

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>	<b>All About Me</b>	<b>Traditional Tales</b>	<b>Space</b>	<b>Animals from around the world.</b>	<b>Growth &amp; Change</b>	<b>Superheroes</b>
<b>Class Topics</b>  <b>These mini topics within the themes may change or be replaced depending on child interest or fascination.</b>	All about me and my family. Houses and homes. Autumn. Gardening ready for the Autumn Harvest - vegetables Forest School	Journeys. Maps – local, UK, world Google Earth. Journeys children have made – local, UK, world. Explore different modes of transport from modern day and the past. Forest school	Solar system Sun Space travel - NASA Who was Neil Armstrong? Day and night Winter Different types of weather. Forest School	Explore different habitats around the world in different climates. Animals in different countries. Pets Forest School	Spring to Summer changes. New life/growth – life cycles. Explore the natural world. Planting and growing vegetables and flowers. Create minibeast homes. Minibeast hunts. Forest School	Compare and contrast characters from stories. Fictional superheroes. Real life superheroes. Describe people who are familiar and close to us. Forest School
<b>Links to wider aspects of school life</b>	Dot Day Harvest Hello Yellow Black History Month World Food Day	Guy Fawkes / Bonfire Night Road Safety Week Remembrance Day TSP Celebration of Kindness Week - Children in Need Anti Bullying Week Nativity Christmas	National Storytelling Week Dental Health Month Safer Internet Day Chinese New Year Valentine's Day	National Science Week World Book Day International Women's Day Brain Awareness Week Comic Relief Mother's Day Easter Egg Hunt Easter	Earth Day RSE Week	Heathy Eating Week Day Father's Day Sport's Day Superheroes Dress up Day End of Year Celebration
<b>Communication and Language</b>	<p><b>On-going throughout the year through all activities:</b>  <b>(Daily phonic sessions, story time, singing of nursery rhymes and other songs, reading area, weekly Picture News, snack time, whole class discussions and weekly reading of phonetically appropriate books).</b></p> <ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important</li> <li>- Learn new vocabulary</li> </ul>					

<p><b>Full breakdown of Reception objectives for Communication and Language (pg 34 - 41) and Literacy (pg 81-83 ) can be found <a href="#">here</a>.</b></p>	<ul style="list-style-type: none"> <li>- Use new vocabulary through the day.</li> <li>- Ask questions to find out more and to check they understand what has been said to them.</li> <li>- Articulate their ideas and thoughts in well-formed sentences.</li> <li>- Connect one idea or action to another using a range of connectives.</li> <li>- Describe events in some detail.</li> <li>- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>- Develop social phrases.</li> <li>- Engage in story times.</li> <li>- Listen to and talk about stories to build familiarity and understanding.</li> <li>- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>- Use new vocabulary in different contexts.</li> <li>- Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>- Learn rhymes, poems and songs.</li> <li>- Engage in non-fiction books.</li> <li>- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<p><b>Early Learning Goals (ELGs) for the end of the year Communication and Language (pg 11) can be found <a href="#">here</a></b></p>	<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- 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.</li> </ul>
<p><b>Literacy – Reading Read Write Inc</b></p> <p><b>Full breakdown of Reception’s objectives for Literacy (pg81-83) can be found <a href="#">here</a>.</b></p>	<p style="text-align: center;"><b>On-going throughout the year through activities: (Daily Read Write Inc phonics sessions, Daily Story time and Reading Area)</b></p> <p><b>Reading Objectives:</b></p> <ul style="list-style-type: none"> <li>- Read individual letters by saying the sounds for them.</li> <li>- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>- Read some letter groups that each represent one sound and say sounds for them.</li> <li>- Read a few common exception words matched to the school’s phonic programme – Read Write Inc</li> <li>- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
<p><b>Literacy - Writing Read Write Inc</b></p> <p><b>Full breakdown of Reception’s objectives for Communication and</b></p>	<p style="text-align: center;"><b>On-going throughout the year through activities: (Daily Read Write Inc, Theme Writing and Writing Area)</b></p> <p><b>Writing Objectives:</b></p> <ul style="list-style-type: none"> <li>- Form lower-case and capital letters correctly.</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>- Re-read what they have written to check that it makes sense</li> </ul>

