

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me / Autumn	Let's Celebrate/Winter	People and Places	Once Upon a Time	Let's Investigate	All About Animals
	<p><b><u>3 &amp; 4-year-olds will be learning to:</u></b></p> <ol style="list-style-type: none"> <li>1. Fast recognition of up to 3 objects, without having to count them individually ('subitising')</li> <li>2. Recite numbers past 5</li> <li>3. Say one number for each item in order: 1, 2, 3, 4, 5</li> <li>4. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</li> <li>5. Show 'finger numbers' up to 5</li> <li>6. Experiment with their own symbols and marks as well as numerals</li> <li>7. Solve real word mathematical problems with numbers up to 5</li> <li>8. Compare quantities using language: 'more than', 'fewer than'</li> <li>9. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</li> <li>10. Understand position through words alone – for example, "The bag is under the table," – with no pointing</li> <li>11. Describe a familiar route</li> <li>12. Discuss routes and locations, using words like 'in front of' and 'behind'</li> <li>13. Make comparisons between objects relating to size, length, weight and capacity</li> <li>14. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>15. Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>16. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>17. Extend and create ABAB patterns (2 repeat pattern) – stick, leaf, stick, leaf</li> <li>18. Notice and correct an error in a repeating pattern</li> <li>19. Begin to describe a sequence of events, real, or fictional, using words such as 'first', 'then...'</li> </ol> <p><b><u>Children in Reception (4 &amp; 5-year-olds) will be learning to:</u></b></p> <ol style="list-style-type: none"> <li>1. Count objects, actions and sounds</li> <li>2. Subitise</li> <li>3. Link the number symbol (numeral) with its cardinal number value</li> <li>4. Count beyond 10</li> <li>5. Compare numbers</li> <li>6. Understand the 'one more than/one less than' relationship between consecutive numbers</li> <li>7. Explore the composition of numbers to 10</li> <li>8. Automatically recall number bonds for numbers 0-10</li> <li>9. Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>11. Continue copy and create repeating patterns</li> <li>12. Compare length, weight and capacity</li> </ol>					

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me / Autumn	Let's Celebrate/Winter	People and Places	Once Upon a Time	Let's Investigate	All About Animals
	<p><b><u>3 &amp; 4-year-olds will be learning to:</u></b></p> <p><b><u>Word Reading</u></b></p> <ol style="list-style-type: none"> <li>1. Understand the five key concepts about print: print has meaning, print can have different purposes, we read English from left to right and top to bottom, the names of the different parts of a book, page sequencing</li> <li>2. 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</li> </ol> <p><b><u>Comprehension</u></b></p> <ol style="list-style-type: none"> <li>1. Engage in extended conversations about stories, learning new vocabulary</li> </ol> <p><b><u>Writing</u></b></p> <ol style="list-style-type: none"> <li>2. 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; write 'm' for mummy</li> <li>3. Write some or all of their name</li> <li>4. Write some letters accurately</li> </ol> <p><b><u>Children in Reception (4 &amp; 5-year-olds) will be learning to:</u></b></p> <p><b><u>Word Reading</u></b></p> <ol style="list-style-type: none"> <li>1. Read individual letters by saying the sounds for them</li> <li>2. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>3. Read some letter groups that each represent one sound and say sounds for them</li> <li>4. Read a few common exception words matched to the school's phonic programme</li> <li>5. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> </ol> <p><b><u>Comprehension</u></b></p> <ol style="list-style-type: none"> <li>1. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> </ol> <p><b><u>Writing</u></b></p> <ol style="list-style-type: none"> <li>1. Form lower-case and capital letter correctly</li> <li>2. Spell words by identifying the sounds then writing the sound with letter/s</li> <li>3. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>4. Re-read what they have written to check that it makes sense</li> </ol> <p><b><u>Early Learning Goal – Word Reading</u></b></p> <ol style="list-style-type: none"> <li>1. Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>2. Read words consistent with their phonic knowledge by sound blending</li> <li>3. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ol> <p><b><u>Early Learning Goal – Comprehension</u></b></p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>2. Anticipate (where appropriate) key events in stories</li> <li>3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ol> <p><b><u>Early Learning Goal – Writing</u></b></p> <ol style="list-style-type: none"> <li>1. Write recognisable letters, most of which are correctly formed</li> <li>2. Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>3. Write simple phrases and sentences that can be read by others</li> </ol>					

