



## Reception Term 1

### All about me



#### Prime Areas

Language and Communication	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> <li>- Listen to stories with increasing attention and recall. (<b>Listening and Attention – 30-50m</b>)</li> <li>- to be able to follow directions (<b>Listening and Attention - 30-50m</b>)</li> <li>- To join in with repeated refrains and anticipate key events and phrases in stories (<b>Listening and Attention – 30-50m</b>)</li> <li>- To be able to listen and do for a short span (<b>Listening and Attention – 40-60m</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- To form positive relationships with adults and other children (<b>Making Relationships 30-50m</b>)</li> <li>- to be able to play with others in a group, extending and elaborating play ideas (<b>Making Relationships – 30-50m</b>)</li> <li>- To initiate conversations, attend to and take into account what others say (<b>Making Relationships – 40-60m</b>)</li> </ul>	<p style="text-align: center;">Following the BEAM six week programme</p> <ul style="list-style-type: none"> <li>- Draws lines and circles using gross motor movements (<b>Moving and handling – 30-50m</b>)</li> <li>- Holds pencil between thumb and two fingers (<b>Moving and handling – 30-50m</b>)</li> <li>- Can catch a large ball (<b>Moving and handling – 30-50m</b>)</li> <li>- Can stand momentarily on one foot when shown (<b>Moving and handling – 30-50m</b>)</li> <li>- Experiments with different ways of moving (<b>Moving and handling – 40-60m</b>)</li> <li>- Begins to form recognisable letters (<b>Moving and handling – 40-60m</b>)</li> <li>- Jumps off an object and lands appropriately (<b>Moving and handling – 40-60m</b>)</li> <li>- Observes the effects of activity on their bodies (<b>Health and Self-care – 30-50m</b>)</li> <li>- Can usually manage washing and drying hands (<b>Health and self-care – 30-50m</b>)</li> <li>- Usually dry and clean during the day (<b>Health and self-care – 40-60m</b>)</li> </ul>
<ul style="list-style-type: none"> <li>- To begin to understand ‘why’ and ‘how’ questions (<b>Understanding 30-50m</b>)</li> <li>- To respond to simple instructions (<b>Understanding 30-50m</b>)</li> <li>- To be able to listen and respond to ideas expressed by others in conversation (<b>Understanding 40-60m</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- To be aware of own feelings, and know that some actions and words can hurt others’ feelings (<b>Managing feelings and behaviour – 30-50m</b>)</li> <li>- To begin to accept the needs of others and take turns and share resources, sometimes with the support from others (<b>Managing feelings and behaviour – 30-50m</b>)</li> <li>- Can usually adapt behaviour to different events, social situations and changes to routine (<b>Managing feelings and behaviour - 30-50m</b>)</li> <li>- To be aware of the boundaries set, and of behavioural expectations at school (<b>Managing feelings and behaviour – 40-60m</b>)</li> </ul>	

- To be able to retell a simple past event in correct order (**Speaking – 30-50m**)
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (**Speaking – 30-50m**)
- To begin to use more complex sentences to link thoughts (**Speaking – 30-50m**)
- To build up vocabulary that reflects the breadth of their experience (**Speaking 30-50m**)
- To use language to imagine and recreate roles and experiences in play situations (**Speaking – 40-60m**)
- To extend vocabulary by grouping and naming, exploring the meaning and sounds of new words (**Speaking – 40-60m**)

- To be able to select and use activities and resources with help (**Self-confidence and self-awareness – 30-50m**)
- To welcome and value praise for what they have done (**Self-confidence and self-awareness – 30-50m**)
- To be more confident towards unfamiliar people and more confident in new social situations (**Self-confidence and self-awareness – 30-50m**)
- To speak to others about their own needs, wants, interests and opinions (**Self-confidence and self-awareness – 40-60m**)

Complemented by the P.E. scheme set out in the P.E. long term plan.

## Specific Areas

Literacy	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>- To enjoy rhyming and rhythmic activities (<b>Reading – 30-50m</b>)</li> <li>- To listen to and join in with stories and poems, one-to-one and also in small groups (<b>Reading – 30-50m</b>)</li> <li>- To begin to be aware of the way stories are structured (<b>Reading – 30-50m</b>)</li> <li>- To listen to stories with increasing attention and recall (<b>Reading – 30-50m</b>)</li> <li>- Hear and say the initial sounds in words. (<b>Reading – 40-60m</b>)</li> <li>- To link sounds to letters, naming and sounding the letters of the alphabet (<b>Reading – 40-60m</b>)</li> <li>- To know that print is read from left to right and top to bottom in English (<b>Reading – 30-50m</b>)</li> <li>- To enjoy an increasing range of books (<b>Reading – 40-60m</b>)</li> <li>- Segment the sounds in simple words &amp; blend them together (<b>Reading 40-60m</b>)</li> <li>- to use vocabulary and forms of speech that are increasingly influenced by their experiences of books (<b>Reading – 40-60m</b>)</li> <li>- to use phonic knowledge to decode regular words and read them aloud accurately (<b>Reading – 40-60m</b>)</li> <li>- to begin to read some common irregular words (<b>Reading – 40-60m</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise numerals 1 to 5 and then 1 to 10 (<b>Number – 40-60m</b>)</li> <li>- To order numbers 1 to 10 (<b>Number – 40-60m</b>)</li> <li>- To be able to count actions or objects which cannot be moved (<b>Number – 40-60m</b>)</li> <li>- To count an irregular arrangement of up to 10 objects (<b>Number – 40-60m</b>)</li> <li>- To use the language of more and fewer to compare sets of objects (<b>Number – 40-60m</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- To remember and talk about significant events in their own experience (<b>People and Communities – 30-50m</b>)</li> <li>- To recognise and describe special times or events for family or friends (<b>People and Communities – 30-50m</b>)</li> <li>- To enjoy joining in with family customs and routines (<b>People and communities – 40-60m</b>)</li> <li>- To talk about past and present events in their own lives and in the lives of family members. (<b>people and communities - ELG</b>)</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- To begin to build a repertoire of songs and dances (<b>Exploring and Using Media and Materials – 40-60m</b>)</li> <li>- To explore what happens when they mix colours (<b>Exploring and Using Media and Materials – 40-60m</b>)</li> <li>- To select appropriate resources and adapt work when necessary (<b>Exploring and Using Media and Materials -40-60m</b>)</li> </ul>

<ul style="list-style-type: none"> <li>- To give meaning to marks they make as they draw, write and paint (<b>Writing – 40-60m</b>)</li> <li>- To begin to break the flow of speech into words (<b>Writing – 40-60m</b>)</li> <li>- To hear and say the initial sounds in words (<b>Writing – 40-60m</b>)</li> <li>- To write own name (<b>Writing – 40-60m</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- To name common 2d shapes (<b>shape, space and measure – 40-60m</b>)</li> <li>- To select a particular named shape (<b>shape, space and measure – 40-60m</b>)</li> <li>- To order and sequence familiar events (<b>shape, space and measure – 40-60m</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Knows that information can be retrieved from computers (<b>Technology – 30-50m</b>)</li> <li>- Knows how to operate simple equipment (<b>Technology – 30-50m</b>)</li> <li>- Uses ICT hardware to interact with age-appropriate computer software (<b>Technology – 40-60m</b>)</li> </ul> <p>Using ‘Switched on ICT in the Early Years’ scheme</p>	<ul style="list-style-type: none"> <li>- To begin to build a repertoire of songs (Exploring and Using Media and Materials)</li> </ul> <p>Complemented by the Music Express syllabus – Beats and Tempo</p>
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