

## Personal, Social and Emotional Development



Children are learning to:

Build constructive and respectful relationships.  
Know and talk about the different factors that support their overall health and wellbeing- regular physical activity and healthy eating.  
Think about the perspective of others.  
Identify and moderate their own feelings socially and emotionally.  
Show resilience and perseverance in the face of challenge.

PSHE Jigsaw Scheme

## Communication and Language



Children are learning to:

Describe events in some detail.  
Connect one idea or action to another using a range of connectives  
Listen to and talk about stories to build familiarity.  
Ask questions to find out more and to check they understand what has been said to them.  
Engage in non-fiction books.  
Use new vocabulary in different contexts.

## Physical Development



Children are learning to:

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

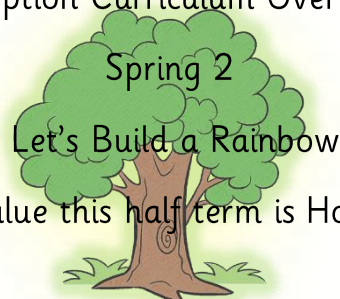
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport.

Combine different movements with ease and fluency.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently i.e. pencils for drawing and writing, paintbrushes, scissors.

Confidently and safely use a range of large and small apparatus indoors and outside.

## Reception Curriculum Overview



Our value this half term is Honesty!

## Literacy



Children are learning to:

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Each week we will be exploring a colour of the rainbow linked to the text 'The Boy and the Rainbow'. Our Literacy teaching and focus tasks will be linked to the theme of the week exploring a range of traditional tales, fiction, non-fiction and poetry.

Week 1: Book Week – Where the wild things are

Week 2: Red – Little Red Riding Hood

Week 3: Orange – Non-fiction (Animals around the world)

Week 4: Yellow – Poetry (Sunflowers)

Week 5: Blue/Green – Jack and the Beanstalk

Week 6: Indigo/Violet – Non-fiction (Plants)

## Understanding the World



Children are learning to:

Draw information from a simple map.

Comment on images of familiar situations in the past.

Understand the effect of changing seasons on the natural world around them.

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 similarities and differences between life in this country and life in other.

Explore the natural world around them.

## Mathematics

Building 9 & 10 – Representing and sorting, order numerals, composition of 9 and 10, counting back from 10, comparing numbers, making 10.  
Matching 3d shapes, building, printing and pattern.

## Expressive Arts and Design



Children are learning to:

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

Return to and build on their previous learning, refining ideas and developing their ability to represent them

Explore and engage in music making and dance, performing solo or in groups.

Develop storylines in their pretend play.

Listen attentively, move to and talk about music.