

Reception Development Matters and Early Learning Goals

Autumn 2nd Half term 2019

Topics covered: 5 Senses, Hygiene, Homes and Safety, Cultures and celebrations, Food, Weather, Seasons and Christmas R.E. From Advent to Christmas

Personal, Social & Emotional Development

- *Confident to talk to other children when playing, and will communicate freely about own home and community. (Self confidence and self-awareness)
- *Enjoys responsibility of carrying out small tasks. (Self confidence and self-awareness)
- *To show enthusiasm and excitement when anticipating and engaging in certain activities. (Self confidence and self-awareness)
- *Initiates play, offering cues to peers to join them. (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)
- *Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. (Managing feelings and behaviour)

Communication and Language

- * Understands use of objects (e.g. "What do we use to cut things?") (Understanding)
- * Responds to simple instructions, e.g. to get or put away an object. (Understanding)
- *Beginning to understand 'why' and 'how' questions. (Understanding)
- *Listens to stories with increasing attention and recall. (Listening and attention)
- *To maintain attention, concentrate and sit quietly during appropriate activity. (Listening and attention)
- *Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Listening and attention)
- *Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.* (Speaking)
- *. Uses a range of tenses (e.g. *play, playing, will play, played*). (Speaking)
- * Uses talk in pretending that objects stand for something else in play, e.g. *'This box is my castle.'* (Speaking)

Physical Development

- *Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (Moving and handling)
- * To be able to catch a large ball. (Moving and handling)
- * Can stand momentarily on one foot when shown. (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)
- *. Can copy some letters, e.g. letters from their name. (Moving and handling)
- *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 enjoy rhyming and rhythmic activities. (Reading)
- *To know that print carries meaning and, in English, is read from left to right and top to bottom. (Reading)
- * To listen to and joins in with stories and poems, one-to-one and also in small groups. (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)
- * Looks at books independently. (Reading)
- *To hear and say the initial sound in words. (Writing)
- *Can segment the sounds in simple words and blend them together. (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)
- *Links sounds to letters, naming and sounding the letters of the alphabet. (Writing)

Mathematics

- *To recognise numerals 1 to 20. (Numbers)
- *To select the correct numeral to represent 1 to 5, then 1 to 10, then 10-20 (Numbers)
- * Order numbers correctly 0-10, then 10-20 (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)
- *Compare objects according to weight. (Shape, space and measure)
- *To recognise, create and describe patterns. (Shape, space and measure)
- * Uses shapes appropriately for tasks. (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 talk about some of the things they have observed such as plants, animals, natural and found objects. (The world)
- *To complete a simple program on a computer. (Technology)
- * Knows that information can be retrieved from computers. (Technology)

Expressive Arts and Design

- (Exploring and using media and materials)
- * To begin to move rhythmically.
- *To explore the different sounds of instruments.
- *To explore what happens when they mix colours.
- *To experiment to create different textures.
- *To realise tools can be used for a purpose.
- * Uses various construction materials.
- (Being imaginative)
- *To uses movement to express feelings.
- * To create movement in response to music.
- *To choose particular colours to use for a purpose.
- *To introduce a storyline or narrative into their play.
- * To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.