

**Personal, Social and Emotional Development (PSED)**

Self-confidence and self-awareness: Show confidence when they approach new activities and talk about why they like one thing more than another; be confident to say when they do or do not need help with something. Speak confidently in show and tell sessions.

Managing feelings and behaviour: Talk about how they and others are feeling, know what good behaviour is and why some behaviour is unacceptable; accept consequences and know how to move forwards; know how to adjust their behaviour to different situations and why they might need to do this.

Making relationships: Play cooperatively, taking turns, sharing and managing minor conflicts independently; show sensitivity to others' needs and feelings and form positive relationships with adults and peers.

**Mathematics (M)**

Numbers: Count up to and back from 20 (and beyond) confidently and write numbers to 20; compare groups of numbers saying when they have more, less or the same number. Be able to add and subtract two single digit numbers, and identify 1 less, using apparatus to support their thinking. Begin to solve problems including doubling, halving and sharing. 'Edible Mathematics' sessions will continue.

Shape, space and measure: Use everyday language to talk about size, weight, capacity and position. Know the names of 2D and 3D shapes (e.g. cube, cuboid, cone, sphere, cylinder); use mathematical language to describe shapes; sort and order objects by height, weight, length and capacity; tell the time to the hour; recognise coins and use real money in role play.

**Communication and Language (CL)**

Listening and attention: Show sustained concentration on a range of tasks, both adult and child-led; listen to stories and anticipate key events; respond appropriately to questions from others, both adults and other children. They give attention to what others say and respond appropriately, while engaged in another activity.

Understanding: Follow instructions involving several ideas or actions; answer 'how' and 'why' questions. **(Try to practise these after sharing a book with your child.)**

Speaking: Express themselves clearly and effectively, showing an awareness of the listener needs, e.g. looking at the person while speaking; use more complex language to talk about past, present and future events; use past, present and future forms accurately and use varied language to explain their ideas and to talk about events in detail. Daily 'Show and Tell' sessions will continue at the request of the children.

**Understanding the World (UW)**

People and communities: Talk about past and present events related to their home, family and community; talk about the similarities and differences between themselves and others; talk about how different religions and cultures celebrate events. What might your child want to share in their 'show and tell' time?

The World: Make observations about plants, animals, objects and people; talk about features in their environment and how they might change. Use appropriate scientific terms. (Linked to weekly Welly Walks.)

Technology: Children select and use technology to support learning; use equipment e.g. IWB, camera, iPad, and know how technology can help them at home and school.



**FS2- Potters Curriculum Map Term 5 and 6 2018**  
**Term 5: Pirates & Flight (Children's Choice)**

**Term 6: Fairy Tales**

Each term the Reception team work together to plan for enhanced provision in independent learning and adult guided focus activities. These plans introduce new stimulus, linked to all 7 areas of learning and develop and extend learning experiences.



**Physical Development (PD)**

Moving and handling: Show good control and co-ordination in large and small movements. Use a range of small and large tools safely and effectively (Eg. pencils, scissors, rackets); write the majority of the letters of the alphabet with correct letter formation; begin to write on a line; move confidently in a range of ways, e.g. running, skipping, hopping etc. Children participate in 'welly walks' and undertake swimming and gymnastic lessons.

Health and self-care: Know why physical exercise is important and the effects it has on their body, e.g. strengthens muscles; talk about what a balanced diet includes and how this contributes to keeping them healthy; keep themselves safe without direct adult support. **Manage dressing and drying themselves (swimming costumes!)** and are confident going to the toilet independently and washing their hands.

**Expressive Arts and Design (EAD)**

Exploring and using media and materials: Children demonstrate confidence in singing a range of songs, dancing and making music; experiment and explore how musical instruments work; safely use tools and materials to create models and experiment with colour, design, texture, form and function.

Being imaginative: Use what they have learnt about media and materials to choose and create a range of pictures and models; represent their ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

**Literacy (L)**

Reading: Be able to read and understand simple sentences, read tricky words on sight, enjoy a wide range of books (fiction and non-fiction) and use the vocabulary that they learn from these books. Children can answer questions about what happens in a story and use phonics to support their reading.

Writing: Be able to write letters of the alphabet and spell simple words from memory. (Focus on correct letter formation and writing position.) Begin to write simple sentences using phonic knowledge to spell phonetic words; write for a range of purposes, e.g. labels, lists, stories or to recall events.

**Please refer to the phase 2, 3 and 4 spelling guidance provided via our 'Parent Partnership' letter. Remember to use your child's phonic passport to support literacy skills.**

**Things to consider when observing and supporting your child's development:**

**Try to read for 10 minutes EVERY evening. Encourage them to read the tricky words. (e.g said, so, have, like, some, come, were, there, little, one, do, when, out and what) Encourage your child to tell the time to the hour on a digital and analogue clock.**

**Help your child to change clothes independently. (Can they remove their swimwear?) Allow them to handle real coins and pay for your goods in the shops. Talk to your child about their day and celebrate their successes. ☺**

During the final two terms we would like to see evidence from home in the areas below which will become part of your child's 'Learning Journals'. Please evidence this through photos (optional) and words using the Wow, news from home sheets.

Please complete a WOW sheet when you see your child achieving any of the above. Also feel free to complete a sheet should your child do anything special that we can celebrate at school. Eg. Passing a dancing/sports assessment, riding a bike or reading a sign in a shop. The list is endless!

Let's celebrate your child's achievements together! 😊

PSED	Communication & Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Making Relationships</p> <p>Does your child take turns with others when playing? Do they listen to the ideas of others when playing?</p>	<p>Speaking</p> <p>Does your child use the past, present and future tense correctly? (Model good language back to your child rather than correct mistakes.)</p>	<p>Health and self-care</p> <p>Can your child dry themselves and change in/out of their swimwear?  Can your child identify healthy food?</p>	<p>Reading</p> <p>Does your child enjoy a range of books? Do they enjoy reading at home? Do you hear them using their phonic knowledge? Are they recognising key words?</p>	<p>Numbers</p> <p>Does your child count on and back confidently to/from 20 or beyond? Can they double objects or a number? Can they confidently write say 1 more or 1 less than a given number?</p>	<p>The World</p> <p>Can your child explain the life cycle of animals or insects? Can your child discuss how the seasons change?</p>	<p>Exploring</p> <p>Does your child sing as he/she plays? Do they make up their own stories and act them out?</p>
<p>Self-confidence</p> <p>Is your child confident trying new activities? Can they say why they like some activities more than others? Does your child chat freely to friends and family members?</p>	<p>Understanding</p> <p>Does your child respond to instructions? Are they beginning to answer 'how' and 'why' questions about their experiences?</p>	<p>Moving and handling</p> <p>Does your child handle tools safely and with increasing control? (Scissors, knife and fork, pencil etc) Do they hold a pencil effectively and can they form recognisable letters?</p>	<p>Writing</p> <p>Does your child pick up a pencil and write at home? Can they read back what they have written? Do they label their pictures?</p>	<p>Space, shape and measure</p> <p>Does your child use positional language? (behind, in front of, under, on top, next to, down, up) Can your child tell the time to o'clock on an analogue and digital clock?</p>	<p>Technology</p> <p>Does your child use remote control toys, computer or any other technology based toys? Can they access their favourite App or game independently?</p>	<p>Using media and materials</p> <p>Does your child like to draw and colour at home? Do they build things from boxes and tubes? Can they use scissors and tape independently? Can they describe what they have made?</p>

				Does your child recognise coins 1p-20p?		
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