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| **15 Reception: Was it once upon a mixed up time?** | |
| **Prime areas** | **Specific areas** |
| **PSED** | **Literacy** |
| 4-5 yrs: Show resilience and perseverance in the face of challenge.  4-5 yrs: Think about the perspectives of others.  Eye on the goal: Show sensitivity to their own and to others needs.  Eye on the goal: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Eye on the goal: Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. | 4-5 yrs: Re-Read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  4-5 yrs: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Eye on the goal: Demonstrate understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary.  Eye on the goal: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Eye on the goal: Write simple phrases and sentences that can be read by others. |
| **Communication and Language** | **Expressive Arts and Design** |
| 4-5 yrs: Articulates their ideas and thoughts in well formed sentences.  4-5 yrs: Re-tell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  4-5 yrs: Use new vocabulary in different contexts.  Eye on the goal: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  Eye on the goal: Express their ideas and feelings about their experience using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | 4-5 yrs: Sing in a group or on their own, increasingly matching the pitch and following the melody.  4-5 yrs: Develop storylines in their pretend play.  Eye on the goal: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Eye on the goal: Sing a range of well-known nursery rhymes and songs.  Eye on the goal: Invent, adapt and recount narratives and stories with their peers and teacher. |
| **Physical Development** | **Understanding the World** |
| 4-5 yrs: Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  4-5 yrs: Develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions.  Eye on the goal: Hold pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Eye on the goal: Demonstrate strength, balance and co-ordination when playing.  Eye on the goal: Negotiate space and obstacles safely, with consideration for themselves and others. | 4-5 yrs: Recognise some environments that are different to the one in which they live.  4-5 yrs: Explore the natural world around them.  Eye on the goal: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Eye on the goal: Explore the natural world around them, making observations and drawing pictures of animals and plants. |
| **Links to EYFS development Matters 2020 related to the main Learning Challenge, time of year and age of children.** | **Mathematics** |
| **\*See White Rose planning ‘To 20 and beyond’ ‘First, then, Now’** |