

Yearly Overview Nursery and Reception 2020-21

		<u>Nursery</u>		<u>Reception</u>	
Autumn 1 st half:		Big Question:	<p><u>Who lives in my house?</u> WOW Show pictures or videos of the locality showing recognisable buildings and features. LC1: Who else lives in my house and what are they called? LC2 What is special about my family? LC3 What is my house made of? LC4 What is my house address? LC5 What can I see out of the window? LC6 Who visits my house? LC7 Reflection: a walk around the locality finding the park, shops and houses. Bringing parents along too further embeds this challenge.</p>	Big Question:	<p><u>What do I know about me?</u> WOW The hall of crazy mirrors! Bring in pictures of babies and families. Compile a book for the 'baby clinic' role play. LC1 How am I the same? How am I different? LC2 What makes a family? LC3 Why do I look like I do? LC4 What I like best is.....? LC5 Where in the world do my family come from? LC6 What can I do with my body? LC7 Reflection : my special quality</p>
		Key text/s:	<p>Peepo Supplementary text: Do you want to be my friend? Eric Carle</p>	Key text/s:	<p>I like me by Nancy Carlson The same but different too by Karl Newson Supplementary text: The baby who wouldn't go to bed by Helen Cooper</p>
		PSED:	-	PSED:	<p>Can I talk about what it means to be unique? Can the children name something that they think makes them unique? Can I talk about how I have changed? Use baby photos to compare Can I talk about my family? -draw a picture of my family Can I explore different feelings? Can I talk about how I manage my feelings? Mindfulness and read books link to this Can I name something I like and dislike and explain why?</p>
		C&L		C&L	<p>Can I make stick puppets of themselves? Can I act out a story using the stick puppets? Can I feel, smell, look at and listen to a range of objects? Can I use describing words to talk about the objects? Can I play guess who? Can I guess who they are describing? Can I share my favourite story? Listen to the stories and discuss them together.</p>
		PD		PD	Aut1-1 hour physical lesson Gymnastics-talking about your heart and how

					<p>it changes during exercise</p> <p>A4All PE Lessons</p> <p>Can I use my hands in different activities? Fine motor, threading, pegging, playdoh, mark making, painting etc</p> <p>At playtime Can we choose a healthy snack?</p>
		EAD		EAD	<p>Home Corner Role-Play</p> <p>Can I draw myself?</p> <p>Can I make a puppet?</p> <p>Can I use a puppet in the role play area?</p> <p>Can I make a photo frame to put my special photo in?</p> <p>Can I learn a song about my body?-use musical instruments</p> <p>Can I make a collage to show my favourite things?</p> <p>Can I tell you about something that I am proud of?-show and tell</p> <p>Can I make an award for myself?</p>
		UoftheW		UoftheW	<p>WOW-The hall of crazy mirrors! Bring in pictures of babies and families.</p> <p>Compile a book for the 'baby clinic' role play.</p> <p>Who can I ask for help?</p> <p>What makes a family?</p> <p>Why do I look like I do?</p> <p>What I like best is.....?</p> <p>Where in the world do my family come from?</p> <p>What can I do with my body?</p> <p>Reflection : my special quality</p>
		Maths		Maths	<p>Class bar chart about favourite things</p> <p>Make puzzles with their photos</p> <p>WRM</p>
		ICT		ICT	<p>Children use cameras to take photos of themselves, friends and their surroundings. Can they print them out and make a memory board?</p>
		RE		RE	<p>F4 - Being special: where do we belong?</p> <p>How am I special?</p> <p>Who is special to me?</p>
Autumn 2 nd half:	Harvest/ Autumn Diwali	Big Question:	<u>Which colours make you feel happy or sad?</u> WOW Outside, make large pieces of paper reflect the colours that children like and don't like using a variety of	Big Question:	<u>Why are there so many leaves on the ground?</u> WOW Trip to the woods to play in the leaves and explore natural art, den making, etc.