<p>Language (pg 34 - 41) and Literacy (pg 81-83 ) can be found <a href="#">here.</a></p>			
<p>Early Learning Goals (ELGs) for the end of the year Literacy (pg 13) can be found <a href="#">here</a></p>	<p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>ELG: Word Reading</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>		
<p><b>Mathematics</b> <b>White Rose Maths</b></p> <p><b>Full breakdown of Reception’s objectives for Mathematics (pg 93-98) can be found <a href="#">here.</a></b></p>	<p><b>Just Like Me</b> Math and sort. Compare amounts. Compare size, mass and capacity. Exploring pattern</p> <p><b>It’s me 1, 2, 3</b> Representing 1, 2 and 3. Comparing 1, 2 and 3. Composition of 1, 2 and 3. Circles and Triangles. Positional language.</p> <p><b>Light and Dark</b> Representing numbers to 5. One more and less. Shapes with 4 sides. Time.</p>	<p><b>Alive in 5</b> Introducing zero. Comparing numbers to 5. Composition of 4 and 5. Compare mass. Compare capacity.</p> <p><b>Growing 6, 7, 8</b> 6, 7 and 8. Making pairs. Combining 2 groups. Length and height. Time.</p> <p><b>Building 9 and 10</b> 9 and 10 Comparing numbers to 10. Bonds to 10. 3D shape. Pattern.</p>	<p><b>To 20 and beyond</b> Building numbers beyond 10. Counting patterns beyond 10. Spatial reasoning. Match, rotate, manipulate.</p> <p><b>First then now</b> Adding more. Taking away. Spatial reasoning. Compose and decompose.</p> <p><b>Find my pattern.</b> Doubling. Sharing and grouping. Even and odd. Spatial reasoning. Visualise and build.</p> <p><b>On the move</b> Deepening understanding of patterns and relationships. Spatial reasoning. Mapping.</p>

**On-going throughout the year through continuous provision activities:**

- Rote counting forwards and backwards to 10.
- Rote counting to 20.
- Resources to prompt children to subitise.
- Understand position through words alone – e.g The dog is under the table
- Sequence of events - First, then, after, before. Every day we ..... morning, afternoon
- Refer to forthcoming events in terms of number of days/sleeps
- Refer to days of the week, day before, after, tomorrow, yesterday and months of the year.

**Early Learning Goals (ELGs) for the end of the year (pgs 13 - 14) can be found [here](#)**

**ELG: Number**

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- 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.

**ELG: Numerical Patterns**

- 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.

RE	Autumn term	Spring	Summer
<p><b>Blackburn Diocesan Board of Education</b></p> <p><b>Full breakdown of Reception's objectives for Understanding of the World (pg 108-113) can be found <a href="#">here</a>.</b></p>	<p><b>I am special</b> Give pupils an understanding that they are unique and special. To know they are loved, valued and made by God.</p> <p><b>Harvest</b> <b>Saying Thank you to God for Harvest Time</b> Give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator.</p> <p><b>Special People</b> <b>What makes a person special?</b> Give pupils an opportunity to explore Christian values through their own actions and the actions of others. Highlight the role of significant/special people in pupil's lives. Emphasise the ways in which Jesus was a special person.</p> <p><b>Christmas</b></p>	<p><b>Stories Jesus heard and told</b> <b>Why did Jesus tell us stories?</b> Explore the stories that Jesus told and know that he told them to teach us about God. Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.</p> <p><b>Easter</b> Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.</p>	<p><b>Friendship</b> <b>What makes a good friend?</b> Explore the meaning of friendship, how we make friends and why friends are important. Know about Jesus making friends, how he made friends and who he chose.</p> <p><b>Special Places</b> <b>What makes a place special/ Holy?</b> Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship.</p> <p><b>Special times</b> <b>How do we celebrate special times?</b> Develop pupils understanding of special/holy times. Increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. Introduce pupils to the story of Pentecost and God as Holy Spirit.</p>

