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| **St. Dominic’s CatholicPrimary School****Reception Development Matters****Autumn 1st Half Term 2022****Topics covered: Ourselves, Our Body, Our Families, Our Feelings, 5 senses, Hygiene, Human Life Cycle** |
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| **Personal, Social & Emotional Development**• Select and use activities and resources, with help when needed. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, and activity. |  | **Communication & Language**• Understand how to listen carefully and why listening is important.• Learn new vocabulary.• Use new vocabulary through the day and in different contexts.• Ask questions to find out more and to check they understandwhat has been said to them.• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range ofconnectives.• Describe events in some detail.• Use talk to help work out problems and organise thinkingand activities, and to explain how things work and why theymight happen.• Engage in story times.• Listen to and talk about stories to build familiarity andunderstanding.• Retell the story, once they have developed a deep familiaritywith the text, some as exact repetition and some in their own words.• Listen carefully to rhymes and songs, paying attention to how they sound.• Learn rhymes, poems, and songs. |  | **Physical Development**• Revise and refine the fundamental movement skills they have already acquired:Rolling/ crawling/ walking/ jumping/ running/ hopping/ skipping/ climbing• Progress towards a more fluent style of moving, with developing control and grace.• 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, and gymnastics.• 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.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.• Develop overall body-strength, balance, co-ordination, and agility.• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.• Develop the foundations of a handwriting style which is fast, accurate and efficient. |
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| **Literacy**•Understand the five key concepts about print:- print has meaning- print can have different purposes- we read English text from left to right andfrom top to bottom- the names of the different parts of a book- page sequencing• Develop their phonological awareness, sothat they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initialsound, such as money and mother• Engage in extended conversations aboutstories, learning new vocabulary.• Use some of their print and letter knowledgein their early writing. For example: writing apretend shopping list that starts at the top ofthe page; writing ‘m’ for mummy.• Write some or all of their name.• Write some letters accurately. |  | **Mathematics**Count objects, actions, and sounds.• Subitise.• Link the number symbol (numeral) with its cardinalnumber value.• Compare numbers.• Understand the ‘one more than/one less than relationship between consecutive numbers.• Explore the composition of numbers to 10.• Automatically recall number bonds for numbers 0-5.• Select, rotate, and manipulate shapes to develop spatial reasoning skills.• Compose and decompose shapes so that childrenrecognise a shape can have other shapes within it, just as numbers can.• Continue, copy, and create repeating patterns.• Compare length, weight, and capacity. |  | **Understanding the World**• Use all their senses in hands-on explorationof natural materials.• Talk about what they see, using a widevocabulary.• Begin to make sense of their own life-storyand family’s history.• Explore how things work.• Explore and talk about different forcesthey can feel.• Continue developing positive attitudes about the differences between people.Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.differences between people.• Know that there are different countries inthe world and talk about the differences theyhave experienced or seen in photos. |  | **Expressive Arts and Design**•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 torepresent them.• Create collaboratively, sharing ideas, resources, and skills.• Listen attentively, move to, and talk about music, expressing their feelings and responses.• Watch and talk about dance and performance art, expressing their feelings and responses.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.• Explore and engage in music making and dance, performing solo or in groups. |
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