

Physical Development

- Move with confidence, imagination and safety.
- Move with co-ordination and control.
- Use a variety of balancing and climbing equipment to travel around, under and through.
- Explore different ways of moving e.g. jumping, rolling, skipping.
- Move in response to rhythm, music and story e.g. different tempos/moods.
- Continue to realise the importance of thinking about the space around ourselves during P.E. activities.
- Demonstrate increased control over an object when throwing, catching, kicking, pushing or patting.
- Demonstrate good coordination of large and small movements.
- 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.).
- Develop effective pencil control.
- Form letters and numbers correctly.

Expressive Arts and Design

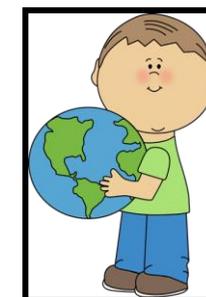
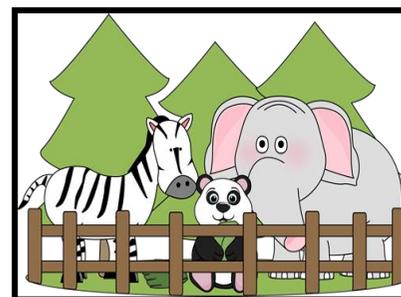
- Independently select techniques to join materials together (glue, stapling, paperclips, masking tape, sewing).
- Construct with a purpose in mind.
- Continue to develop colour mixing techniques e.g. combining primary colours blue and yellow; red and yellow.
- Explore the vocabulary of music, e.g. loud/quiet, high/low sounds.
- Continue to sing a variety of songs and rhymes.
- Continue to work imaginatively in the role-play area: linked to current area of learning.
- Use a variety of media in art making (pastels, paint, collage etc)
- Explore how to create different textures and effects.
- Represent own ideas, thoughts and feelings using art, design, music, dance and role play.
- Begin to discuss how works could be adapted, improved or changed.

Holy Trinity Church of England Academy, Calne



Class: Reception (EYFS)

Our topic for **Term 5** is Animals
Our topic for **Term 6** is Places



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

- Encourage each child to be motivated and excited about learning.
- Continue to develop working and playing co-operatively.
- Encourage each child to confidently select and use activities and resources independently.
- Talk about how they and others show their feelings.
- Encourage each child to consider the consequences of their words and actions for themselves and others.
- Think how to take steps to resolve conflicts with others e.g. finding a compromise.
- Work as part of a group, following an agreed set of rules.
- Adjust their behaviour to different settings and take changes of routine in their stride.

Communication and Language

- To respond to two-part sequence instructions independently.
- Maintain or elaborate upon a storyline or narrative in play.
- Extend vocabulary by grouping, naming or exploring the meaning of new words.
- Accurately use past, present and future tenses.
- Answer “how” and “why” questions about their experiences or in response to stories or events.
- Express themselves effectively showing awareness of the listeners needs.
- Use language to imagine and recreate roles and experiences in,

Literacy

- To use story making language based on the book ‘Dear Zoo’ to then adapt to make our own versions.
- Continue to develop phonic knowledge and understanding through Phase 3 and 4 phonics activities following ‘Letters and Sounds.’
- Continue to use ‘phoneme fingers’ to sound out simple words and blend them together to read words.
- Develop using phonic knowledge to write words in ways which match spoken sounds.
- Continue to develop forming letters correctly when writing.
- Begin to read a range of common words (as in Phase 3 and 4 ‘Letters and Sounds’).
- Continue to develop use of different forms of writing such as lists, labels, stories and instructions.

Mathematics

- Say and use number names in correct order (to 20 then 100)
- Recognise digits to at least 20 and match them to quantities.
- Order numbers to 20.
- Recite number names in order and begin to count aloud in 2s and 10s.
- Count reliably up to 20 objects.
- Begin to write numbers correctly (1 to 20)
- Use language involved in addition and subtraction in practical activities.
- Continue to identify names and properties of 2d and 3d shapes.
- Use the language of ‘more’ and ‘less’ and find which number is 1 more or 1 less than a given number.
- Learn to recognise 1p, 2p, 5p, 10p, 20p, 50p and £1 coins.
- Compare items that are heavier or lighter than each other.
- Compare items that are shorter and longer/shorter and taller than each other.
- Tell the time (o’clock).
- Describe solutions to practical mathematical problems.

Understanding the World

- Make observations and talk about why things happen and how things work.
- Continue to discuss how to use tools safely.
- Encourage children to observe and talk about the use of ICT in the environment e.g. telephone, computer, tape recorder etc.
- Use programmable toy (Bee-Bot).
- Select and use technology for different purposes.
- Think about changes that take place in the environment during Spring and how some animals change, particularly linked to our resident caterpillars as we watch them transform into butterflies.
- Help to care for the environment and living things.
- Develop an understanding of growth, decay and changes over time.
- Develop awareness of different ways of life and cultures.
- Talk about own immediate environment and how environments are different.
- RE Unit of Study- Creation (Term 5) and Special places (Term 6)
- Talk about past and present events in our lives and in the lives of family members.