	<p><b>How do we celebrate Jesus' Birthday?</b></p> <p>Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth.</p>					<p><b>Prayers</b></p> <p><b>What is Prayer?</b></p> <p>Start children on their journey towards understanding what prayer is and the different ways people of faith talk to God</p>
<p>Children will also visit St Peter's Church on the first Wednesday of the month for a worship on Wednesday (WOW).          Godly Play - Caroline Collins from the Archdiocese comes to school each month to tell the children a Bible story.          The children in Reception continue to develop an understanding the school value of 'Serve' through the character of 'Buddy' - Buddy always follows the High Five rules when he is with his friends. He also asks himself WWJD (What would Jesus do?) when he needs more guidance.</p>						
<p><b>Early Learning Goals (ELGs) for the end of the year (pg 14) can be found <a href="#">here</a></b></p>	<p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul>					
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Full breakdown of Reception's objectives for Personal, Social and Emotional Development (Pg56-58) can be found <a href="#">here</a>.</b></p>	<p><b>On-going throughout the year through all activities:</b></p> <ul style="list-style-type: none"> <li>- See themselves as a valuable individual.</li> <li>- Build constructive and respectful relationships.</li> <li>- Express their feelings and consider the feelings of others.</li> <li>- Show resilience and perseverance in the face of challenge.</li> <li>- Identify and moderate their own feelings socially and emotionally.</li> <li>- Think about the perspectives of others.</li> <li>- Manage their own needs - Personal hygiene.</li> <li>- Know and talk about the different factors that support their overall health and wellbeing:             <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> </li> </ul>					
<p><b>Jigsaw</b></p> <p><b>Personal, Social and Emotional Development</b></p>	<p><b>Being Me in My world</b></p> <ul style="list-style-type: none"> <li>- Self-identity</li> <li>- Understanding feelings</li> <li>- Being in a classroom</li> <li>- Being gentle</li> <li>- Rights and responsibilities</li> </ul>	<p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>- Identifying talents</li> <li>- Being special</li> <li>- Families</li> <li>- Where we live</li> <li>- Making friends</li> <li>- Standing up for yourself</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>- Challenges</li> <li>- Perseverance</li> <li>- Goal-setting</li> <li>- Overcoming obstacles</li> <li>- Seeking help</li> <li>- Jobs</li> <li>- Achieving goals</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>- Exercising bodies</li> <li>- Physical activity</li> <li>- Healthy food</li> <li>- Sleep</li> <li>- Keeping clean</li> <li>- Safety</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Family life</li> <li>- Friendships</li> <li>- Breaking friendships</li> <li>- Falling out</li> <li>- Dealing with bullying</li> <li>- Being a good friend</li> </ul>	<p><b>Changing me</b></p> <ul style="list-style-type: none"> <li>- Bodies</li> <li>- Respecting my body</li> <li>- Growing up</li> <li>- Growth and change</li> <li>- Fun and fears</li> <li>- Celebrations</li> </ul>

<p><b>Early Learning Goals (ELGs) for the end of the year (pg 11) can be found <a href="#">here</a></b></p>	<p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>					
<p><b>Understanding the World</b></p> <p><b>Full breakdown of Reception's objectives for Understanding of the World (pg 108-113) can be found <a href="#">here</a>.</b></p>	<p style="text-align: center;"><b>On-going throughout the year through continuous provision activities (Outdoor Provision, Forest School, Alternate classroom water and sand play, fine motor skill activities, Smartboard, Cooking, Small world, Role play, class discussions and sharing of experiences):</b></p> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside.</li> <li>- Understand the effect of changing seasons on the natural world around them.</li> </ul>					
	<p><b>All about Me</b></p> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> </ul> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>- Describe what they see, hear and feel whilst outside.</li> <li>- Understand the effect of changing seasons on the natural world around them.</li> <li>- Explore the natural world around them.</li> </ul>	<p><b>Traditional Tales – Journeys</b></p> <ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past.</li> <li>- Draw information from a simple map.</li> <li>- Understand that some places are special to members of their community.</li> </ul> <p><b>Halloween / Bonfire Night / Christmas</b></p> <ul style="list-style-type: none"> <li>- Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p><b>Space</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside.</li> <li>- Recognise some environments that are different to the one in which they live.</li> <li>- Comment on images of familiar situations in the past.</li> </ul> <p><b>Winter</b></p> <ul style="list-style-type: none"> <li>- Understand the effect of changing seasons on the</li> </ul>	<p><b>Animals from around the world</b></p> <ul style="list-style-type: none"> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> <li>- Draw information from a simple map.</li> <li>- Explore the natural world around them.</li> <li>- Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>- Understand the effect of changing</li> </ul>	<p><b>Growth and change</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them.</li> <li>- Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>- Understand the effect of changing seasons on the natural world around them.</li> <li>- Explore the natural world around them.</li> </ul>	<p><b>Superheroes</b></p> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Compare and contrast characters from stories, including figures from the past.</li> <li>- Comment on images of familiar situations in the past.</li> </ul> <p><b>Father's Day</b></p>

	<p><b>Harvest</b></p> <ul style="list-style-type: none"> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that some places are special to members of their community.</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<p>natural world around them.</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside.</li> </ul>	<p>seasons on the natural world around them.</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside.</li> </ul> <p><b>Mother's Day</b></p> <ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe what they see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> </ul>
<p><b>Early Learning Goals (ELGs) for the end of the year (pgs 14-15) can be found <a href="#">here</a></b></p>	<p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					

