

## Reception Half Term *Spring 1* Overview

06/1/20 - 14/02/20

Stepping Stones	Children will develop an understanding of:	Children will develop the skills of:
<p><b>Personal, social and Emotional Development:</b></p> <p><b>Making Relationships:</b></p> <ul style="list-style-type: none"> <li>• Explains own knowledge and understanding, and asks appropriate questions of others. (40-60)</li> <li>• To take account of one another's ideas about how to organize their activity. (ELG)</li> </ul> <p><b>Self Confidence and Self Awareness:</b></p> <ul style="list-style-type: none"> <li>• Can describe self in positive terms and talk about abilities. (40-60)</li> <li>• Confident to speak to others about own needs, wants, interests and opinions. (40-60)</li> <li>• To be confident to try new activities and say why they like some activities more than others. (ELG)</li> <li>• To be confident to speak in familiar groups and will talk about their ideas and will choose the resources for their chosen activities. (ELG)</li> <li>• To say when they do or don't need help. (ELG)</li> </ul> <p><b>Managing Feelings and Behaviour:</b></p> <ul style="list-style-type: none"> <li>• To have an awareness of boundaries set and behavioural expectations within the setting. (40-60)</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine. (30-50)</li> <li>• To talk about how they and others show feelings, talk about their own and other's behavior, and its consequences, and knows that some behavior is unacceptable. (ELG)</li> <li>• To work as part of a group, or class and understand and follow the rules. (ELG)</li> <li>• To adjust their behavior to different situations and take changes of routine in their stride. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>→ That children may not have the same ideas.</li> <li>→ People have different views and ideas to themselves.</li> <li>→ That talking to others can develop their learning.</li> <li>→ That listening to other people can help them with ideas.</li> <li>→ ownership, that certain things belong to other people and care needs to be taken of those things</li> <li>→ expectations within the classroom, outside and within the general school environment</li> <li>→ taking turns and sharing whilst working and playing</li> <li>→ persevering and seeking help when it is required</li> <li>→ Rules are important to follow to ensure fairness.</li> <li>→ Rules are important for safety.</li> <li>→ What makes them special, good.</li> <li>→ Resources in the classroom are there to help them learn.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing ideas with one another.</li> <li>- Respect other people's ideas and take count of them.</li> <li>- Ask and answer questions.</li> <li>- Talking through disagreements.</li> <li>- Listen to and follow rules.</li> <li>- Play team games fairly.</li> <li>- Recognising when they have been successful and why in all areas of learning.</li> <li>- Can talk about how their positive actions have affected others.</li> <li>- Recognise if they have upset someone and can make the situation better e.g say sorry.</li> <li>- Recognising how they feel and to express that appropriately.</li> <li>- Helping themselves and others to deal with their emotions.</li> <li>- Telling others that they have made them feel sad and/ or angry.</li> <li>- respecting the differences in others and their property (children's models they have made on display on the side)</li> <li>- continuing independence with respect to:               <ul style="list-style-type: none"> <li>- work</li> <li>- selecting resources</li> <li>- dressing/undressing</li> <li>- personal hygiene</li> </ul> </li> <li>- working as part of a group</li> <li>- recognising common feelings within others and themselves and responding appropriately</li> </ul>

<p><b>Physical Development:</b></p> <p><b>Moving and handling:</b></p> <ul style="list-style-type: none"> <li>To experiment with different ways of moving (40-60)</li> <li>Travels with confidence and skill around, under, over and through balancing equipment (40-60)</li> <li>To handle tools, objects, construction and malleable materials safely and with increasing control (40-60).</li> <li>To show increasing control over an object in pushing, patting, throwing, catching or kicking it (40-60).</li> <li>To use simple tools to effect changes to the materials (40-60).</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control (40-60)</li> <li>Shows a preference for a dominant hand (40-60)</li> <li>Begins to use anticlockwise movement and retrace vertical lines (40-60)</li> <li>Begins to form recognisable letters (40-60)</li> <li>Children show good control and co-ordination in large and small movements. (ELG)</li> <li>They move confidently in a range of ways, safely negotiating space. (ELG)</li> </ul> <p><b>Health and self-care:</b></p> <ul style="list-style-type: none"> <li>To show some understanding that good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health (40-60).</li> <li>To show understanding of the need for safety when tackling new challenges (40-60).</li> <li>To show some understanding of how to transport and store equipment safely (40-60).</li> <li>Usually dry and clean during the day (40-60)</li> <li>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>→ the space around themselves and others both inside and outside</li> <li>→ stillness in a variety of situations such as the carpet, circle times , physical time</li> <li>→ how they can control their bodies to produce a variety of shapes and movement</li> <li>→ how to transport and store equipment safely</li> <li>→ how to use small equipment such as balls and beanbags correctly</li> <li>→ moving with increasing control on both small and large equipment</li> <li>→ negotiating space when moving</li> <li>→ equipment needs to be handled in a safe way</li> <li>→ the need to handle tools, objects and materials with increasing control</li> <li>→ there is a certain way to put on clothes</li> <li>→ materials can be manipulated to achieve a planned effect</li> <li>→ the importance of keeping warm</li> <li>→ The importance of eating good food and how it help us to stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>- improving pencil control, posture and colouring.</li> <li>- forming all 26 letters of the alphabet accurately.</li> <li>- improving manual dexterity through manipulation of threads and fabrics, beads, pegs, malleable materials, and construction finding their own space within a given environment</li> <li>- moving confidently within the outdoor environment</li> <li>- travelling and moving using a variety of different parts of their bodies</li> <li>- linking movements on outdoor apparatus</li> <li>- thinking of different ways to move - on/under/across/through apparatus</li> <li>- moving and responding to a beat - fast/slow</li> <li>- performing their movements and appreciating the performance of others</li> <li>- pushing, patting, catching and rolling balls and bean bags</li> <li>-manipulating clay to produce an end product (Chinese dragon)</li> <li>- rolling , catching and throwing balls</li> <li>- moving balls with their hands and feet</li> <li>- using split pins to join materials together.</li> </ul>
<p><b>Communication and Language:</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60)</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (30-50)</li> <li>Links statements and stick to a main theme or intention (40-60)</li> <li>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG)</li> </ul> <p><b>Listening and attention:</b></p> <ul style="list-style-type: none"> <li>Listens to stories with increasing attention and recall. (30-50)</li> <li>To listen to stories, accurately anticipating key events and respond to what they they hear with relevant comments, questions, or actions (ELG)</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>To listen and respond to ideas expressed by others in conversation or discussion. (40-60)</li> </ul>	<ul style="list-style-type: none"> <li>→ Listening and sitting quietly during carpet times will help them to learn.</li> <li>→ Concentrating supports their listening.</li> <li>→ The difference between how and why questions compared to what and where questions.</li> <li>→ The appropriate words to use if something happened in the past/is happening/ will happen.</li> </ul>	<ul style="list-style-type: none"> <li>- Showing good carpet sitting.</li> <li>- Listening to others.</li> <li>- Answering questions about stories.</li> <li>- Make predictions on stories.</li> <li>- Make relevant comments about stories.</li> <li>- To respond to others that talk to them whilst</li> <li>- listening attentively and talking about their experiences</li> <li>- beginning to use some cues when reading</li> <li>- using knowledge of familiar text to retell sequence</li> <li>- identifying focus words</li> <li>- recognising and using rhyming words</li> </ul>

<ul style="list-style-type: none"> <li>• They answer 'how' and 'why' questions about their experiences and in response to stories or events. (ELG)</li> </ul>		
<p><b>Literacy:</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• To link sounds to in simple words and blend them together and knows which letters represent some of them. (40-60)</li> <li>• To begin to read words and simple sentences. (40-60)</li> <li>• To enjoy an increasing range of books. (40-60)</li> <li>• Knows that information can be retrieved from books and computers. (40-60)</li> <li>• To read and understand simple sentences (ELG)</li> <li>• To read some common irregular words. (ELG)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Hears and says the initial sounds in words. (40-60)</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet. (40-60)</li> <li>• Uses some clearly identifiable letters to communicate meaning, represent some sounds correctly in sequence. (40-60)</li> <li>• Writes own name and other things such as labels, captions. (40-60)</li> <li>• To attempt to write short sentences in meaningful contexts. (40-60)</li> <li>• Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. (ELG)</li> <li>• They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>→ the fact that literature comes in a variety of forms</li> <li>→ how letters go together to make words</li> <li>→ that words have an initial sound</li> <li>→ that letters having a corresponding initial sound</li> <li>→ how speech bubbles are used in text</li> <li>→ how writing can be used for different purposes</li> <li>→ each letter has a letter name.</li> <li>→ some letters go together to make one sound, i.e. digraphs, trigraphs and</li> <li>→ the correct way to form letters</li> <li>→ letters going together to make words</li> <li>→ fiction / non-fiction; begin to understand the difference</li> <li>→ we write for a purpose, for themselves and other people to read.</li> <li>→ how writing can be used for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>- confidently linking objects with initial sounds</li> <li>- hearing initial and other dominant sounds</li> <li>-identifying two letter (digraphs) and three letter sounds (trigraphs) in words they are reading or wanting to write.</li> <li>- segment simple cvc words into their three sounds.</li> <li>- blend letters together to read simple cvc words</li> <li>- naming all 26 letters of the alphabet.</li> <li>- recognising by sight tricky words and high frequency words.</li> <li>- reading simple sentences.</li> <li>-basic writing conventions left-right, top-bottom</li> <li>-experimenting with writing with increasing confidence</li> <li>- writing own name using correct formation</li> <li>- using knowledge of familiar text to retell sequence</li> <li>- talking about what they have read to others, sharing their views and comments on the story.</li> <li>- identifying focus words and learning correct spelling</li> </ul>

