



Topic Overview	Wizards and witches
Sparkling Start	Dress up day 6/6/16 parents fun morning
Fabulous Finish	TBA
Whole School Themed Weeks	SEAL-Changes
Year Group	Reception
<u>Prime Areas: Communication and Language</u>  Listening and Attention	Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention - can listen and do for short span.
<u>Prime Areas: Communication and Language</u>  Understanding	Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.
<u>Prime Areas: Communication and Language</u>  Speaking	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.
<u>Prime Areas: Physical Development</u>  Moving and Handling	Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed..
<u>Prime Areas: Physical Development</u>  Health and Self-Care	Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.
<u>Prime Areas: Personal, Social and Emotional Development</u>  Self-Confidence and Self-Awareness	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.
<u>Prime Areas: Personal, Social and Emotional Development</u>  Managing Feelings	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them, Aware of the boundaries set, and of behavioural expectations in the setting/ Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

and Behaviour	
<u>Prime Areas:</u> <u>Personal, Social and Emotional Development</u>  Making Relationships	Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g finding a compromise.
<u>Specific Areas:</u> <u>Literacy</u>  Reading	Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information
<u>Specific Areas:</u> <u>Literacy</u>  Writing	Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.
<u>Specific Areas:</u> <u>Mathematics</u>  Numbers	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.
<u>Specific Areas:</u> <u>Mathematics</u>  Shape, Space and Measure	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.
<u>Specific Areas:</u> <u>Understanding the World</u>  People and Communities	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
<u>Specific Areas:</u> <u>Understanding the World</u>  The World	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.
<u>Specific Areas:</u> <u>Understanding the World</u>	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting

Technology	flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers
<u>Specific Areas:</u> <u>Expressive Arts and Design</u>  Exploring and Using Media and Materials	Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques
<u>Specific Areas:</u> <u>Expressive Arts and Design</u>  Being Imaginative	Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.