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| **EYFS - Development Matters (Reception)** | |
| **Prime Area: Communication and Language** | |
| * Understand how to listen carefully and why listening is important. * Learn new vocabulary. * Use new vocabulary throughout the day. * Ask questions to find out more and to check they understand what has been said to them. * Articulate their ideas and thoughts in well-formed sentences. * Connect one idea or action to another using a range of connectives. * Describe events in some detail. * Use talk to help work out problems and organise thinking and activities that explain how things work and why they might happen. * Develop social phrases. | * Engage in story times. * Listen to and talk about stories to build familiarity and understanding. * Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. * Use new vocabulary in different contexts. * Listen carefully to rhymes and songs, paying attention to how they sound. * Learn rhymes, poems and songs. * Engage in non-fiction books. * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |
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| **Prime Area: Personal, Social and Emotional Development** | |
| * See themselves as a valuable individual. * Build constructive and respectful relationships. * Express their feelings and consider the feelings of others. * Show resilience and perseverance in the face of challenge. | * Identify and moderate their own feelings socially and emotionally. * Think about the perspectives of others. * Manage their own needs. |
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| **Prime Area: Physical Development** | |
| * Revise and refine the fundamental movement skills they have already acquired: - rolling / crawling / walking / jumping / running / hopping / skipping / climbing * Progress towards a more fluent style of moving, with developing control and grace. * Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Combine different movements with ease and fluency. * Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. | * Develop overall body-strength, balance, coordination and agility. * Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. * Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. * Develop the foundations of a handwriting style which is fast, accurate and efficient. * Know and talk about the different factors that support their overall health and wellbeing: regular physical activity / healthy eating / toothbrushing / sensible amounts of ‘screen time’ / having a good sleep routine / being a safe pedestrian * Further develop the skills they need to manage the school day successfully: lining up and queuing / mealtimes / personal hygiene. |
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| **Specific Area: Literacy** | |
| * Read individual letters by saying the sounds for them. * Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. * Read some letter groups that each represent one sound and say sounds for them. * Read a few common exception words matched to the school’s phonic programme. * Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. | * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Form lower-case and capital letters correctly. * Spell words by identifying the sounds and then writing the sound with letter/s. * Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. * Re-read what they have written to check that it makes sense. |
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| **Specific Area: Mathematics** | |
| * Count objects, actions and sounds. * Subitise. * Link the number symbol (numeral) with its cardinal number value. * Count beyond ten. * Compare numbers. * Understand the ‘one more than/one less than’ relationship between consecutive numbers. * Explore the composition of numbers to 10. | * Automatically recall number bonds for numbers 0–10. * Select, rotate and manipulate shapes in order to develop spatial reasoning skills. * Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. * Continue, copy and create repeating patterns. * Compare length, weight and capacity. |
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| **Specific Area: Understanding of the World** | |
| * Talk about members of their immediate family and community. * Name and describe people who are familiar to them. * Comment on images of familiar situations in the past. * Compare and contrast characters from stories, including figures from the past. * Draw information from a simple map. * Understand that some places are special to members of their community. * Recognise that people have different beliefs and celebrate special times in different ways. | * Recognise some similarities and differences between life in this country and life in other countries. * Explore the natural world around them. * Describe what they see, hear and feel whilst outside. * Recognise some environments that are different to the one in which they live. * Understand the effect of changing seasons on the natural world around them. |
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| **Specific Area: Expressive Arts and Design** | |
| * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Return to and build on their previous learning, refining ideas and developing their ability to represent them. * Create collaboratively sharing ideas, resources and skills. * Listen attentively, move to and talk about music, expressing their feelings and responses. | * Watch and talk about dance and performance art, expressing their feelings and responses. * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Develop storylines in their pretend play * Explore and engage in music making and dance, performing solo or in groups. |