

|  |
| --- |
| **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 ‘Length, Height and Time’ ‘Building 9 and 10’ and ‘3D Shapes’.** |
| **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. **Geography Golden threads:****Settlement** – Space, the Earth **Sustainability** – Caring for the Earth. Geography fieldwork:Jodrell Bank visit – coach journey what do we see? Different locations. Photographs and write about visit.  |
| 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.  |