Fireworks Christmas			<p>paint, paper, fabric. Record of ideas that work related to the context of the school, community and needs of the children.</p> <p>LC1 Why do we know that Little Red Riding Hood liked red the best?</p> <p>LC2 What happens when we mix colours together?</p> <p>LC3 What sort of colours would the Big Bad Wolf wear?</p> <p>LC4 What colours are your favourites?</p> <p>LC5 How many colours are in the classroom?</p> <p>LC6 How can animals hide?</p> <p>LC7 Reflection: can children use a variety of materials and media to represent simple feelings in a dance or an art exhibition.</p>		<p>LC1 Why do I know that it won't be hot and sunny tomorrow?</p> <p>LC2 How can I create Autumn's colours?</p> <p>LC3 How do I know that it is colder now than when I was on holiday?</p> <p>LC4 Are all the leaves the same shape?</p> <p>LC5 What happens to all the leaves that were on the ground?</p> <p>LC6 Reflection: so what did we learn about Autumn?</p>
		Key text/s:	<p>Wow! Said the Owl Tim Hopgood</p> <p>Supplementary text: The Mixed up Chameleon by Eric Carle</p>	Key text/s:	<p>Percy the Park keeper by Nick Butterworth</p> <p>Mixed by Aree Chung</p> <p>Supplementary text: My word, my seasons by Siobhan Dodds</p>
		PSED		PSED	<p>Can I collect and talk about autumn treasures?</p> <p>Can I make a house for a hedgehog?</p> <p>Can I care for my autumn animal for a day?</p> <p>Can I hide autumn toys for friend making sure that I take turns and share?</p> <p>Can I describe how autumn makes me feel? Autumn walk</p> <p>Can I stay safe on Bonfire Night?</p> <p>Can I explain what Christmas means to me?</p>
		CL		C&L	<p>Can you go on a autumn collection walk with your family?</p> <p>Talk about what they find.</p> <p>Can I guess the missing autumnal object? Selection of objects and take one away (memory game)</p> <p>Can I use propositions to describe where the hedgehog or squirrel is hiding?</p> <p>Can I describe the sounds I can hear on an autumn walk?</p>
		PD		PD	<p>1 hour physical lesson each week</p> <p>Dance</p> <p>A4All PE Lessons</p> <p>Can I create an autumn dance?</p>

					<p>Can I move like an autumn animal? Can I make autumn bread animal? Can I make autumnal playdoh with spices? Can I use my fine motor skills to trace autumn shapes?</p>
		EAD		EAD	<p>Can I can make an autumn scene picture? Colour mixing-Can I make autumn colours? Can I use these colours to paint a picture? Role-Play- Can I pretend we are in different weathers? Dressing up Can I draw leaves of different shapes? (observational drawing) Can I make a picture of leaves that have fallen on the floor? Can I make an animal out of leaves? (hedgehogs etc) Can I make an autumn picture to show our learning? Can I make an autumn picture out of leaves?</p>
		UoftheW		UoftheW	<p>WOW-Trip to the woods to play in the leaves and explore natural art, den making, etc. Why do I know that it won't be hot and sunny tomorrow? How can I create Autumn's colours? How do I know that it is colder now than when I was on holiday? Are all the leaves the same shape? What happens to all the leaves that were on the ground? Reflection: so what did we learn about Autumn?</p>
		Maths		Maths	<p>Sorting leaf shapes What time is playtime/ lunch time/ home time? WRM</p>
		ICT		ICT	<p>Can I use a programme to draw autumn pictures? Can I use different shades of the same colour? Can I improve my picture? Can I print it out?</p>
		RE		RE	<p>Why is Christmas so special to Christians? Why is Christmas special to me What traditions do my family have at Christmas?</p>
Spring 1 st half:	Big Question:	<u>Who are the famous animals in my book?</u> WOW: Read Mr Gumpy's Big Day out - John Burningham -	Big Question:	<u>Who are the famous characters inside my books?</u> WOW Traditional tales- exposure to one/lots	

