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| **Reception: What do I know about me?** | |
| **Prime areas** | **Specific areas** |
| **PSED** | **Literacy** |
| 3-4 yrs: Develop their sense of responsibility and membership of a community.  3-4 yrs: Show more confidence in new social situations.  4-5 yrs: Manage their own needs.  4-5 yrs: See themselves as a valuable individual. | 3-4 yrs: Understand the five key concepts about print.  3-4 yrs: Write some or all of their name.  4-5 yrs: Read individual letters by saying the sounds for them.  4-5 yrs: blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  4-5 yrs: Form lower case and capital letters correctly. |
| **Communication and Language** | **Mathematics** |
| 3-4 yrs: Understands a question or instruction that has two parts, such as : “Get your coat and wait at the door”.  3-4 yrs: Use talk to organise themselves and their play: “Let’s go on a bus…you sit there…I’ll be the bus driver.”  4-5 yrs: Understand how to listen carefully and why listening is important.  4-5 yrs: Develop social phrases.  4-5 yrs: Engage in storytimes and non-fiction books.  4-5 yrs: Use new vocabulary in different contexts. | **\*See White Rose Maths Planning Autumn 1:**  **Getting to know you**  **‘Match, Sort and Compare’ and ‘Talk about measure and patterns’** |
| **Physical Development** | **Understanding the World** |
| 3-4 yrs: Start taking part in some group activities which they make up for themselves, or in teams.  3-4 yrs: Be increasingly independent as they get dressed and undressed, for example putting on coats and doing up zips.  4-5 yrs: Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  4-5 yrs: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. | 3-4 yrs: Use all of their senses in hands-on exploration of natural materials.  3-4 yrs: Begin to make sense of their own life story and family’s history.  4-5 yrs: Talk about members of their immediate family and community.  4-5 yrs: Name and describe people who are familiar to them.  4-5 yrs: Recognise some similarities and differences between life in this country and life in other countries.  **Geography Golden threads:**  **Settlement** – their homes / families homes  **Diversity** – homes around the world |
| 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 yrs: Take part in simple pretend play, using an object to represent something else even though they are not similar.  3-4 yrs: Join different materials and explore different textures.  4-5 yrs: Explore, use and refine a variety of artistic effects to express their ideas and feelings.  4-5 yrs: Sing in group or on their own, increasingly match the pitch and following the melody. |