



Reception Term 5

Growing and the Environment



Prime Areas

Language and Communication	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> - to listen to instructions and follow them accurately (Listening and Attention – ELG) - to listen attentively with sustained concentration to follow a story without pictures or props (Listening and Attention - ELG) 	<ul style="list-style-type: none"> - Children play co-operatively, taking turns with others (Making relationships – ELG) - Children play group games with rules (Making relationships – ELG) - Children understand someone else’s point of view can be different from theirs (Making relationships – ELG) 	<ul style="list-style-type: none"> - Children show good control and co-ordination in large and small movements (Moving and Handling – ELG) - Handles equipment and tools effectively, including pencils for writing (Moving and Handling – ELG) - Children can hop confidently and skip in time to music (Moving and Handling – ELG) - Children hold paper in position and use their preferred hand for writing, using a correct pencil grip (Moving and Handling – ELG)
<ul style="list-style-type: none"> - to be able to express views about events or characters in the story and answer questions about why things happened (Understanding - ELG) - to carry out instructions which contain several parts in sequence (Understanding - ELG) 	<ul style="list-style-type: none"> - Children are confident to speak to a class group (Self-confidence and self-awareness – ELG) - Children can talk about the things they enjoy and are good at and about the things they do not find easy (Self-confidence and self-awareness – ELG) 	<ul style="list-style-type: none"> - Children practise appropriate safety measures without direct supervision (Health and Self-care, 40-60m) - Children know about and can make healthy choices in relation to healthy eating and exercise. (Health and Self-care – ELG)
<ul style="list-style-type: none"> - to show some awareness of the listener by making changes to language and non-verbal features (Speaking - ELG) - to recount experiences and imagine possibilities, often connecting ideas (Speaking - ELG) - to use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events (Speaking - ELG) 	<ul style="list-style-type: none"> - Children know some ways to manage their feelings and are beginning to use these to maintain control (Managing feelings and behaviour – ELG) - Children can listen to each other’s suggestions and plan how to achieve an outcome without adult help (Managing feelings and behaviour – ELG) 	<ul style="list-style-type: none"> - Children can dress and undress independently, successfully managing fastening buttons or laces (Health and Self-care – ELG) <p>Complemented by the P.E. scheme set out in the P.E. long term plan.</p>

Specific Areas

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Literacy	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> - Children read and understand simple sentences (Reading – ELG) - They use phonic knowledge to decode regular words and read them aloud accurately (Reading – ELG) - They also read some common irregular words (Reading – ELG) - They demonstrate understanding when talking with others about what they have read (Reading – ELG) 	<ul style="list-style-type: none"> - Children count reliably with numbers from 1-20 and place them in order (Number – ELG) - Children say which number is one more or one less than a given number (Number – ELG) - Using quantities and objects, they add and subtract two single digit numbers (Number – ELG) 	<ul style="list-style-type: none"> - Children talk about the features of their own immediate environment and how environments might vary from one another (The World, ELG) - They make observations of animals and plants and explain why some things occur and talk about changes (The World, ELG) - Children know about similarities and differences in relation to places, objects, materials and living things (The World, ELG) - Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past (People and Communities, ELG) 	<ul style="list-style-type: none"> - They safely use and explore a variety of materials and tools and techniques, experimenting with colour, design, texture, form and function (Exploring and using media and materials – ELG) - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes (Exploring and using media and materials – ELG)
<ul style="list-style-type: none"> - Attempts to write short sentences in meaningful contexts (Writing 40-60m) - Children use their phonic knowledge to write words in ways which match their spoken sounds (Writing – ELG) - They also write some irregular common words (Writing – ELG) - Some words are spelt correctly and others are phonetically plausible (Writing - ELG) 	<ul style="list-style-type: none"> - Children use everyday language to talk about size, weight, time and money to compare quantities and objects and to solve problems (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 style="margin-top: 10px;">Using ‘Switched on ICT in the Early Years’ scheme</p>	<ul style="list-style-type: none"> - They represent their own ideas, thoughts and feelings through music, dance, role play and stories (Being Imaginative – ELG) <p style="margin-top: 10px;">Complemented by the Music Express syllabus – Texture</p>