			<p>what animal sounds can you hear?</p> <p>LC2 Which animal would be a good pet? (Dear Zoo)</p> <p>LC3 What animals does Old MacDonald have on his farm?</p> <p>LC4 What happens to Chicken Licken's eggs?</p> <p>LC5 Why was Elmer unhappy?</p> <p>LC6 Reflection: dress as animals and act out favourite stories using the animal sounds. Finish with an animal party</p>		<p>LC1 Could you be a super hero like Traction Man or Super Daisy?</p> <p>LC2 Where are the Wild Things?</p> <p>LC4 Could you help the three Billy Goats Gruff get to the other side of the bridge?</p> <p>LC5 Would you like to have tea with The Gruffalo?</p> <p>LC6 Reflection: create your own traditional tale.</p>
		Key text/s:	<p>Mr Gumpy's Big Day Out - John Burningham</p> <p>Supplementary text: Elmer by David McKee</p>	Key text/s:	<p>Traditional tales- follow your children's interests to decide which ones to focus on.</p> <p>Supplementary text: The Jolly Postman Janet and Allan Ahlberg</p>
		PSED		PSED	<p>Can I talk about what makes me happy/ sad/ angry/excited?</p> <p>Can I listen to stories and think about how the characters might be feeling?</p> <p>Can I see how characters have behaved based on their feelings?</p> <p>Can we make a list of things that we can do if we feel upset or sad?</p> <p>How can we help our friends when they are feeling upset/ angry or sad?</p> <p>Can we think about how we can play fairly? (egg timers etc)</p> <p>How can we manage our feelings in other places e.g. at home, in shops etc.</p>
		CL		C&L	<p>Can I tell you about my favourite superhero?</p> <p>Can I go on wild walk and tell you what I can see/feel/smell?</p> <p>Can I answer questions about 'Room on a Broom'?</p> <p>Can I make up a new story about the three billy goats?</p> <p>Can I describe my favourite fairy tale character for a friend to guess?</p> <p>Can I read my lift the flap page to another child in school?</p>
		PD		PD	<p>1 hour physical lesson - Multiskills</p> <p>A4All PE lessons</p> <p>Can I use scissors and equipment to make a cape/ lift the flap picture/ map?</p> <p>Can I move like a fairy tale character?</p> <p>Can I write a character's name?</p>
		EAD		EAD	<p>Role Play - fairy tale wood with dressing up, puppets and books (keep back props for the three little bears for second half of term)</p> <p>Can I make a super hero cape?</p>

					<p>Can I paint a map of a wild adventure? Can I produce a magic potion and make up a song about it? Can I use junk modelling/construction toys to make a bridge for the goats? Role -play Can I dress up as a fairy tale character and have a tea party with my fairy tale friends? Can I make a lift the flap book or picture?</p>
		UoftheW		UoftheW	<p>Wow- The Jolly Postman. Have puppets as characters from the book and read out their letters. Can the children guess the character? Could you be a super hero? Where are the Wild Things? Is there any Room on the Broom for me? Could you help the three Billy Goats Gruff get to the other side of the bridge? Would you like to have tea with The Gruffalo? Reflection: make a book like the Jolly Postman Read to another child from another class</p>
		Maths		Maths	<p>Learning to share items fairly Counting and measuring ingredients for a potion WRM</p>
		ICT		ICT	<p>Can I film a puppet show on an iPad? Can I set up the scenery and stage so it is in shot? Can I check the sound is working? Can I film the show and focus on the main parts? Can I watch it back? Can I suggest and make improvements? Can we have a screening for our parent's with tickets?</p>
		RE		RE	<p>F1 - Why is the word 'God' so important to Christians? What is important to me? What do I think of when I think of the word God?</p>
Spring 2nd half:	Chinese New Year Easter	Big Question:	<p><u>How many nursery rhymes do I know?</u> WOW Start with a nursery rhyme competition. How many nursery rhymes do the children know? Record of ideas that work related to the context of the school, community and needs of the children. LC1 Humpty Dumpty, why did you fall? LC2 What made the little dog laugh? LC3 Where are you going, Jack and Jill?</p>	Big Question:	<p><u>Should Goldilocks say sorry?</u> WOW Stage an 'incident' in the classroom for the children to investigate. LC1 How do we know if a character is good or bad? LC2 Do you feel sad for the three bears? LC3 Where will Baby Bear find a new chair? LC4 Why did Goldilocks prefer Baby Bear's porridge? LC5 What would Goldilocks's parents say? LC6 How can Goldilocks show that she is sorry?</p>

