

Physical Development

- Move with confidence in a range of ways e.g. running, slithering, shuffling, rolling, skipping, hopping.
- Understand the need to respond quickly to 'Stop' command during P.E. sessions.
- Begin to recognise the changes which happen to our bodies when they are active e.g. heart rate increases.
- Begin to realise the importance of thinking about the space around them during P.E. activities.
- Have the opportunity to handle tools, objects, construction toys and materials safely in order to develop increasing control and co-ordination (clay, dough, Lego, small world play, lacing etc.).
- Show an understanding of how to transport and store equipment safely.
- Funky Fingers and Dough Gym sessions to support development of an effective pencil grip.
- Begin to show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (visit from the Life Bus).

Expressive Arts and Design

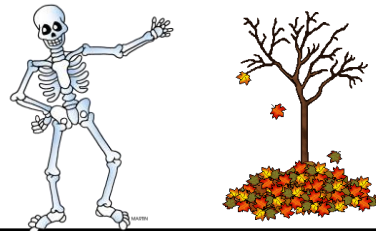
- Explore what happens when you mix primary colours.
- Choose particular colours for a purpose.
- Experiment with using different materials in art.
- Choose materials for different purposes and experiment with shaping and joining them in different ways.
- Begin to describe patterns and textures in the indoor and outdoor environment.
- Use a variety of construction kits to make 3d models.
- Practice singing a variety of simple songs from memory
- Play simple percussion instruments.
- Experience listening to a variety of music and begin to talk about how the music makes us feel.
- Play co-operatively as part of a group to act out a story.
- Explore and use different tools.
- Begin to describe the texture of different materials.
- Imitate movements in response to music.

Holy Trinity Church of England Academy, Calne



Class: Reception (EYFS)

Our topics for Term 1 are
Ourselves & Autumn



Our topics for Term 2 are
**Fireworks, The Gruffalo
& Christmas**



Please note: The Early Years Foundation Stage curriculum states that practitioners should observe and reflect on children's play and plan a curriculum which builds upon their interests. Therefore, activities are likely to change to make the learning more personalised and meaningful to the children.

Personal, Social and Emotional Development

- Begin to develop the confidence to try new activities and share their ideas with others.
- Focus on developing concentration and know when it is appropriate to sit quietly and listen.
- Develop an awareness of the need to take turns and share.
- Try to consider the needs and feelings of others.
- Begin to consider the consequences of their words and actions for themselves and others.
- Be aware of our class rules.
- Begin to operate independently within the environment e.g. be able to change independently for P.E and manage their own personal hygiene.
- Begin to develop an understanding of how to resolve simple conflicts and when it is necessary to seek adult support.

Communication and Language

- Develop the ability to respond to simple instructions.
- Develop skills needed to listen attentively in a range of situations.
- Develop using talk to connect ideas, explain what is happening and recall what has happened in the past.

Literacy

- Encourage recognition of written name.
- Develop recognition of rhyme.
- Begin to look at and enjoy a variety of books e.g. stories, non-fiction and poetry including some from different cultures.
- Begin to develop phonic knowledge and understanding through Phase 1 and 2 phonics activities following 'Letters and Sounds.'
- Begin to try and recognise the first sounds in simple words and sounds within words.
- Begin to read a range of common words (as in Phase 2 'Letters and Sounds').
- Begin to practice using correctly formed letters when writing through activities such as sand play, cornflour play, patio painting, playdough etc.
- Join in with repeated refrains in familiar stories and begin to predict what might happen next.

Mathematics

- Begin to recite numbers to 30 and recognise numbers to 10.
- Count objects by placing them in a line and saying one number for each.
- Select the correct numeral to represent the number of objects in a set.
- Begin to read number sentences (e.g. $4+1=5$)
- Begin to recognise 2d shapes and talk about the number of sides or corners.
- Compare the length/ height of objects using direct comparison.
- Compare the weight of objects using direct comparison.
- Use language such as longer, shorter, taller, heavier, lighter etc.
- Learn to continue and create simple patterns using objects or shapes.
- Begin to use the language of more or less in a practical context when playing.

Understanding the World

- Look at various Autumn festivals (Diwali, Bonfire Night, Harvest).
- Preparation for Christmas (looking at Advent, taking part in Christmas Nativity Play, learning the sequence of events in the story of the First Christmas).
- Be aware of how technology is used in their everyday lives e.g. computer, microwave, phone, car etc.
- Use a variety of electronic toys and devices e.g. Bee-bots, remote control toys, sound buttons, torches.
- Play simple games on the interactive whiteboard, laptops or ipads.
- Develop language of time through sequencing events and daily routines.
- Look at passage of time through nature e.g. Autumn to Winter – Notice seasonal changes.
- Investigate and describe objects and materials in both the indoor and outdoor environment.
- RE Units of Study- Special People (Discovery R.E syllabus) - What makes people special? and Christmas (Discovery R.E syllabus).