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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.
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