			LC4 Where did <i>Goosey Gander</i> wander? LC5 What's in your garden, Mary? LC7 Reflection; how many nursery rhymes do we know now? ADDITIONAL TEXT OPTION: <i>Great Race</i> -Emily Hiles		LC7 Reflection: what can we learn from <i>Goldilocks</i> ? ADDITIONAL TEXT OPTION: CNY <i>Great Race Dawn Casey</i>
		Key text/s:	Each Peach Pear Plum Supplementary text: <i>Emma's Lamb</i> by Kim Lewis	Key text/s:	<i>Goldilocks</i> Supplementary text: <i>Martha doesn't say sorry</i> by Samantha Berger
		PSED		PSED	Can I talk about how I stay safe? Should we ever go into a stranger's house? What do we do if we accidentally break something? Should <i>Goldilocks</i> say sorry? How do we make friends with new people? Are rules important? What advice would you give <i>Goldilocks</i> in the future?
		CL		CL	Can listen and respond to my friends? Can I listen to a story a talk about what happened? Can I tell my friends about something I have done before? Can I join in with songs and poems? Can I pretend to be a character - what would they say? Can I talk about something I am looking forward to?
		PD		PD	1 hour physical lesson -Athletics A4All PE lessons Can I use tools and equipment to make scenery and props for a puppet show? Can I move like a bear or <i>Goldilocks</i> - how do they move differently? How do we know when we are hungry and thirsty? Why is it important to wash our hands? What can I do if I feel tired? What foods are good for me?
		EAD		EAD	Role Play - Add the three little Bear's house to the fairy tale wood. Can I make a bear/ <i>goldilocks</i> puppet? Can you make scenery of a house and trees for a puppet show? Can I make up a new story of <i>Goldilocks</i> meeting the bears in woods?

					Can you make a new chair for baby bear?
		UoftheW		UoftheW	Wow -Stage an 'incident' in the classroom for the children to investigate. Who has been in our classroom? How do we know if a character is good or bad? Do you feel sad for the three bears? Where will Baby Bear find a new chair? Why did Goldilocks prefer Baby Bear's porridge? What would Goldilocks's parents say? How can Goldilocks show that she is sorry? Reflection: what can we learn from Goldilocks?
		Maths		Maths	Can you set the table for the three bears? What if they invited Goldilocks for breakfast?
		ICT		ICT	Can I use programmable toys e.g. Bee-bots? Can we bring in and share our favourite programmable toys? Can I explain how they work? Can I write a set of instructions for a friend?
		RE		RE	F3 - Why is Easter special to Christians? Why is Easter special to me? What do me and my family do at Easter time?
Summer 1st half:	Transition	Big Question:	<u>Who goes to the Ugly Bug Ball?</u> WOW Read 'The very hungry caterpillar.' Act out the story. LC1 Why is a caterpillar always hungry? LC2 Who lives underneath the grass/stone/logs? LC3 What lurks in the pond? LC4 How can we make a happy home for our ugly bugs? LC5 What do we need to do to prepare for the Ugly Bug Ball? LC6 Who would you go as to the Ugly Bug Ball? LC7 Reflection: The Ugly Bug Ball!		<u>Are all minibeasts scary?</u> WOW Visit from a minibeast expert bringing large and small insects to look at and handle. LC1 Why does a spider need a web? LC2 Where did the butterfly come from? LC3 Does a worm have legs? LC4 Why does a snail carry its house around? LC5 Why does a ladybird have spots? LC6 Do minibeasts have birthdays? LC7 Reflection: building a minibeast city.
		Key text/s:	The very hungry caterpillar? Supplementary text: There was an old lady who swallowed a fly by Pam Adams		Non - Fiction texts - minibeast focus of your choice. Supplementary text: The bad tempered ladybird by Eric Carle
		PSED		PSED	Can I talk about how we care for minibeasts?

