

Personal Social & Emotional Development

- ◆ Show an understanding of their own feelings and the feelings of others
- ◆ Begin to regulate own behaviour according to the feelings of others
- ◆ Be confident to try new activities and show independence, resilience and perseverance
- ◆ Aware of school boundaries and expectations
- ◆ Work and play co-operatively and take turns/share
- ◆ Ten Ten Units on Feelings and Emotions

RE – Diocese of Westminster Units Being a Sacramental People:

- ◆ Seeing God in people, places, things
 - ◆ Developing an understanding of how people worship God
- ### Lent to Easter
- ◆ Giving something up or making a positive change
 - ◆ Easter Story
- ### Ten Ten Units on Feelings and Emotions

Communication & Language

- ◆ Maintaining attention, concentrating during activities
- ◆ Listen & respond to what is heard
- ◆ Hold conversations with teachers & peers
- ◆ Extending vocabulary through play & investigation
- ◆ Express their ideas & feelings about their experiences, real & imagined
- ◆ Listening to stories & telling stories
- ◆ Offer explanation for why things happen

Reception Curriculum



Literacy

- ◆ Demonstrate an understanding of what has been read to them by retelling stories
- ◆ Anticipate key events in stories
- ◆ Say a sound for each letter in the alphabet
- ◆ Segmenting and blending sounds for reading/writing
- ◆ Write own name and recognisable letters
- ◆ Phonics – Phase 2 and 3
- ◆ Tricky words
- ◆ Writing simple phrases and sentences that can be read by others

Maths

- ◆ Begin to have a deeper understanding of number to 10
- ◆ Use counting to compare quantities
- ◆ Begin to use the vocabulary involved in addition and subtraction
- ◆ Use language related to position and direction
- ◆ Order numbers to at least 10 and say which is more and less
- ◆ Recall number bonds to 5 and some to 10
- ◆ Begin to solve problems such as finding the missing part
- ◆ Use the numicon and number resources to support our number knowledge

Physical Development

- ◆ Master basic movements such as jumps, balances and rolls
- ◆ Perform simple movement patterns and sequences
- ◆ Demonstrate strength, balance and co-ordination when playing
- ◆ Using a pencil effectively to form recognisable letters
- ◆ Use a range of small tools effectively
- ◆ Begin to show accuracy and care when drawing/writing

Understanding the World

- ◆ Talk about the lives of the people around them
- ◆ Begin to understand the similarities and differences between the past & now
- ◆ Know some similarities and differences between life in this country and life in other countries
- ◆ Look at seasonal changes
- ◆ Exploring customs and traditions of Easter
- ◆ Explore the natural world around them making observations and drawing pictures of plants and animals

Expressive Art & Design

- ◆ Safely use and explore a variety of materials, tools and techniques
- ◆ Make use of materials and props in role-play
- ◆ Invent, adapt and recount narratives and stories with their peers and staff
- ◆ Sing a range of nursery rhymes and songs
- ◆ Listen attentively and respond to music
- ◆ Perform songs, rhymes, poems and stories with their peers