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me / Autumn	Let's Celebrate/Winter	People and Places	Once Upon a Time	Let's Investigate	All About Animals
	<p><b><u>3 &amp; 4-year-olds will be learning to:</u></b></p> <ol style="list-style-type: none"> <li>1. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>2. Go up steps and stairs, or climb up apparatus, using alternate feet</li> <li>3. Skip, hop, stand on one leg and hold a pose for a game like musical statues</li> <li>4. Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>5. Start taking part in some group activities which they make up for themselves, or in teams</li> <li>6. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>7. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</li> <li>8. Choose the right resources to carry out their own plan. For making example, choosing a spade to enlarge a small hole they dug with a trowel</li> <li>9. Collaborate with others to manage large items, such as moving a long plank safely, carry large hollow blocks</li> <li>10. Use one handed tools and equipment, for example, making snips in paper with scissors</li> <li>11. Use a comfortable grip with good control when holding pens and pencils</li> <li>12. Start to eat independently and learning how to use a knife and fork</li> <li>13. Show a preference for a dominant hand</li> <li>14. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li> <li>15. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>16. Make healthy choices about food, drink, activity and tooth brushing</li> </ol> <p><b><u>Children in Reception (4 &amp; 5-year-olds) will be learning to:</u></b></p> <ol style="list-style-type: none"> <li>1. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>2. Progress towards a more fluent style of moving, with developing control and grace</li> <li>3. 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, gymnastics, sport and swimming</li> <li>4. 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 and spoons)</li> <li>5. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>6. Combine different movements with ease and fluency</li> <li>7. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>8. Develop overall body-strength, balance, co-ordination and agility</li> <li>9. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</li> <li>10. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> <li>11. Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>12. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> <li>13. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</li> </ol> <p><b><u>Early Learning Goal – Gross Motor Skills</u></b></p> <ol style="list-style-type: none"> <li>1. Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>2. Demonstrate strength, balance and coordination when playing</li> <li>3. Move energetically, such as running, jumping, dancing, hopping and climbing</li> </ol>					