					<p>Can I say feeling words in response to seeing and handling different minibeasts?</p> <p>Can I work as a group to build a home for a minibeast?</p> <p>Can I share and take turns? <i>share an ipad with a group when taking photos on a minibeast hunt.</i></p> <p>Can I work with my group to wrap a soft toy up like a cocoon?</p>
		CL		CL	<p>Can I sing a variety of minibeast songs and rhymes and perform them?</p> <p>Can I create a word bank that describes minibeasts? Such as wiggly, fluttering, fast, slow and tickly.</p> <p>Can I use positional language to describe the position of minibeasts?</p> <p>Can I answer minibeast riddles? (What am I? book)</p> <p>Can I hot-seat a minibeast? (minibeast dress up) Which 'who', 'what', 'when' and 'how' questions can they ask?</p> <p>Can I explain the life cycle of a butterfly to my friend?</p> <p>Can I use masks and costumes to create minibeast role-play?</p>
		PD		PD	<p>1 hour Physical exercise each week -ball skills</p> <p>A4ALL PE Sessions</p> <p>Can I use tweezers to collect a minibeast from the spiders web?</p> <p>Can I imagine I am a hungry caterpillar eating leaves? punch holes in leaves using a hole punch</p> <p>Can I explain why I need to wash my hands after holding a minibeast?</p> <p>Can I move like different minibeasts over an obstacle course?</p> <p>Can I act out the life cycle of a butterfly using actions?</p> <p>Can I copy minibeast actions?</p> <p>Can I dance in response to the 'flight of the bumblebee' music?</p>
		EAD		EAD	<p>Can I turn a finger print into minibeasts?</p> <p>Can I make a clay minibeast?</p> <p>Can I make my own minibeast mask/costume/headpiece?</p> <p>Can I use musical instruments to create the sounds minibeasts make?</p> <p>Can I create a pattern for a snail shell?</p> <p>Can I create my own minibeast role-play?-using costumes/puppets</p> <p>Can I create my own small world bug city?</p>
		UoftheW		UoftheW	Wow -Visit from a minibeast expert bringing large and small insects to look

					<p>at and handle.</p> <p>Why does a spider need a web? Where did the butterfly come from? Does a worm have legs? Why does a snail carry its house around? Why does a ladybird have spots? Do minibeasts have birthdays? Reflection: building a minibeast city.</p>
		Maths		Maths	<p>Explore length using interlocking cubes. The children can create caterpillars using cubes and make direct comparisons to explore the vocabulary of short, long, shorter, longer, shortest, longest.</p> <p>Order numbered sections of a caterpillar's body from zero to ten or twenty.</p> <p>Symmetrical butterflies WRM</p>
		ICT		ICT	<p>Can I make up a story for my clay minibeast? Can I type up my work? Can I print it out? Can I make my story into a book? Can I find an online photo for the front cover?</p>
		RE		RE	<p>F5 - What places are special and why? Where is my special place? What do I do in my special place? Who do I share my special place with?</p>
Summer 2nd half:	Transition	Big Question:	<p><u>How do I get about?</u> WOW Going on the pretend school bus. On the smart board, watch a plane taking off from the cockpit. Record of ideas that work related to the context of the school, community and needs of the children.</p> <p>LC1 How do I get to school? LC2 Why are the wheels on the bus round? LC3 How can Little Red Riding Hood get to grandma's house safely? LC4 Could Thomas The Tank Engine travel on the road? Could Rory The Racing Car travel on the tracks? LC5 Where would I go to if I wanted to travel to Pakistan?</p>	Big Question:	<p><u>Who can I ask for help?</u> WOW A visit from the crossing patrol, a medical practitioner, dentist, fire fighter, etc. to talk about their role in the community.</p> <p>LC1 How does Bob the Builder help us? LC2 What does Postman Pat do? LC3 Why do some people need to wear special clothes at work? LC4 Why do you go to school? LC5 Why is it important to have a hospital? LC6 When would Fireman Sam be very helpful? LC7 Reflection: who helps you in your community? What would you like to be when you grow up?</p>

