

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

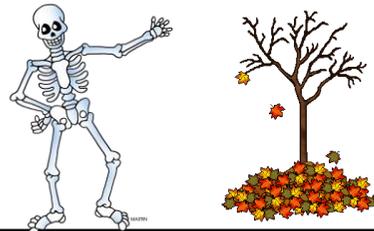
- Explore what happens when you mix primary colours.
- Choose particular colours for a purpose.
- Experiment with using different materials in art.
- Choose materials for different purposes and experiment with shaping and joining them in different ways.
- Begin to describe patterns and textures in the 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 untuned percussion instruments.
- Clap and repeat rhythms.
- 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
**Festivals,
The Gruffalo
and
Toys
old & new.**



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). Including looking at toys old and new.
- 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).