

Personal, Social and Emotional Development:

Can describe self in positive terms and talk about abilities – children can talk about what they are good at and why.

Aware of the boundaries set, and of behavioural expectations within the setting – children learn and respond to the classroom/academy rules and are beginning to understand why we have them.

Initiates conversation, attends to and takes account of what others say – children listen to each other when talking and respond to the ideas of others both in play and structured learning when talking about home and community.

Communication and Language:

Maintains attention, concentrates and sits quietly during an appropriate activity – children co-operate and join in with classroom activities and carpet sessions.

Listens and responds to ideas expressed by others in conversation and discussion – children are able to listen to others and respond when children are discussing their family members, things they do at home and who their friends are and why.

Links statements and sticks to a main theme or intention – children are able to talk fluently about family, friends and home.

Physical Development:

Children experiment with different ways of moving. Jumps off an object and lands appropriately. Negotiates space effectively. Linked to Fitness and PE sessions.

Uses simple tools to effect changes on materials – children explore various tools to create models and representations of themselves eg scissors, pen, pencils, paints etc.

Begins to form recognisable letters – daily handwriting and morning books.

Eats a healthy range of foodstuffs and understands need for variety in foods. – children learn about how to keep their bodies healthy; tasting and sorting a variety of healthy foods.

Expressive Arts & Design:

Manipulates materials to achieve a planned effect – children to use a variety of materials and media to create pictures of themselves and their families.

Uses simple tools and techniques competently and appropriately – children use a variety of tools to create representations of themselves, their family and friends and the world around them.

Chooses a particular colour for a purpose – children select correct colours when drawing, painting or collages pictures of themselves and others.

Reception



Understand the World:

Children talk about past and present events in their own lives and in the lives of family members – children are able to talk about special events in their lives and explain why they are special to them eg birthdays, eid, Christmas etc.

They know about similarities and differences between themselves and others – children are able to identify what makes them unique.

Completes a simple program on the computer – children are able to complete programs on education city linked to their learning.

Literacy:

Hears and says initial sounds in words – Letters and sounds phase 2, literacy based activities.

Can segment the sounds in simple words and blend them together and know which letters represent some of them words – Letters and sounds phase 2, literacy based activities.

Gives meaning to their marks as they draw, write and paint. – daily handwriting, name writing, morning books and literacy based activities.

Writes own name – daily handwriting, name writing and morning books.

Books to cover:

You choose

Owl Babies

You'll soon grow into them Titch

Maths:

Taken from Maths Mastery:

Recognises and recreates patterns.

Says which number is one more or one less than a given number.

Estimates and number of objects and then checks by counting.

Adds and Subtracts two single digit numbers.

Uses everyday language to talk about size, capacity and weight.

Safeguarding and Wellbeing:

Children to learn about their body parts and why it is important to keep your pants private – linked to NSPCC video clip.

ENRICHMENT:

Parental Links: