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| **22 Reception: Twinkle, twinkle little star, how I wonder what you are?** | |
| **Prime areas** | **Specific areas** |
| **PSED** | **Literacy** |
| 3-4 year: Help to find solutions to conflicts and rivalries.  4-5 years: Think about the perspectives of others.  4-5 years: Identify and moderate their own feelings socially and emotionally.  Eye on the goal: Show and understand their own feelings and those of others and begin to regulate their own behaviour accordingly.  Eye on the goal : Work and play co-operatively and take turns with others. | 3-4 years: Use some of their print and letter knowledge in their early writing.  4-5 years: Read a few common exception words matched to the school’s phonics programme.  4-5 years: Read simple phrases and sentences made up of words with known letter-sound correspondences.  4-5 years: Spell words by identifying the sounds and then writing the sound with the letter/s.  Eye on the goal: Use and understand recently used vocabulary during discussions about stories, non-fiction, rhymes, poems or role play.  Eye on the goal: Read and spell words consistent with their phonics knowledge and sound blending. |
| **Communication and Language** | **Mathematics** |
| 3-4 years: Use talk to organise themselves and their play.  4-5 years: Learn new vocabulary.  4-5 years: Use new vocabulary through the day.  4-5 years: Asks questions to find out more and to check they understand what has been said to them.  4-5 years: Engage in non-fiction books.  Eye on the goal: Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction rhymes and poems. | **\*See White Rose planning ‘Building 9 and 10’ and consolidation.** |
| **Physical Development** | **Understanding the World** |
| 3-4 years: Make healthy choices about food, drink, activity and toothbrushing.  3-4 years: Match their developing physical skills to tasks set.  4-5 years: Develop overall body-strength, balance, co-ordination and agility.  4-5 years: Confidently and safely use a range of large and small apparatus indoors and outside alone or in a group.  Eye on the goal: Hold pencil effectively in preparation for fluent writing – using tripod grip in almost all cases.  Eye on goal: Begin to show accuracy and car when drawing. | 3-4 years: Begin to understand the need to respect and care for the natural environment and all living things.  4-5 years: Compare and contrast characters from stories, including figures from the past.  4-5 years: Explore the natural world around them.  4-5 years: Describe what they see, hear and feel whilst outside.  Eye on the goal: Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| Links to EYFS development Matters 2020 related to the main Learning Challenge, time of year and age of children. | **Expressive Arts and Design** |
| 3-4 years: Make imaginative and complex ‘small worlds’ with blocks and construction kits.  4-5 years: Listen attentively, move to and talk about music, expressing their feelings and responses.  4-5 years: Create collaboratively sharing their ideas.  Eye on the goal Make use of props and materials when role playing characters in narratives and stories.  Eye on the goal: Share their creations, explaining the process they have used. |