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| **St. Dominic’s CatholicPrimary School**  **Reception Development Matters**  **Autumn 2nd Half Term 2022**  **Topics covered: Personal Hygiene, 5 Senses, Human Life Cycle, Friends, Homes and Safety, Weather, Seasons, and Christmas. R.E. From Advent to Christmas** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Personal, Social & Emotional Development**   * Manage their own needs and personal hygiene. * Know and talk about the different factors that support their overall health and wellbeing. * Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * show resilience and perseverance in the face of challenge. * identify and moderate their own feelings socially and emotionally. * think about the perspectives of others. * see themselves as a valuable individual. * build constructive and respectful relationships. * express their feelings and consider the feelings of others. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | **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**   * Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. * Develop overall body strength, balance, coordination, and agility. * Further develop and refine a range of ball skills including:   throwing/ catching/ kicking/ passing/ batting/ aiming.   * Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. * Develop the foundations of a handwriting style which is fast, accurate and efficient. * Further develop the skills they need to manage the school day successfully such as lining up and queuing, and mealtimes. * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. * Combine different movements with ease and fluency. * Develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools include: pencils for drawing and writing/ paintbrushes/ scissors/ knives/ forks/ spoons. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Literacy**  •Read individual letters by saying the sounds for them.  •Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  •Read some letter groups that each represent one sound and say sounds for them.  •Read a few common exception words matched to the school’s phonic programme.  •Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  •Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  •Form lower-case and capital letters correctly.  •Spell words by identifying the sounds and then writing the sound with letters.  •Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  •Re-read what they have written to check that it makes sense. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | **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 0-10.  • 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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