



Reception Term 4

Under the Sea



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. (Listening and Attention – ELG) - They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (Listening and Attention – ELG) - Children give their attention to what others say and respond appropriately, while engaged in another activity (Listening and Attention – ELG) 	<ul style="list-style-type: none"> - Takes steps to resolve conflicts with other children (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"> - Handles tools, objects, construction and malleable materials safely and with increasing control (Moving and Handling – 40-60m) - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (Moving and Handling – 40-60m) - Children show good control and co-ordination in large and small movements (Moving and Handling – 40-60m) - They move confidently in a range of ways, safely negotiating space (Moving and Handling – 40-60m) - Practices some appropriate safety measures without direct supervision (Health and Self-care – 40-60m) - Children talk about ways to keep safe (Health and self-care – ELG)
<ul style="list-style-type: none"> - 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 and in response to stories or events (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) 	<p>Complemented by the P.E. scheme set out in the P.E. long term plan.</p>

<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) - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (Speaking – 40-60m) - They develop their own narratives and explanations by connecting ideas or events (Speaking – ELG) 	<ul style="list-style-type: none"> - 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) - Children work as part of a group or class and understand and follow the rules (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"> - 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) - Enjoys an increasing range of books (Reading – 40-60m) - They use phonic knowledge to decode regular words and read them aloud accurately (Reading – ELG) - Children read and understand simple sentences (Reading – ELG) 	<ul style="list-style-type: none"> - To count beyond 10 (Number – 40-60m) - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting (Number – 40-60m) <p>Records, using marks that they can interpret and explain (Number – 40-60m)</p> <p>Begins to identify own mathematical problems based on own interests and fascinations (Number – 40-60m)</p>	<ul style="list-style-type: none"> - Children know about similarities and differences (The World - ELG) - Children make observations of animals and explain why some things occur, and talk about changes (The World - ELG) - Children are familiar with basic scientific concepts such as floating, sinking (The World - ELG) - Children know the properties of some materials and can suggest some of the purposes they are used for (The World - ELG) 	<ul style="list-style-type: none"> - Understands that different media can be combined to create new effects (Exploring and Using media and materials – 40-60m) - Uses simple tools and techniques competently and appropriately (Exploring and Using media and materials – 40-60m) - Selects appropriate resources and adapts work where necessary (Exploring and using media and materials – 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) - Children can write some irregular common words (Writing – ELG) 	<ul style="list-style-type: none"> - To use everyday language related to money (Shape, space and measure – 40-60m) - They create their own patterns and describe them (Shape, space and measure – ELG) - They use everyday language to talk about capacity (Shape, space and measure – ELG) 	<ul style="list-style-type: none"> - Children recognise that a range of technology is used in places such as homes and schools (Technology – ELG) - They select and use technology for particular purposes (Technology – ELG) <p>Using ‘Switched on ICT in the Early Years’ scheme</p>	<ul style="list-style-type: none"> - Children sing songs, make music and dance, and experiment with ways of changing them (Exploring and using media and materials – 40-60m) - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences (Exploring and using media and materials – 40-60m) <p>Complemented by the Music Express syllabus – Texture</p>
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