

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.

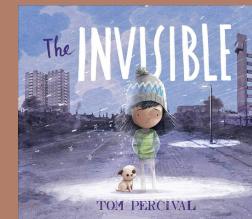
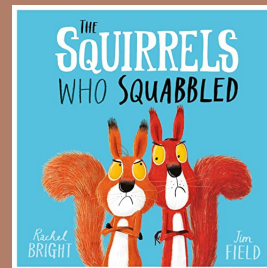
Physical Development

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

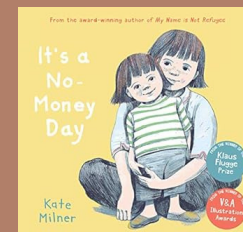
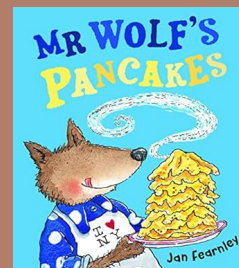
- Listen attentively in a range of situations and know how to listen carefully e.g. know they need to look at who is talking to them and think about what they are saying.
- Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.
- Consider the 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.



Term 3 Reception

Wow moment: Make and flip pancakes.

Special event: A visit to a local cafe.



Expressive Arts and Design

- 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 - squirrel.
- 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.

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.

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)
- 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.

Knowledge:

- Why squirrels store food in autumn.
- What hibernation means.
- The types of animals we are likely to find in a forest
- What a waterfall is like and how it is formed.
- What it means to be invisible.
- What bills/rent is.
- What poverty is.
- The types of weather we experience in Winter.
- What a food bank is.
- 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.'

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