Music - Charanga	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
	<ul style="list-style-type: none"> <li>Listens and responds to different styles of music</li> <li>Embeds foundations of the interrelated dimensions of music</li> <li>Learns to sing or sing along with nursery rhymes and action songs</li> <li>Improvises leading to playing classroom instruments</li> <li>Shares and performs the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>Listens and responds to different styles of music</li> <li>Embeds foundations of the interrelated dimensions of music</li> <li>Learns to sing or sing along with nursery rhymes and action songs</li> <li>Improvises leading to playing classroom instruments</li> <li>Shares and performs the learning that has taken place</li> </ul>	<ul style="list-style-type: none"> <li>Listens and responds to different styles of music</li> <li>Embeds foundations of the interrelated dimensions of music</li> <li>Learns to sing or sing along with nursery rhymes and action songs</li> <li>Improvises leading to playing classroom instruments</li> <li>Shares and performs the learning that has taken place</li> <li>Sings and learns to play instruments within a song</li> <li>To independently choose a classroom instrument to represent a sound linked with topic work</li> </ul>	<ul style="list-style-type: none"> <li>Listens and responds to different styles of music</li> <li>Embeds foundations of the interrelated dimensions of music</li> <li>Learns to sing or sing along with nursery rhymes and action songs</li> <li>Improvises leading to playing classroom instruments</li> <li>Shares and performs the learning that has taken place</li> <li>Sings and learns to play instruments within a song</li> <li>To independently choose a classroom instrument to represent a sound linked with topic work</li> </ul>	<ul style="list-style-type: none"> <li>Listens and responds to different styles of music</li> <li>Embeds foundations of the interrelated dimensions of music</li> <li>Learns to sing or sing along with nursery rhymes and action songs</li> <li>Improvises leading to playing classroom instruments</li> <li>Shares and performs the learning that has taken place</li> <li>Sings and learns to play instruments within a song</li> <li>To independently choose a classroom instrument to represent a sound linked with topic work</li> </ul>	<ul style="list-style-type: none"> <li>Listens and responds to different styles of music</li> <li>Embeds foundations of the interrelated dimensions of music</li> <li>Learns to sing or sing along with nursery rhymes and action songs</li> <li>Improvises leading to playing classroom instruments</li> <li>Shares and performs the learning that has taken place</li> <li>Sings and learns to play instruments within a song</li> <li>To independently choose a classroom instrument to represent a sound linked with topic work</li> </ul>
	<p><b><u>3 &amp; 4-year-olds will be learning to:</u></b></p> <p><b>Communication and Language</b> 1. Sing a large repertoire of songs.</p> <p><b>Expressive Arts and Design</b> 1. Listen with increased attention to sounds. 2. Respond to what they have heard, expressing their thoughts and feelings. 3. Remember and sing entire songs. 4. Sing the pitch of a tone sung by another person ('pitch match'). 5. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 6. Create their own songs, or improvise a song around one they know. 7. Play instruments with increasing control to express their feelings and ideas</p> <p><b><u>Children in Reception (4 &amp; 5-year-olds) will be learning to:</u></b></p> <p><b>Communication and Language</b> 1. Listen carefully to rhymes and songs, paying attention to how they sound. 2. Learn rhymes, poems and songs.</p> <p><b>Expressive Arts and Design</b> 1. Explore, use and refine a variety of artistic effects to express their ideas and feelings. 2. Return to and build on their previous learning, refining ideas and developing their ability to represent them. 3. Create collaboratively sharing ideas, resources and skills. 4. Listen attentively, move to and talk about music, expressing their feelings and responses. 5. Sing in a group or on their own, increasingly matching the pitch and following the melody. 6. Explore and engage in music making and dance, performing solo or in groups.</p> <p><b><u>Early Learning Goal</u></b></p> <p><b>Expressive Arts and Design – Being Imaginative and Expressive</b> 1. Sing a range of well-known nursery rhymes and songs. 2. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					

Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me / Autumn	Let's Celebrate/Winter	People and Places	Once Upon a Time	Let's Investigate	All About Animals
<p><b><u>3 &amp; 4-year-olds will be learning to:</u></b></p> <p><b>History skills</b></p> <ol style="list-style-type: none"> <li>1. Talk about what they see, using a wide vocabulary</li> <li>2. Begin to make sense of their own life-story and family's history</li> <li>3. Show interest in different occupations</li> <li>4. Continue to develop positive attitudes about the differences between people</li> </ol> <p><b>Geography Skills</b></p> <ol style="list-style-type: none"> <li>1. Know that there are different countries in the world and talk about the differences they have experienced or see in photos</li> </ol> <p><b>Science Skills</b></p> <ol style="list-style-type: none"> <li>1. Use all their senses in hands-on exploration of natural materials</li> <li>2. Explore collections of materials with similar and/or different properties</li> <li>3. Explore how things work</li> <li>4. Plant seeds and care for growing plants</li> <li>6. Understand the key features of the life cycle of a plant and an animal</li> <li>7. Begin to understand the need to respect and care for the natural environment and all living things</li> <li>8. Explore and talk about different forces they can feel</li> <li>9. Talk about the differences between material and changes they notice</li> </ol> <p><b>RE Skills</b></p> <ol style="list-style-type: none"> <li>1. Understand that some places are special to members of their community</li> <li>2. Recognise that people have different beliefs and celebrate special times in different ways</li> <li>3. Continue to develop positive attitudes about the differences between people</li> </ol> <p><b><u>Children in Reception (4 &amp; 5-year-olds) will be learning to:</u></b></p> <p><b>History Skills</b></p> <ol style="list-style-type: none"> <li>1. Talk about members of their immediate family and community</li> <li>2. Name and describe people who are familiar to them</li> <li>3. Comment on images of familiar situations in the past</li> <li>4. Compare and contrast characters from stories, including figures from the past</li> </ol> <p><b>Geography Skills</b></p> <ol style="list-style-type: none"> <li>1. Draw information from a single map</li> <li>2. Recognise some similarities and differences between life in this country and life in other countries</li> <li>3. Explore the natural world around them</li> <li>4. Recognise some environments that are different to the one in which they live</li> </ol> <p><b>Science Skills</b></p> <ol style="list-style-type: none"> <li>1. Understand the effect of changing seasons on the natural world around them</li> <li>2. Describe what they see, hear and feel whilst outside</li> </ol>						