<p><b>Mathematics</b></p> <p><b>Numbers:</b></p> <ul style="list-style-type: none"> <li>To count objects to 10, and beginning to count beyond 10 (40-60)</li> <li>To select the correct numeral to represent 1 to 5, then 1 to 10 objects (40-60)</li> <li>To recognise numerals 1 to 5 (40-60)</li> <li>To find the total number of items in two groups by counting all of them (40-60)</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting (40-60)</li> <li>To count an irregular arrangement of up to ten objects (40-60)</li> <li>To say the number that is one more than a given number (40-60)</li> <li>To record, using marks that they can interpret and explain (40-60)</li> <li>To begin to identify own mathematical problems based on own interests and fascinations (40-60)</li> <li>To count reliably with numbers from one to 20, place them in order and say which number is one more or less than a given number.</li> <li>To use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</li> </ul> <p><b>Shape, space and measure:</b></p> <ul style="list-style-type: none"> <li>To order two or three items by length or height (40-60)</li> <li>To use familiar objects and common shapes to create and recreate patterns and build models (40-60)</li> <li>To begin to use everyday language related to money (40-60)</li> <li>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. (ELG)</li> <li>They recognise, create and describe patterns. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>→ numbers can be represented as numerals</li> <li>→ number lines and how the numbers are sequenced</li> <li>→ that a number may be divided into 2 different numbers</li> <li>→ mathematical vocabulary of more/most/less/least/few/fewer.</li> <li>→ ordering objects by size and the appropriate language</li> <li>→ using mathematical language of length and height i.e. short, shorter, shortest, long, longer, longest, tall, taller, tallest.</li> <li>→ measuring objects from the bottom</li> <li>→ simple repeating patterns in a variety of contexts</li> <li>→ money being exchanged for objects</li> <li>→ counting on as a way of adding</li> <li>→ adding is similar to finding more of something.</li> <li>→ using the vocabulary of addition and subtraction i.e. add, takeaway, equals, makes, altogether, subtract, minus, plus.</li> <li>→ + 1 is the next counting number</li> <li>→ 1 less is the number that comes before a given number</li> <li>→ using the + symbol for addition</li> </ul>	<ul style="list-style-type: none"> <li>- reciting the number names in order from 0 to 20 and above</li> <li>- knowing that it is not always necessary to count-subitising</li> <li>- counting reliably a set of objects 10</li> <li>- reciting the number names in order, counting back from a given number</li> <li>- recognising and reading numbers to 10 and beyond</li> <li>- finding one more or less than a given numeral.</li> <li>- solving number problems</li> <li>- finding a total by counting on.</li> <li>- linking number with amount</li> <li>- use of correct language in relation to size</li> <li>- ordering by size, length and width.</li> <li>- measuring how tall something is using bricks or blocks.</li> <li>- making and recognising a simple repeating pattern</li> <li>- counting on or counting back to add or subtract</li> <li>- making and recognising a simple repeating pattern</li> <li>- comparing different heights and lengths.</li> </ul>
<p><b>Understanding the World:</b></p> <p><b>People and Communities:</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines (40-60)</li> <li>To talk about past and present events in their own lives and in the lives of family members (ELG)</li> <li>To know about similarities differences between themselves and others, and among families, communities and traditions (ELG)</li> </ul> <p><b>The world:</b></p> <ul style="list-style-type: none"> <li>To look closely at similarities, differences, patterns and change (40-60).</li> <li>Children know about similarities and differences in relation to places, objects, materials and living things (ELG)</li> <li>They talk about the features of their own immediate environment and how environments might vary from one another. (ELG)</li> <li>They make observations of animals and plants and explain why some things occur, and talk about changes.(ELG)</li> </ul> <p><b>Technology:</b></p>	<ul style="list-style-type: none"> <li>→ That everyone is different and different people adhere to many different cultures.</li> <li>→ past' means things that have happened and 'present' means happening now.</li> <li>→ their past and the passage of time relating to events past and present. Objects from the past can help us to learn from the past</li> <li>→ people's lives were different in the past.</li> <li>→ the variety and diversity of living things and objects</li> <li>→ the Chinese celebration New Year and foods from other cultures</li> <li>→ the geography of their new environment</li> <li>→ caring for the classroom environment</li> <li>→ the use of their senses to explore materials and texture</li> </ul>	<ul style="list-style-type: none"> <li>- communicating their own ideas and responding appropriately</li> <li>- expressing a like /dislike giving reasons</li> <li>- talking about the differences and similarities between artefacts</li> <li>- using appropriate language to describe materials</li> <li>- begin to describe the texture of things</li> <li>- spotting similarities and differences when comparing two objects.</li> <li>- safety issues when using equipment</li> <li>- respecting Christian cultures and traditions</li> <li>- using a variety of programs on the computer (and iPad apps) that will support them in other areas of their learning.</li> <li>- moving and clicking the mouse to affect a change on screen.</li> <li>- using a variety of remote control and technological toys correctly i.e. pressing the right button in order to reverse.</li> <li>- typing on a keyboard.</li> <li>- affecting changes on a iPad using different gestures.</li> <li>- taking clear photos with cameras, iPads, digital viewers.</li> </ul>

