

Communication, Language and Literacy.

Texts being used:

Lost and Found
The Mitten
Non- Fiction texts on Polar animals

Songs and Rhymes being used:

Traditional nursery rhymes and songs

- 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.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Use new vocabulary in different contexts.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.

Understanding the World.

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Recognise some environments that are different from the one in which they live.
- Recognise some similarities and differences between life in this country and life in other countries.
- Draw information from a simple map.

Physical Development.

- 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.
- 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.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Reception Aut 1 Polar Regions



Personal, Social and Emotional Development.

- See themselves as a valuable individual.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.

During some of our Circle times we will be following the PSHE scheme Jigsaw. This term the focus will be:

Challenges
Perseverance
Goal-setting
Overcoming obstacles
Seeking help
Jobs
Achieving goals

This is an area we will continue to promote and work on a lot over the year in Reception. We will promote a happy learning environment through model play, circle time, listening activities, small group tasks and 1-1 key worker time.

Mathematical Development.

- 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.
- Talk about and explore 2D shape.
- Understand position through words alone - for example, "The bag is under the table," - with no pointing.
- Count objects, actions and sounds
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Expressive Art and Design.

- 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.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.