**RE Skills**

1. Talk about members of their immediate family and community.
2. Name and describe people who are familiar to them.
3. Understand that some places are special to members of their community.
4. Recognise that people have different beliefs and celebrate special times in different ways.

**Early Learning Goal –**

**History Skills - Past & Present**

1. Talk about the lives of the people around them and their roles in society
2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
3. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**Geography Skills - People Cultures and Communities**

1. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
2. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

**The Natural World**

1. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
2. Understand some important processes and changes in the natural world around them, including the seasons.

**RE Skills – Past and Present**

1. Talk about the lives of the people around them and their roles in society.
2. Understand the past through settings, characters and events encountered in books read in class and storytelling.

**People and Communities**

1. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me / Autumn	Let's Celebrate/Winter	People and Places	Once Upon a Time	Let's Investigate	All About Animals
<p><b><u>3 &amp; 4-year-olds will be learning to:</u></b></p> <p><b>Art</b></p> <p><b>Physical Development</b></p> <ol style="list-style-type: none"> <li>1. Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>2. Choose the right resources to carry out their own plan.</li> <li>3. Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>4. Use a comfortable grip with good control when holding pens and pencils</li> </ol> <p><b>Expressive Arts and Design</b></p> <ol style="list-style-type: none"> <li>1. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>2. Develop their own ideas and then decide which materials to use to express them.</li> <li>3. Join different materials and explore different textures.</li> <li>4. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>5. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>6. Use drawing to represent ideas like movement or loud noises.</li> <li>7. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>8. Explore colour and colour mixing.</li> </ol> <p><b><u>Children in Reception (4 &amp; 5-year-olds) will be learning to:</u></b></p> <p><b>Physical Development</b></p> <ol style="list-style-type: none"> <li>1. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>2. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>3. Develop overall body-strength, balance, coordination and agility.</li> </ol> <p><b>Expressive Arts and Design</b></p> <ol style="list-style-type: none"> <li>1. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>2. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>3. Create collaboratively, sharing ideas, resources and skills.</li> </ol> <p><b><u>Early Learning Goal</u></b></p> <p><b>Physical Development - Fine Motor Skills</b></p> <ol style="list-style-type: none"> <li>1. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>2. Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>3. Begin to show accuracy and care when drawing.</li> </ol> <p><b>Expressive Arts and Design – Creating with Materials</b></p> <ol style="list-style-type: none"> <li>1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>2. Share their creations, explaining the process they have used.</li> </ol>						

## **Design and Technology**

### **3 & 4-year-olds will be learning to:**

#### **Physical Development**

1. Use large-muscle movements to wave flags and streamers, paint and make marks.
2. Choose the right resources to carry out their own plan.
3. Use one-handed tools and equipment, for example, making snips in paper with scissors.

#### **Personal, Social and Emotional Development**

1. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.