			LC6 Reflection: making wheeled vehicles with 'junk'. Can we make a car big enough for someone to sit in!		
		Key text/s:	Choo Choo Clickety Clack by Margaret Mayo Oi Get off our train by John Burningham Supplementary text: Bumper to Bumper by Jakki Wood	Key text/s:	Diggers - Susan Steggall Supplementary text: We work at the hospital by Angela Aylmore
		PSED		PSED	Can I explain what being helpful means? Can I explain which people help us and why? Can you explain how we can be helpful at school and at home? Can I explain what we would do if someone needed help? Can I help my friends in the hospital role-play? When do we need to call 999? Can I explain how I stay safe in the water? Can I explain how it feels when I help someone? Can I make badges to wear for being helpful?-choose a friend who has been helpful to give the badge to.
		CL		CL	Invite a fireman, nurse/Dr, policeman and a postman in to speak to the children Can I act out the roles of people who can help us? Masks and props Can I listen to and respond appropriately to adults? Can I make a list of questions to ask a postman, fireman and policeman? Can I interview/hot seat the head teacher/school cook/ks2 teacher to find out what he does? (use I-pads to record) Can I use walkie talkies to talk to my friends? Can I say what I would like to be when I grow up and explain why?
		PD		PD	1 hour Physical exercise each week -games/sports day practise A4ALL PE Sessions Can I construct buildings using construction materials? Can I write a letter to post in the post office? Can I draw chalk flames then use the hose pipe to wash them away? Can I climb like a fireman on the climbing frames? Can I complete the smoke safety crawl? Can I use bandages in the teddy bear hospital? Can I use a toothbrush to clean the dirty teeth? Can I use scissors to change materials? (make a collage to show a person who helps us)

					<p>Can I write a label? Can I write a description? Can I use scissors and split pins to make a puppet?</p>
		EAD		EAD	<p>Role-play inside and outside- post office, hospital, police station, school, builder's yard. Use dressing up clothes and props Can I act out people who help us? Can I show how a policeman/fireman would help someone? Can I create my own police station using junk? Can I design a uniform for a nurse? Can I listen and join in with songs about fire? Can I make fire fighter hand prints? Can I use instruments to accompany music? Can I make my own emergency vehicle? Can I make a thank you card for people who help us? Can I make a collage to show a person who can help us? (a policeman etc)</p>
		UoftheW		UoftheW	<p>Wow A visit from the crossing patrol, a medical practitioner, dentist, fire fighter, etc. to talk about their role in the community. How does Bob the Builder help us? What does Postman Pat do? Why do some people need to wear special clothes at work? Why do you go to school? Why is it important to have a hospital? When would Fireman Sam be very helpful? Reflection: who helps you in your community? What would you like to be when you grow up?</p>
		Maths		Maths	<p>post office price list- add the items together in the role-play area Tally charts and bar charts- what I want to be when I grow up?</p>
		ICT		ICT	<p>Can I find out how technology is used to keep me safe? How do I work the crossing? How do I call the police? What do the colours on the traffic lights mean? Why do police cars, ambulances and fire engines have sirens and flashing lights? Links to internet safety.</p>
		RE		RE	<p>F6 - What times/ stories are special and why? What are my favourite memories so far?</p>

					Can I share my favourite story and explain why I like it so much?
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AUTUMN 1:

