



Reception Term 3

People who help us



Prime Areas

Language and Communication	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> - two channelled attention – can listen and do for a short span (Listening and Attention – 40-60m) - Maintains attention, concentrates and sits quietly during appropriate activity (Listening and Attention – ELG) - Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (Listening and Attention – ELG) - 	<ul style="list-style-type: none"> - Takes steps to resolve conflicts with other children (Making relationships – 40-60m) - Initiates conversations, attends to and takes account of what others say (Making relationships – 40-60m) - Children play co-operatively, taking turns with others (Making relationships – ELG) - They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children (Making relationships – ELG) - They take into account of one another’s ideas about how to organise their activity (Making relationships – ELG) 	<ul style="list-style-type: none"> - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it (Moving and Handling – 40-60m) - Handles tools, objects, construction and malleable materials safely and with increasing control (Moving and Handling – 40-60m) - Eats a healthy range of foodstuffs and understands the need for variety in food (Health and self-care -40-60m) - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health (Health and self-care – 40-60m) - Shows understanding of how to transport and store equipment safely (Health and self-care – 40-60m) - Children know the importance of good health, physical exercise and a healthy diet and talk about ways to keep healthy (Health and self-care – 40-60m) <p>Complemented by the P.E. scheme set out in the P.E. long term plan.</p>
<ul style="list-style-type: none"> - to be able to follow a story without pictures or props (Understanding – 40-60m) - to be able to follow instructions involving several ideas or actions (Understanding – ELG) - To be able to answer ‘how’ and why questions about their experiences (Understanding – ELG) 	<ul style="list-style-type: none"> - 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) - They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities (Self-confidence and self-awareness – ELG) - Children say when they do or do not need help (Self-confidence and self-awareness – ELG) 	

<ul style="list-style-type: none"> - extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (Speaking – 40-60m) - Uses language to imagine and recreate roles and experiences in play situations (Speaking – 40-60m) - Links statements and sticks to a main theme or intention (Speaking – 40-60m) - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (Speaking – 40-60m) - Introduces a storyline or narrative into their play (Speaking -40-60m) 	<ul style="list-style-type: none"> - Understand that own actions affect other people (Managing feelings and behaviour – 40-60m) - Beginning 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"> - Hear and say the initial sounds in words. (Reading – 40-60m) - Segment the sounds in simple words & blend them together & know which letters represent some of them. (Reading – 40-60m) - Begins to read words and simple sentences (Reading – 40-60m) - Knows that information can be retrieved from books and computers (Reading – 40-60m) - They use phonic knowledge to decode regular words and read them aloud accurately (Reading – ELG) 	<ul style="list-style-type: none"> - Counts objects to 10 and beginning to count beyond 10 (Number – 40-60m) - Finds the total number of two groups by counting them (Number -40-60m) - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting (Number – 40-60m) - Records, using marks that they can interpret and explain (Number – 40-60m) 	<ul style="list-style-type: none"> - To enjoy joining in with family customs and routines (People and communities – 40-60m) - Children talk about past and present events in their own lives and in the lives of family members. (people and communities - ELG) - They know other children don’t always enjoy the same things and are sensitive to this. (people and communities - ELG) - They know about similarities and differences between themselves and others and among families (people and communities - ELG) 	<ul style="list-style-type: none"> - experiments with different textures (Exploring and using materials and media – 40-60m) - Uses simple tools and techniques competently and appropriately (Exploring and using materials and media -40-60m) - Selects appropriate resources and adapts work where necessary (Exploring and using materials and media – 40-60m) - Selects tools and techniques needed to shape, assemble and join materials they are using (Exploring and using materials and media – 40-60m)

<ul style="list-style-type: none"> - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (Writing – 40-60m) - Writes labels and captions (Writing - 40-60m) - Can segment the sounds in simple words and blend them together (Writing – 40-60m) - Children use their phonic knowledge to write words in ways which match their spoken sounds (Writing – ELG) 	<ul style="list-style-type: none"> - Uses familiar objects and common shapes to create patterns and build models (Shape, space and measure – 40-60m) - Beginning to use everyday language related to money (Shape, space and measure – 40-60m) - Children measure short periods of time in simple ways (Shape, space and measure – 40-60m) - They explore characteristics of everyday objects and shapes and use mathematical language to describe them (Shape, space and measure – ELG) 	<ul style="list-style-type: none"> - Children use 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 – Structure</p>
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