<ul style="list-style-type: none"> <li>• To complete a simple program on a computer (40-60).</li> <li>• Uses ICT hardware to interact with age-appropriate computer software (40-60)</li> <li>• Children recognise that a range of technology is used in places such as homes and schools. (ELG)</li> <li>• They select and use technology for particular purposes. (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>→ how some things are old and some things are new</li> <li>→ the significance of religious events and beliefs</li> <li>→ Christian cultures and beliefs (Epiphany)</li> <li>→ events/artefacts that can create a sense of awe and wonder (Chinese New Year) the role of technology in everyday life.</li> <li>→ how to use/complete a variety of programs on the computer.</li> <li>→ certain programs on the computer can be used for different purposes.</li> <li>→ how to be safe when using computers and technological toys i.e. when and where to click on screen.</li> <li>→ what basic gestures (hand movements) do on the iPad.</li> </ul>	
<p><b>Expressive arts and design:</b></p> <p><b>Exploring and using media and materials:</b></p> <ul style="list-style-type: none"> <li>• To explore what happens when they mix colours (40-60)</li> <li>• To explore the different sounds of instruments (40-60)</li> <li>• To experiment to create different textures (40-60)</li> <li>• To understand that different media can be combined to create new effects (40-60)</li> <li>• To manipulate materials to achieve a planned effect (40-60)</li> <li>• To construct with a purpose in mind, using a variety of resources (40-60)</li> <li>• To use simple tools and techniques competently and appropriately (40-60)</li> <li>• To select appropriate resources and adapts work where necessary (40-60)</li> <li>• To select tools and techniques needed to shape, assemble and join materials they are using (40-60)</li> <li>• To sing songs, make music and dance, and experiment with ways of changing them (ELG)</li> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</li> <li>•</li> </ul> <p><b>Being imaginative:</b></p> <ul style="list-style-type: none"> <li>• To create simple representations of events, people and objects (40-60)</li> <li>• To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (40-60)</li> <li>• To choose particular colours to use for a purpose (40-60)</li> <li>• To introduce a storyline or narrative into their play (40-60)</li> <li>• To play alongside other children who are engaged in the same theme (40-60)</li> <li>• To play cooperatively as part of a group to develop and act out a narrative (40-60)</li> </ul>	<ul style="list-style-type: none"> <li>→ events/artefacts that can create a sense of awe and wonder (Chinese New Year)</li> <li>→ what happens when white is added to a colour</li> <li>→ weaving using a variety of textured materials inc. paper</li> <li>→ looking closely and drawing a fair representation of what they see</li> <li>→ including detail when sketching or painting</li> <li>→ using pastels as a drawing medium</li> <li>→ singing in tune, feeling the pulse and following simple rhythmic patterns</li> <li>→ making appropriate sound effects with voices and instruments that are related particularly to a story they are listening to</li> <li>→ introducing a storyline into their imaginative play</li> </ul>	<ul style="list-style-type: none"> <li>- mixing paint, water colour and squeezy (glue spreader and palettes)</li> <li>- creating different effects using a wide variety of different materials and textures</li> <li>- creating different textures.</li> <li>- having control when playing percussion instruments.</li> <li>- following simple instructions</li> <li>- how to play percussion instruments appropriately</li> <li>- acting in role</li> <li>- acting out a familiar story</li> </ul>