<p><b>Expressive Arts and Design</b></p> <p>Full breakdown of Reception's Expressive Arts and Design objectives (pg. 123 -126) can be found <a href="#">here</a>.</p>	<p align="center"><b>On-going throughout the year through activities</b>  <b>(Small world, role Play – Home Corner &amp; Themed Role Play, construction area linked to themes, WOW moments, lines of enquiry, experiences and interests, creative area, painting, junk modelling, writing/mark making provision, outdoor provision):</b></p> <ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>- Create collaboratively, sharing ideas, resources and skills.</li> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>- Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>- Develop storylines in their pretend play.</li> <li>- Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					
<p><b>Art &amp; DT</b> <b>Kapow</b></p>	<p align="center"><b>Art</b> <b>Drawing: Marvellous Marks</b></p>	<p align="center"><b>DT</b> <b>Structures: Junk Modelling</b></p>	<p align="center"><b>Art</b> <b>Painting and Mixed Media: Paint My World</b></p>	<p align="center"><b>DT</b> <b>Textiles: Bookmarks</b></p>	<p align="center"><b>Art</b> <b>Sculpture and 3D: Creation Station Focused Tasks</b></p>	<p align="center"><b>DT</b> <b>Structures: Boats</b></p>
<p><b>Music</b> <b>GetSet4Music</b></p>	<p align="center"><b>Journeys</b></p>	<p align="center"><b>Whatever the Weather</b></p>	<p align="center"><b>Deep Blue Sea</b></p>	<p align="center"><b>Space</b></p>	<p align="center"><b>Minibeasts</b></p>	<p align="center"><b>Circus</b></p>
<p><b>Early Learning Goals (ELGs) for the end of the year (pg 15) can be found here</b></p>	<p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- 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.</li> </ul>					
<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <p>Full breakdown of Reception's Physical Development</p>	<p align="center"><b>Gross motors skills to be continually developed through the year by the following activities:</b></p> <p><i>Climbing on the pirate ship and trees, going up and down the ladders and climbing wall on the climbing frame, riding bikes and scooters, wheeled items to push, balance and ride on, wheelbarrows to push and pull, balancing on balance beam, stepping stones, crates and logs, carrying heavy items, crates, logs and tyres, using a variety of equipment such as different sized balls, skipping ropes and stilts, den building materials including tarpaulin, large pieces of material, ropes and clips, using tools and equipment like spades, towels, sweeping brushes rakes, jugs, buckets, bowls, Forest School, mark making on the playground and large paper.</i></p>					



<p>objectives (pg. 68 - 73) can be found <a href="#">here.</a></p> <p>Get Set 4 PE Focused Skills in PE lesson</p>	<p>Introduction to PE Unit 2</p> <p>Large Equipment</p>	<p>Fundamentals Unit 2</p>	<p>Gymnastics Unit 2</p> <p>Large Equipment</p>	<p>Dance Unit 2</p>	<p>Games Unit 2</p> <p>Large Equipment</p>	<p>Ball Skills Unit 2</p> <p>Sports Day</p>
	<ul style="list-style-type: none"> <li>- Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>- Progress towards a more fluent style of moving, with developing control and grace.</li> <li>- 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.</li> <li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>- Combine different movements with ease and fluency.</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>- Develop overall body-strength, balance, co-ordination and agility.</li> <li>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>- Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes.</li> </ul>					
<p>Physical Development</p> <p>Fine Motor Skills</p> <p>Full breakdown of Reception's Physical Development objectives (pg. 68 - 73) can be found <a href="#">here.</a></p>	<p style="text-align: center;"><b>Fine motors skills to be continually developed through the year by the following activities (Fine motor skill activities, writing provision/mark marking, daily handwriting, playdough, painting, creative area, junk modelling, outdoor provision, forest school, construction area, cooking):</b></p> <p><i>Threading, cutting using scissors with increasing control, weaving, playdough, twisting nuts and bolts, screwing jars and containers, lacing items (pasta, beads, cheerios', shapes) , peg boards, pin boards and hammers, balancing items on top of one another e.g. marbles on golf tees, rainbow pebbles, using tools and equipment e.g. pipettes, spoons, tweezers, tearing paper up, clips, pegs of various sizes, clasps, zips, buttons, building with small Lego and small construction, linking objects together such as paper clips and plastics links, hama beads and boards, sorting small bits and pieces using tweezers or pincer fingers, eating independently with knife, fork and spoons, opening packets, milk cartons and water bottles, mark making (in sand, glitter, oats, flour, lentils etc), drawing and letter formation on the floor, tables and walls using writing tools (pencils, pens, chalks, crayons, paintbrushes), hold writing tools effectively with a comfortable pencil grip, daily handwriting opportunities in phonic sessions and continuous provision.</i></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>					
<p>Handwriting</p> <p>Fine Motor Skills</p> <p>Gross Motor Skill</p> <p>Literacy</p>	<p style="text-align: center;"><b>Daily handwriting during phonic sessions and areas of continuous provision and adult led activities.</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>- Form lower-case and capital letters correctly.</li> </ul>					

	<ul style="list-style-type: none"><li>- Spell words by identifying the sounds and then writing the sound with letter/s.</li></ul>
<b>Early Learning Goals (ELGs) for the end of the year (pgs 12-13) can be found here</b>	<p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"><li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li><li>- Demonstrate strength, balance and coordination when playing;</li><li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul> <p><b>ELG: Fine Motor Skills</b></p> <ul style="list-style-type: none"><li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li><li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li><li>- Begin to show accuracy and care when drawing.</li></ul>