

|  |  |
| --- | --- |
| **15 Reception: Who are the characters inside my books?** | |
| **Prime areas** | **Specific areas** |
| **PSED** | **Literacy** |
| 3-4 yrs: Talk about their feelings using words like ‘happy’, ‘sad’ ‘angry’ or ‘worried’.  3-4 yrs: Begin to understand how others are feeling  4-5 yrs: Express their feelings and understand the feelings of others.  4-5 yrs – Builds constructive and respectful relationships.  4-5 yrs: Identify and moderate their own feelings socially and emotionally. | 3-4yrs: Develop their phonological awareness, so that they can: spot rhymes; clap syllables; recognise initial sounds.  4-5 yrs: Read simple phrases ad sentences made up of words with known letter-sound correspondence.  4-5 yrs: Read a few common exception words.  4-5 yrs: Read some letter groups that each represent one sound and say the sound for them e.g. th, ch, sh, ee, igh.  4-5yrs: Spell words by identifying the sounds and then writing the sound with letters.  4-5 yrs: Form lower case and capital letters correctly. |
| **Communication and Language** | **Expressive Arts and Design** |
| 3-4 yrs: Enjoy listening to longer stories and can remember much of what happens.  4-5 yrs: Ask questions to find out more and check they understand what has been said to them.  4-5 yrs: Understand how to listen and why listening is important.  4-5 yrs: Learn new vocabulary  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. | 3-4 yrs: Remember and sing entire songs.  3-4 yrs: Sing the pitch of a tone sung by another person (pitch match)  4-5 yrs: Develop storylines in their pretend play.  4-5 yrs: Explore, use and refine a variety of artistic effects to express their ideas and feelings. |
| **Physical Development** | **Understanding the World** |
| 3-4 yrs: Show preference for a dominant hand.  3-4 yrs: Be increasingly independent as they get dressed and undressed for example, putting on coats and doing up zips.  4-5yrs: Further develop the skills they need to manage the school day successfully: lining up; mealtimes; personal hygiene.  4-5yrs: Develop the foundations of a handwriting style that is fast, accurate and efficient. | 3-4yrs: Explore and talk about forces they can feel.  3-4 yrs: Explore how things work.  4-5 yrs: Draw information from a simple map.  4-5 yrs: Recognise some environments that are different to the one in which they live.  **Geography Golden threads:**  **Settlement** – map of farmyard – What the Ladybird Heard.  **Diversity** – Look at settings of books, forests, farms etc. |
| **Links to EYFS development Matters 2020 related to the main Learning Challenge, time of year and age of children.** | **Mathematics** |
| **\*See White Rose planning ‘Alive in 5’, ‘Mass and Capacity’ and ‘Growing 6, 7 and 8’** |