St. Dominic's Catholic Primary School
Reception Development Matters and Early Learning Goals
Autumn 1st Half term 2019
Topics covered: Ourselves, Our Body, 5 Senses, Feelings, Hygiene, Families, Human lifecycle/ Launchpad

Personal, Social & Emotional Development
*To show confidence in asking adults for help. (Self-confidence and self-awareness)
*To participate willingly in a wide range of activities. (Self-confidence and self-awareness)
*To show enthusiasm and excitement when anticipating and engaging in certain activities. (Self-confidence and self-awareness)
*To begin to accept the needs of others and take turns and share resources, sometimes with the support of others. (Making relationships)
*To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (Making relationships)
*To be aware of the boundaries set, and of behavioural expectations in the setting. (Managing feelings and behaviour)
*To begin to be able to negotiate and solve problems without aggression. (Managing feelings and behaviour)

Communication and Language
*To respond to instructions using two-part questions. (Understanding)
*To show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. (Understanding)
*To listen to others one to one or in small groups when the conversation interests them. (Listening and attention)
*To maintain attention, concentrate and sit quietly during appropriate activity. (Listening and attention)
*To be able to follow directions (if not intently focused on own choice of activity). (Listening and attention)
*To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. (Speaking)
*To use vocabulary focused on objects and people that are of particular importance to them. (Speaking)
*To be able to retell a simple past event in correct order. (Speaking)

Physical Development
 *To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. (Moving and handling)
* To be able to catch a large ball. (Moving and handling)
* To draw lines and circles using gross motor movements. (Moving and handling)
*To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. (Moving and handling)
*To hold pencil near point between first two fingers and thumb and use it with good control. (Moving and handling)
*To observe the effects of activity on their bodies. (Health and self-care)
*To understand that equipment and tools have to be used safely. (Health and self-care)
*To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (Health and self-care)
*To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. (Health and self-care)

Literacy
*To know that print carries meaning and, in English, is read from left to right and top to bottom. (Reading)
*To hold books the correct way up and turn pages. (Reading)
*To recognise familiar words and signs such as own name and advertising logos. (Reading)
*To describe main story settings, events and principal characters. (Reading)
*To suggest how the story might end. (Reading)
*To show awareness of rhyme and alliteration. (Reading)
*To continue a rhyming string. (Reading)
*To hear and say the initial sound in words. (Reading)
* To give meaning to marks they make as they draw, write and paint. (Writing)
*To begin to break the flow of speech into words. (Writing)
*To write own name and other things such as labels and captions. (Writing)

Mathematics
*To recognise numerals 1 to 10. (Numbers)
*To select the correct numeral to represent 1 to 5, then 1 to 10. (Numbers)
*To realise that not only objects, but anything can be counted, including steps, claps or jumps. (Numbers)
*To count an irregular arrangement of up to ten objects. (Numbers)
*To use the language of 'more' and 'fewer' to compare two sets of objects. (Numbers)
*To select a particular named shape. (Shape, space and measure)
 *To be able to describe their relative position such as 'behind' or 'next to'. (Shape, space and measure)
*To order two or three items by length or height. (Shape, space and measure)
*To recognise, create and describe patterns. (Shape, space and measure)

Understanding the World
*To show interest in the lives of people who are familiar to them. (People and communities)
*To remember and talk about significant events in their own experience. (People and communities)
*To recognise and describe special times or events for family or friends. (People and communities)
*To know some of the things that make them unique, and to be able to talk about some of the similarities and differences in relation to friends or family. (People and communities)
*To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. (The world)
*To look closely at similarities, differences, patterns and change. (The world)
*To complete a simple program on a computer. (Technology)
*To use ICT hardware to interact with age-appropriate computer software. (Technology)

Expressive Arts and Design
(Exploring and using media and materials)
*To tap out and makes up simple repeated rhythms.
*To begin to build a repertoire of songs and dances.
*To explore the different sounds of instruments.
*To explore what happens when they mix colours.
*To experiment to create different textures.
*To use various construction materials to join construction pieces together to build and balance. (Being imaginative)
*To uses movement to express feelings.
*To engage in imaginative role-play based on own first-hand experiences.
*To create simple representations of events, people and objects.
*To choose particular colours to use for a purpose.
*To introduce a storyline or narrative into their play.