1 Nursery: Who lives in my house?	
Prime areas	Specific areas
<p>Personal, Social and Emotional Development</p> <p>22-36 Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. Shows understanding and cooperates with some boundaries and routines. Shows affection and concern for people who are special to them. 30-50 Can select and use activities and resources with help. Welcomes and values praise for what they have done. Can usually adapt behaviour to different events, social situations and changes in routine. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Literacy</p> <p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make. 30-50 Shows interest in illustrations and print in books and print in the environment. Sometimes gives meaning to marks as they draw and paint.</p>
<p>Communication and Language</p> <p>22-36 Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. Listens to others one-to-one or in small groups, when conversation interests them. Understands 'who', 'what', 'where' in simple questions [e.g. Who's that? What's that? Where is?]. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. 30-50 Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). Beginning to understand 'why' and 'how' questions. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Mathematics</p> <p>22-36 Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. 30-50 Uses some number names and number language spontaneously. Uses some number names accurately in play. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p>
<p>Physical Development</p> <p>22-36 Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Beginning to be independent in self-care, but still often needs adult support. 30-50 Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Understands that equipment and tools have to be used safely.</p>	<p>Understanding the World</p> <p>22-36 Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family. Notices detailed features of objects in their environment. 30-50 Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>
<p>Suggested links to EYFS related to the main learning challenge, time of year and age of children.</p>	<p>Expressive Arts and Design</p> <p>22-36 Experiments with blocks, colour and marks. Beginning to use representational to communicate, e.g. drawing a line and saying 'That's me'. 30-50 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>

13 Reception: What do I know about me?	
Prime areas	Specific areas
<p>Personal, Social and Emotional Development</p> <p>30-50 Can select and use activities and resources with help. Enjoys responsibility of carrying out small tasks. Confident to talk to other children when playing, and will communicate freely about own home and community. 40-60 Willingly participate in a wide range of activities. Show enthusiasm and excitement when anticipating and engaging in certain activities. Confident to speak to others about own needs, wants, interests and opinions. Eye on the goal - Children are confident to try new activities, and say why they like some activities more than others.</p>	<p>Literacy</p> <p>30-50 Knows that print carries meaning and, in English, is read from left to right and top to bottom. Listens to and joins in with stories and poems, one-to-one and also in small groups. Describes main story settings, events and principal characters. Holds books the correct way up and turns pages. 40-60 Begins to read words and simple sentences. Enjoys an increasing range of books. Eye on the goal - Children read and understand simple sentences.</p>
<p>Communication and Language</p> <p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Uses talk to connect ideas, explains what is happening and anticipates what might happen next, recalls and relives past experiences. 40-60 Maintains attention, concentrates and sits quietly when required to do so. Two-channelled attention – can listen and do for short span. Responds to simple instructions, e.g. to get or put away an object. Able to follow a story without pictures or props. Eye on the goal - Children listen attentively in a range of situations.</p>	<p>Mathematics</p> <p>30-50 Uses some number names occasionally in play. Recites numbers in order to 10. Sometimes matches numeral and quantity correctly. Realises not only objects, but anything can be counted, including steps, claps or jumps. Uses some number names and number language spontaneously. Knows that numbers identify how many objects are in a set. 40-60 Counts up to three or four objects for giving one number name for each item. Counts objects to 10, and beginning to count beyond 10. Begins to use 'teams' 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. Then 1-20. Counts an irregular arrangement of up to ten objects. Finds one more or one less from a group of up to five objects, then ten objects. Estimates how many objects they can use and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Eye on the goal - Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</p>
<p>Physical Development</p> <p>30-50 Can stand momentarily on one foot when shown. Can catch a large ball. 40-60 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand. Eye on the goal - Children show good control and co-ordination in large and small movements.</p>	<p>Understanding the World</p> <p>30-50 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. 40-60 Enjoys joining in with family customs and routines. Identify and talk about events in their own life and in the lives of family members, e.g. Birthday, visit to grandparent. Beginning to differentiate between past and present. Eye on the goal - Children talk about past and present events in their own lives and in the lives of family members.</p>
<p>Suggested links to EYFS related to the main learning challenge, time of year and age of children.</p>	<p>Expressive Arts and Design</p> <p>30-50 Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. 40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Eye on the goal - Children sing songs, make music and dance, and experiment with ways of changing them.</p>