



Reception

Example

Salcombe School Term Plan

COMMUNICATION & LANGUAGE

Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

LITERACY

Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.

- Phonological awareness: awareness of words / syllables / rhyme.
- Phonics – general sound discrimination / speech sound discrimination.
- Gains awareness of the alphabet - recognises and names letters of the alphabet.
- Development of language skills - talks in full sentences.
- Recognises own name.
- Reading daily – with adult, small groups
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds.

- Handwriting patterns - Letter formation.
- Holds a pencil effectively and practises following straight lines.
- Writes own name.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

MATHEMATICS

Numbers: Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.

- Recognise some numerals of personal significance
- Recognises numerals 1 to 10
- Counts up to three or four objects by saying one number name for each item
- Counts actions or objects which cannot be moved
- Counts objects to 10, and beginning to count beyond 10
- Counts out up to six objects from a larger group

Shape, space and measure: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.

- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Can describe their relative position such as 'behind' or 'next to'.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.

UNDERSTANDING THE WORLD

People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

- Enjoys joining in with family customs and routines.
- Celebrating special occasions- Birthdays, Harvest, Eid-Ul-Adha, Diwali, Remembrance day, Bonfire Night, Christmas

The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

- Comments and ask questions about aspects of their familiar world such as the place where they live or the natural world.
- Talks about how things happen and why things work.
- Exploring materials - water play, sand play, natural materials.
- Exploratory play - construction kits
- Cooking.

Technology: Children recognise that a range of technology is used in places such as homes and schools.

- Recognise that a range of technology is used in homes, school etc.
- Develop basic ICT skills / using simple programmes / begin to use correct vocabulary.



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PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Making relationships: children play cooperatively, taking turns with others.

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Self-confidence and self-awareness: Children are confident to try new activities, and say why they like some activities more than others. 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. They say when they do or don't need help.

- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

Managing feelings and behaviour: 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. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

EXPRESSIVE ARTS & DESIGN

Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Uses simple tools and techniques competently and appropriately.
- Daily Activities include: cutting, sticking, painting, drawing, modelling and printing.
- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.

Being imaginative: Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

- Create simple representations of events, people and objects.
- Chooses particular colours to use for a purpose.
- Plays alongside other children who are engaged in the same theme.
- Exploring and experiment with materials through a variety of media including painting, printing, collage.

PHYSICAL DEVELOPMENT

Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

- Can catch a large ball.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.
- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Handles tools, objects, construction and malleable materials safely and with increasing control.

Health and self-care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.