



Reception Term 2

Celebrations



Prime Areas

Language and Communication	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> - To be able to listen and do for a short span (Listening and Attention – 40-60m) - to maintain attention and sit quietly during appropriate activity (Listening and Attention – 40-60m) - to listen attentively in a range of situations (Listening and Attention - ELG) - to listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (Listening and Attention - ELG) - To listen to stories and respond to what they hear with relevant comments, questions or actions (Listening and Attention - ELG) 	<ul style="list-style-type: none"> - To be able to take steps to resolve conflicts with other children e.g. finding a compromise (Making Relationships – 40-60m) - To be able to play co-operatively, taking turns with others (Making Relationships – ELG) 	<ul style="list-style-type: none"> - Travels with confidence and skill around, under, over and through balancing and climbing equipment (Moving and Handling – 40-60m) - Shows a preference for a dominant hand (Moving and Handling – 40-60m) - Begins to form letters which are correctly formed (Moving and Handling – 40-60m) - Uses simple tools to effect changes to materials (Moving and Handling – 40-60m) - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks (Health and Self-care – 40-60m) - Shows some understanding that good practices with regards to exercise and eating can contribute to good health (Health and self-care – 40-60m) - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (Health and self-care – ELG) <p>Complemented by the P.E. scheme set out in the P.E. long term plan.</p>
<ul style="list-style-type: none"> - To respond to instructions involving a two-part sequence (Understanding – 40-60m) - To be able to listen and respond to ideas expressed by others in conversation (Understanding 40-60m) 	<ul style="list-style-type: none"> - Confident to speak to others about own needs, wants, interests and opinions (Self-confidence and self-awareness - 40-60m) - Children can describe self in positive terms and talk about abilities (Self-confidence and self-awareness – 40-60m) - Children are confident to try new activities and say why they like some activities more than others (Self-confidence and self-awareness – ELG) - Children are able to say when they do or do not need help (Self-confidence and self-awareness – ELG) 	

<ul style="list-style-type: none"> - To use language to imagine and recreate roles and experiences in play situations (Speaking – 40-60m) - To extend vocabulary by grouping and naming, exploring the meaning and sounds of new words (Speaking – 40-60m) - to use talk to organise, sequence and clarify thinking, ideas, feelings and events (Speaking – 40-60m) 	<ul style="list-style-type: none"> - To understand that own actions affect other people (Managing feelings and behaviour – 40-60m) - Beginning to be able to negotiate and solve problems without aggression (Managing feelings and behaviour - 40-60m) - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable (Managing feelings and behaviour – ELG) 	
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Specific Areas

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Literacy	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> - to be able to continue a rhyming string (Reading – 40-60m) - to hear and say the initial sounds in words (Reading – 40-60m) - to segment the sounds in simple words and blend them together (Reading – 40-60m) - to link sounds to letters, naming and sounding the letters of the alphabet (Reading – 40-60m) - To enjoy an increasing range of books (Reading – 40-60m) 	<ul style="list-style-type: none"> - To find one more from a group of 10 objects and given number (Number – 40-60m) - To find one less than a group of ten objects (Number – 40-60m) - To use the language of more and fewer to compare two sets of objects (Number – 40-60m) - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting (Number – 40-60m) 	<ul style="list-style-type: none"> - Looks closely at similarities, differences, patterns and change. (the world – 40-60m) - Know about similarities and differences between themselves and others, communities and traditions (people and communities - ELG) - They make observations and explain why some things occur, and talk about change (the world - ELG) - Children understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect (People and communities - ELG) 	<ul style="list-style-type: none"> - Creates simple representations of events, people and objects (Being imaginative – 40-60m) - Chooses particular colours to use for a purpose (Being imaginative – 40-60m) - Plays cooperatively as part of a group to develop and act out a narrative (Being imaginative – 40-60m) - Constructs with a purpose in mind, using a variety of resources (Exploring and using media and materials – 40-60m) - Selects appropriate resources and adapts work when necessary (Exploring and using media and materials – 40-60m) - Explores the different sounds of instruments (Exploring and using media and materials – 40-60m)

<ul style="list-style-type: none"> - Gives meaning to the marks they make (Writing – 40-60m) - Begins to break the flow of speech into words (Writing-40-60m) - Continues a rhyming string (Writing – 40-60m) - Hears and says the initial sounds in words (Writing – 40-60m) - Links sounds to letters, naming and sounding the letters of the alphabet (Writing – 40-60m) - Write sown name and other things such as labels (Writing – 40-60m) - Uses some clearly identifiable letters to communicate meaning (Writing 40-60m) 	<ul style="list-style-type: none"> - beginning to use mathematical names for ‘solid’ 3D shapes and mathematical terms to describe shapes (Shape, space and measure – 40-60m) - Selects a particular named shape (Shape, space and measure – 40-60m) - Can describe their relative position such as ‘behind’ or next to (shape, space and measure – 40-60m) - They can recognise and continue patterns (shape, space and measure –ELG) 	<ul style="list-style-type: none"> - Uses ICT hardware to interact with age-appropriate computer software (Technology – 40-60m) - Children recognise that a range of technology is used in places such as homes and schools (Technology –ELG) <p>Using ‘Switched on ICT in the Early Years’ scheme</p>	<p>Complemented by the Music Express syllabus – High and Low sounds</p>
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