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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 understand  what has been said to them.  • Articulate their ideas and thoughts in well-formed sentences.  • Connect one idea or action to another using a range of  connectives.  • Describe events in some detail.  • Use talk to help work out problems and organise thinking  and activities, and to explain how things work and why they  might happen.  • Engage in story times.  • Listen to and talk about stories to build familiarity and  understanding.  • Retell the story, once they have developed a deep familiarity  with 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 and  from top to bottom  - the names of the different parts of a book  - page sequencing  • Develop their phonological awareness, so  that they can:  - spot and suggest rhymes  - count or clap syllables in a word  - recognise words with the same initial  sound, such as money and mother  • Engage in extended conversations about  stories, learning new vocabulary.  • Use some of their print and letter knowledge  in their early writing. For example: writing a  pretend shopping list that starts at the top of  the 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 cardinal  number 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 children  recognise 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 exploration  of natural materials.  • Talk about what they see, using a wide  vocabulary.  • Begin to make sense of their own life-story  and family’s history.  • Explore how things work.  • Explore and talk about different forces  they 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 in  the world and talk about the differences they  have 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 to  represent 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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