* **Physical Development**
  + Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
  + Combine different movements with ease and fluency
  + .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.

• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

* Progress towards a more fluent style of moving, with developing control and grace.
* Combine different movements with ease and fluency.
* Develop the foundations of a handwriting style which is fast, accurate and efficient
* Know and talk about the different factors that support their overall health and wellbeing:

**Communication and Language**

* Describe events in some detail.
* • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
* • Use new vocabulary in different contexts.
* • Engage in non-fiction books.
* • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
* Ask questions to find out more and to check they understand what has been said to them.
* Connect one idea or action to another using a range of connectives.

|  |
| --- |
| * Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. |
| * Develop social phrases. |
| * Learn rhymes, poems and songs. |

**Personal, Social and Emotional Development**

* Express their feelings and consider the feelings of others.
  + Show resilience and perseverance in the face of challenge.
  + Identify and moderate their own feelings socially and emotionally.
  + Think about the perspectives of others.

Development Matters 2022

Reception Objectives- Spring Term

(Reception)

**Expressive Arts and Design**

* Explore, use and refine a variety of artistic effects to express their ideas and feelings
* 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.

**Understanding the World**

• Compare and contrast characters from stories, including figures from the past.

• Draw information from a simple map.

• Understand that some places are special to members of their community.

• Recognise that people have different beliefs and celebrate special times in different ways

* Recognise some environments that are different to the one in which they live.

**Mathematics**

* Count objects, actions and sounds.
* Subitise
* Link the number symbol (numeral) with its cardinal number value.
* Compare numbers.
* Understand the ‘one more than/one less than’ relationship between consecutive numbers.
* Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
* Continue, copy and create repeating patterns.
* Compare length, weight and capacity.

**Literacy**

* Write all their name.
* Read individual letters by saying the sounds for them.
* 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 what they have written to check that it makes sense.