides, corners, straight, flat, round)
- Understand position through words alone – for example, “The bag is under the table,” – with no pointing
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’
- Make comparisons between objects relating to size, length and weight
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc
- Combine shapes to make new ones – an arch, a bigger triangle etc
- Continue, copy and create repeating patterns.

## **Understanding the World**

### **Past and Present**

- Begin to make sense of their own life-story and family’s history.

### **People, Culture and Communities**

- Show interest in different occupations.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

### **The Natural World**

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice

## **Expressive Arts and Design**

### **Creating with Materials**

- Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.

### **Being Imaginative and Expressive**

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc
- Listen with increased attention to sounds
- Respond to what they have heard, expressing their thoughts and feelings
- Remember and sing entire songs
- Sing the pitch of a tone sung by another person (‘pitch match’)
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Create their own songs or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas

**Religious Education**

**Autumn 1**

**Core Value - Thankfulness**

Unit F4 – Being Special: where do we belong?

Welcome service at church

**Autumn 2**

**Core Value - Generosity**

Unit F2 – Incarnation: why is Christmas special for Christians?

Nativity production