



Enrichment activities/ WOW moments
 Music in the Round Concert
 Sports Day
 Graduation

Key: 3&4 year olds
 Children in reception
 Early Learning Goal

Communication and Language

Listening, Attention and Understanding/ Speaking

- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;**
- **Make comments about what they have heard and ask questions to clarify their understanding;**
- **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**
- **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;**
- **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;**
- **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.**

Physical Development

Gross Motor Skills/ Fine Motor Skills:

- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
- **Negotiate space and obstacles safely, with consideration for themselves and others;**
- **Demonstrate strength, balance and coordination when playing;**
- **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases**
- **Use a range of small tools, including scissors, paint brushes and cutlery;**
- **Begin to show accuracy and care when drawing.**

Personal, Social and Emotional Development

Self-Regulation/ Managing Self/ Building Relationships:

- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;**
- **Explain the reasons for rules, know right from wrong and try to behave accordingly;**
- **Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.**
- **Work and play cooperatively and take turns with others;**
- **Show sensitivity to their own and to others' needs.**
- **Explain the reasons for rules, know right from wrong and try to behave accordingly;**

Theme
Under the Sea

Literacy

Comprehension/ Reading/ Writing

- Read a few common exception words matched to the school's phonic programme.
- Spell words by identifying the sounds and then writing the sound with letter/s
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.
- **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**
- **Say a sound for each letter in the alphabet and at least 10 digraphs.**
- **Read words consistent with their phonic knowledge by sound-blending.**
- **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**
- **Write recognisable letters, most of which are correctly formed.**
- **Spell words by identifying sounds in them and representing the sounds with a letter or letters.**
- **Write simple phrases and sentences that can be read by others.**

Mathematics

Number/ Numerical Patterns

- **To recognise and describe 2D and 3D shapes.**
- Count beyond ten..
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–10.
- **Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.**
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past and Present/ People, Culture and Communities/ The Natural World

- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.**
- **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.**
- **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.**
- **Explore the natural world around them, making observations and drawing pictures of animals and plants.**
- **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.**
- **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**
- Talk about the lives of the people around them and their roles in society.
- **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.**
- **Understand the past through settings, characters and events encountered in books read in class and storytelling**

Expressive Arts and Design

Creating with materials/ Being imaginative and Expressive

- Create collaboratively sharing ideas, resources and skills.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.
- **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**
- **Make use of props and materials when role playing characters in narratives and stories.**
- **Invent, adapt and recount narratives and stories with peers and their teacher.**
- **Sing a range of well-known nursery rhymes and songs.**
- **Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.**

Identifies learning objectives for adult led activities and possible focus for planned observations and assessments. Ensures coverage.

Cultural Capital: Create a giant art masterpiece (sea creatures), Graduate from Reception and ride on a bus.