

Personal, Social and emotional development

Main aims:

- Welcomes and values praise for what they have done
- Aware of own feelings, and knows that some actions and words can hurt others' feelings
- Enjoys responsibility of carrying out small tasks
- Is more outgoing towards unfamiliar people and more confident in new social situations
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Can describe self in positive terms and talk about abilities
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them
- Choose resources they need for their chosen activities
- Talk about their own and others' behaviour and know that some behaviour is unacceptable

Physical Development

Main aims:

- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Begins to form recognisable letters
- Travels with confidence and skill around, under and over and through balancing and climbing equipment
- Move confidently in a range of ways, safely and negotiating space
- Show good control and co-ordination in large movements
- Talk about ways to keep healthy and safe

Understanding the world

Main aims:

- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Shows an interest in technological toys or pulleys, or real life objects such as cameras or mobile phones
- Uses ICT hardware with age-appropriate computer software.
- Knows about similarities and differences among families, communities and traditions.
- Completes a simple program on a computer
- Know about similarities and difference in relation to places, objects, materials and living things
- Make observation of animals and plants and explain why some things occur, and talk about changes.

Communication and language

Main aims:

- Joins in with increasing attention and recall
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relieve past experiences.
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture
- Responds to simple instructions e.g. to get or put away an object
- Responds to an instructions involving a two-part sequence.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Listens and responds to ideas expressed by other in conversation or discussion
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Answer 'how' and 'why' questions in response to stories

Expressive arts and design

Main aims:

- Explore what happens when they mix colours
- Experiment to create different textures
- Constructs with a purpose in mind, using a variety of resources
- Experiments with colour, design, texture, form and function.
- Represent their own ideas, thoughts and feeling through design and technology, art, music, dance, role play and stories.

People and Places



Literacy

- Enjoys rhyming and rhythmic activities
- Describe main story settings, events and principal characters
- Sometimes gives meaning to marks as they draw and paint
- Suggests how the story might end
- Looks at books independently

- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Writes own names and other things such as labels, captions.
- Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.
- Begins to read words and simple sentences.
- Continue a rhyming string
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- In writing, some words are spelt correctly and others are phonetically plausible

Maths

- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects
- Counts an irregular arrangement of up to 10 objects
- Estimates how many objects they can see and check by counting them
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them
- Finds one more of one less from a group of up to five objects, then ten objects.
- Records using marks that they can interpret and explain
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes
- Selects a particular named shape
- Can describe their relative position such as 'behind' or 'next to'

- 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, add and subtract two-digit numbers and count on or back to find the answer.
- Solve problems including doubling, halving and sharing
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them

This half term our topic in
Reception will be

People and



Places

Miss Wallace

Miss Thomas and Miss Teasdale

**Take a look inside for more
information!**