#### **Understanding the World**

1. Explore how things work

#### **Expressive Arts and Design**

1. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
2. Explore different materials freely, in order to develop their ideas about how to use them and what to make.
3. Develop their own ideas and then decide which materials to use to express them.
4. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

### **Children in Reception (4 & 5-year-olds) will be learning to:**

#### **Physical Development**

1. Progress towards a more fluent style of moving, with developing control and grace.
2. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
3. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

#### **Expressive Arts and Design**

1. Explore, use and refine a variety of artistic effects to express their ideas and feelings.
2. Return to and build on their previous learning, refining ideas and developing their ability to represent them.
3. Create collaboratively, sharing ideas, resources and skills.

### **Early Learning Goal**

#### **Physical Development - Fine Motor Skills**

1. Use a range of small tools, including scissors, paintbrushes and cutlery.

#### **Expressive Arts and Design –Creating wit Materials**

1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
2. Share their creations, explaining the process they have used.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p><b><u>3 &amp; 4-year-olds will be learning to:</u></b></p> <p><b>Communication and Language</b></p> <ol style="list-style-type: none"> <li>1. Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>2. Can start a conversation with an adult or a friend and continue it for many turns</li> </ol> <p><b>Personal, Social and Emotional Development</b></p> <ol style="list-style-type: none"> <li>1. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>2. Develop their sense of responsibility and membership of a community.</li> <li>3. Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>4. Show more confidence in new social situations.</li> <li>5. Play with one or more other children, extending and elaborating play ideas.</li> <li>6. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>7. Increasingly follow rules, understanding why they are important.</li> <li>8. Do not always need an adult to remind them of a rule.</li> <li>9. Develop appropriate ways of being assertive.</li> <li>10. Talk with others to solve conflicts.</li> <li>11. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>12. Begin to understand how others might be feeling</li> </ol> <p><b>Physical Development</b></p> <ol style="list-style-type: none"> <li>1. Starting to eat independently and learning how to use a knife and fork.</li> <li>2. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> <li>3. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>4. Make healthy choices about food, drink, activity and tooth brushing.</li> </ol> <p><b>Understanding the World</b></p> <ol style="list-style-type: none"> <li>1. Begin to make sense of their own life-story and family's history.</li> <li>2. Show interest in different occupations.</li> <li>3. Continue to develop positive attitudes about the differences between people.</li> <li>4. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ol> <p><b><u>Children in Reception (4 &amp; 5-year-olds) will be learning to:</u></b></p> <p><b>Communication and Language</b></p> <ol style="list-style-type: none"> <li>1. Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</li> <li>2. Develop social phrases.</li> </ol> <p><b>Personal, Social and Emotional Development</b></p> <ol style="list-style-type: none"> <li>1. See themselves as a valuable individual.</li> <li>2. Build constructive and respectful relationships.</li> <li>3. Express their feelings and consider the feelings of others.</li> <li>4. Show resilience and perseverance in the face of challenge.</li> <li>5. Identify and moderate their own feelings socially and emotionally.</li> <li>6. Think about the perspectives of others.</li> <li>7. Manage their own needs.</li> </ol>						

**Physical Development**

1. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian
2. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene

**Understanding the World**

1. Talk about members of their immediate family and community.
2. Name and describe people who are familiar to them.
3. Recognise that people have different beliefs and celebrate special times in different ways.

**Early Learning Goal –**

**Communication and Language**

**Listening, Attention and Understanding**

1. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

**Speaking**

1. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Personal, Social and Emotional Development**

**Self-Regulation**

1. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
3. 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.

**Managing Self**

1. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
2. Explain the reasons for rules, know right from wrong and try to behave accordingly.
3. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Building Relationships**

1. Work and play cooperatively and take turns with others.
2. Form positive attachments to adults and friendships with peers.
3. Show sensitivity to their own and others’ needs.

**Physical Development**

**Gross Motor Skills**

1. Negotiate space and obstacles safely, with consideration for themselves and others.

**Understanding the World**

**Past and Present**

1. Talk about the lives of people around them and their roles in society.