

Personal, Social and Emotional Development

- Can show pride in achievements by showing work to others.
- Understand how to use our social stories to help with big feelings.
- Understand behavioural expectations of the setting.
- Take pride in themselves, work, and achievements.
- Can explain right from wrong and try to behave accordingly.
- Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.
- Can talk about healthy and unhealthy foods.
- Consider the listener and takes turns to listen and speak in different contexts.
- Can identify kindness and considerate behaviour of others.
- Seek others to share activities and experiences.

Physical Development

Apparatus

- Can balance on their own using points/patches.
- Introduced to basic apparatus.
- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Handwriting patters are taught for each letter of the alphabet and children are taught these as they learn phonics.

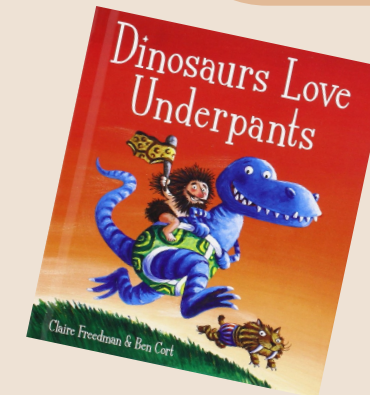
Communication, Language and Literacy

- Listen attentively in a range of situations and know how to listen carefully e.g. know they need to look at who is talking to them and think about what they are saying.
- Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.
- Consider the listener and takes turns to listen and speak in different contexts.
- Make predictions about what might happen next or story endings in response to texts read.
- Engage in non-fiction books.
- Link events in a story to their own experiences.
- Introduce a storyline into their play.
- Use talk to pretend objects stand for something else in play.
- Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused.
- Offer explanations for why things happen.
- Recount events that happen in their day.

Curious Creatures

Reception Term 3

Wow moment: visit a local cafe.
Special event: Pants fashion show.



Literacy Development

- Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.
- Show understanding of some words and phrases in a story that is read aloud to them.
- Express a preference for a book, song or rhyme, from a limited selection.
- Play is influenced by experience of books (small world, role play).
- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read a few common exception words matched to the school's phonic programme.
- Use appropriate letters for initial sounds.
- Orally compose a simple sentence and hold it in memory before attempting to write it.
- Daily Super sentence writing. The children will attempt to write a phase 2 dictated sentence. Every Monday they can copy the sentence and for the rest of the week it is dictated.
- One group a day will do this into a book.
- Spell to write VC and CVC words independently using Phase 2 and some phase 3 graphemes.
- Show a dominant hand.
- Write from left to right and top to bottom.
- Begin to form some recognisable letters.

Knowledge:

- Some creatures eat other animals (meat)
- Some creatures eat plants.
- Some animals eat both plants and other animals.
- The names of six animals and their young: e.g. Lion and cub.
- The names of animal body parts: Head, body, legs, tail, mane, horn, tusks, beak, fur, feathers, scales.
- Hanukkah is the festival of light.
- Jewish people light candles on a menorah every evening during Hanukkah.
- Ramadan - Muslims fast as an act of worship and a chance to get closer to god.
- Eid is the festival of 'breaking the fast.'
- Illustrations can show us how things were different in the past (past me)

Expressive Arts and Design

- **Music: Being Imaginative**
- Calypso (Caribbean) - Mini beasts
- Performance ; Respond to a rhythm. Clap a repeated rhythm. Identify percussion instruments by their sound.
- Tigers Rousseau
- Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Guided draw - tiger.
- Skill: to be able to create a wash background and combining colour in the style of Rousseau.
- Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint.
- Skill: printing with sponges and rollers, shapes.
- Knowledge: understand the purpose of different textiles/materials. e.g. winter clothing.
- Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day.
- Cutting skill: use scissors to cut curved lines.

Understanding the world

- Islam/Judaism
- Enquiry question; How do people celebrate?
- Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)
- Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.
- Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects - through nonfiction texts, stories, visitors, celebrations.
- Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.
- Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Mathematical Development

- Introducing zero
- Comparison of numbers to 5
- Composition of 5
- Comparing Mass
- Comparing Capacity
- Pairs wise, five wise.
- Representing 6,7,8
- Comparing 6,7,8
- Composition of 6,7,8
- Formation of 6,7,8
- Length, height. Time