

Area of Learning	Key Skills	Development matters 40-60	Context
<p>PRIME Personal, social and emotional development</p>	<p>Making relationships Play cooperatively taking turns Listen to the ideas of others Show sensitivity to others Form positive relationships</p> <p>Self-confidence and self-awareness Try new activities with confidence Speak to others Ask for help</p> <p>Managing feelings and behaviour Talk about feelings Talk about behaviour Describe behaviour that is wrong</p>	<p>Making relationships Initiate conversations Attend to and listen to what others say Explain own knowledge and understanding and ask questions</p> <p>Self-confidence and self-awareness Describe themselves in positive terms Confident to talk to others about wants and own needs.</p> <p>Managing feelings and behaviour Describe own and others' feelings Understand how actions affect others.</p>	<p>PSED skills are embedded in all activities and everyday routines. Circle time – How do you feel today? How can we be a good friend? Plenary Pals Feedback Friday New Year traditions around the world New year resolutions Winter Healthy living</p>
<p>PRIME Communication and Language</p>	<p>Listening and attention Listen attentively Anticipate key events Make relevant responses Give attention to others</p> <p>Understanding Follow instructions Answer how and why questions about events</p> <p>Speaking Can express ideas to and audience Describe events in past, present and future</p>	<p>Listening and attention Two channeled attention Accurately anticipate key events Respond with relevant comments Maintain attention</p> <p>Understanding Respond to two-part instructions Able to follow a story Listen and respond to ideas expressed by others in conversation</p> <p>Speaking Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>C&L skills are embedded in all activities and everyday routines. Story time Child initiated activities Adult initiated activities Circle Time Own news Articulate own learning and make connections and links with prior learning Ask questions and conversational skills during lessons (link with UW)</p>

		<p>Use language to imagine and recreate roles</p> <p>Extend vocabulary</p> <p>Link statements and stick to main theme.</p> <p>Introduce a storyline</p>	
<p>PRIME</p> <p>Physical development</p>	<p>Moving and handling</p> <p>Show good coordination (large and small scale)</p> <p>Move confidently</p> <p>Negotiate space</p> <p>Handle tools and equipment</p> <p>Health and self care</p> <p>Understand the importance of exercise and diet for good health</p> <p>Dress independently</p> <p>Wash independently</p> <p>Go to the toilet independently</p>	<p>Moving and handling</p> <p>Jump off an object and land appropriately</p> <p>Show increasing control over an object when pushing, patting, throwing catching or kicking it.</p> <p>Experiment with different ways of moving</p> <p>Handle equipment and tools to effect changes</p> <p>Show a preference for a dominant hand</p> <p>Form recognizable letters mostly correctly formed</p> <p>Health and self care</p> <p>Dress independently</p> <p>Go to the toilet independently</p> <p>Show an awareness of healthy practices.</p>	<p>M&H FUNDACATS</p> <p>Outdoor ball games, Hula Hoops, bat and balls</p> <p>Fine motor skills – pencil control, scissor skills, threading, letter formation</p> <p>HSC Change for PE</p> <p>Healthy living</p>
<p>SPECIFIC</p> <p>Literacy</p>	<p>Reading</p> <p>Read and understand simple sentences</p> <p>Use phonic knowledge to decode regular words</p> <p>Read some common irregular words</p>	<p>Reading</p> <p>Hear and say initial sounds in words</p> <p>Blending sounds to read</p> <p>Can continue a rhyming string</p> <p>Link sounds to letters</p>	<p>Texts (linked to Winter, New Year and animal topic)</p> <p>Author Study - Jill Murphy</p> <p>Rhyming games</p> <p>Daily phonics – Phonic Bug</p> <p>Write captions and simple sentences</p>

	<p>Demonstrate to others an understanding of reading</p> <p>Writing</p> <p>Use phonic knowledge to write words</p> <p>Write some irregular common words</p> <p>Write simple sentences</p> <p>Spell some words correctly</p> <p>Spell some words in a plausible way</p>	<p>Begin to read words and simple sentences</p> <p>Read irregular words tricky words phase 2 and 3.</p> <p>Writing</p> <p>Hear and say initial sounds in words</p> <p>Segment words to spell</p> <p>Give meaning to marks they make as they draw, write and paint</p> <p>Link sounds to letters</p> <p>Begin to write words and simple sentences</p> <p>Write irregular words tricky words phase 2 and 3.</p>	
<p>SPECIFIC mathematics</p>	<p>Numbers</p> <p>Count reliably</p> <p>Place numbers in order</p> <p>Represent numbers</p> <p>Add and subtract</p> <p>Solve problems</p> <p>Shape, space and measure</p> <p>Use measurements</p> <p>Recognise, create and describe patterns</p> <p>Describe objects and shapes</p>	<p>Numbers</p> <p>Count actions and objects</p> <p>Record using marks that they can interpret and explain</p> <p>Find the total number of items by counting them altogether</p> <p>Use vocabulary involved in addition and subtraction.</p> <p>Show an interest in number problems</p> <p>Shape, space and measure</p> <p>Use everyday language related to time, measures and direction</p> <p>Use familiar objects and common shapes to create models</p> <p>Begin to use shape names 2d and 3d and use mathematical terms to describe.</p>	<p>Everyday Maths</p> <p>Power Maths</p> <p>Maths games</p> <p>Maths puzzles</p> <p>Addition and subtraction</p> <p>Problem solving</p> <p>Making 10</p> <p>Concrete resources</p> <p>Construction</p> <p>Shape pictures</p> <p>Weight and capacity</p> <p>Ordinal numbers – animal races</p>

		Order two items by weight and capacity	
<p>SPECIFIC Understanding of the world</p>	<p>People and communities Talk about past and present events Show sensitivity to the likes and dislikes of others Know the similarities and differences between themselves and others The world Learn in familiar places Observe and describe environments Technology Recognise the use of technology Use technology for a purpose</p>	<p>People and communities Talk about past and present events in their own lives and members of their family The world Talk about features of their own immediate environment Make observations Talk about similarities and differences Talk about changes Technology Complete a simple program on the computer Use ICT hardware to interact with computer software</p>	<p>All about me P&C History link Family memories RE link Festivals Chinese New Year New Year traditions around the world Easter TW Geography link Where do I live? Where in the world is... China Science link Biology - health Continuous topic Seasons Use our senses to observe the world around us T computing link Bug Club, Maths games Cameras to take selfies Smartboard Programmable toys</p>
<p>SPECIFIC Expressive Arts and Design</p>	<p>Exploring and using media Sing songs Make music Dance Use tools and materials safely Being imaginative Use media and materials imaginatively</p>	<p>Exploring and using media Begin to build a repertoire of songs and dances Explore the different sounds of instruments Use simple tools and techniques Explore what happens when they mix colours Construct with a purpose in mind</p>	<p>Music link Simple songs Keeping a steady beat Rhythm and rhyme Art link Pattern, shape and colour Describe work of notable artists – Kandinsky D&T link</p>

Reception Curriculum Autumn

	Represent thoughts, ideas and feelings through design, technology, art, dance, role play and stories	Select appropriate resources and adapt work. Select tools and techniques needed to shape, assemble and join materials Being imaginative Choose particular colours for a purpose Introduce a storyline or narrative into their play Create simple representations of events, people and objects Play cooperatively as part of a group to develop and act out a narrative	Construction kits Winter pictures Role Play Police station and Vets Easter crafts Easter songs
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