

<p>Communication and Language (CL)</p> <p>Listening and attention: Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Is able to follow instructions.</p> <p>Understanding: Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions. Beginning to understand 'why' and 'how' questions.</p> <p>Speaking: Beginning to use more complex sentences to link thoughts (uses 'and' 'because.'). Can retell a simple past event in order. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Uses a range of tenses (e.g. play, playing, played). Uses vocabulary focused on objects and people of importance to them.</p>	<p>Physical Development (PD)</p> <p>Moving and handling: Moves freely and with pleasure and confidence in a range of ways, Mounts stairs, steps or climbing equipment using alternate feet. Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Shows a preference for a dominant hand. Begins to form recognisable letters and numbers.</p> <p>Health and self-care: Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Can use cutlery correctly. Dresses and undresses with minimal support. (PE and dressing up)</p>	<p style="text-align: center;">FS2 Curriculum Map Term 1 and 2 2018</p> <p style="text-align: center;"></p> <p style="text-align: center;">T1:Marvelous Me T2:Celebrations and Festivals</p> <p style="text-align: center;"></p> <p style="text-align: center;">Mini topic: Picasso</p> <p>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.</p> <p>Planning in the Early Years is always flexible in order to respond to children's changing needs and interests.</p> <p>Please refer to your weekly 'Parent Partnership Information Sheet' for more detailed information. This is emailed every Sunday to current parents.</p>	<p>Personal, Social and Emotional Development (PSED)</p> <p>Self-confidence and self-awareness: Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Shows confidence in asking adults for help.</p> <p>Managing feelings and behaviour: Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share. Can usually adapt behavior to different events or situations. Are aware of behavioural expectations in school.</p> <p>Making relationships: Play confidently in a group, extending and elaborating play ideas; initiate play with others; keep play going by responding to others; demonstrate friendly behaviour forming good relationships with their peers and adults.</p>	<p>Literacy (L)</p> <p>Reading: Shows awareness of rhyme and alliteration; listens to and joins in with songs, stories and poems; anticipates key events and phrases in rhymes and stories. Begins to be aware of the way stories are structured; suggests how a story might end; listen to stories, recalling key events; describe key characters and events in stories; recognise a few familiar words; look at books and handle them carefully without support; knows that English is read left to right. Hears and says the initial sounds in words. Recognises some words.</p> <p>Writing: Gives meaning to marks they draw, write and paint; ascribes meanings to marks they see in the environment. Hears and says the initial sound in words. Can write own name. Uses some clearly identifiable letters.</p>
<p>Mathematics (M)</p> <p>Numbers: Use some number names and number language spontaneously. Recites numbers in order to 10 and beyond. Recognise some numerals of personal significance. Selects the correct numeral to represent objects. Finds the total number of items in two groups. Uses the language of 'more' and 'fewer.' Begin to form numbers correctly. 'Edible Mathematics' sessions will be introduced.</p> <p>Shape, space and measure: Play with shapes and make different models and arrangements; shows awareness of similarities in shapes; show an interest in shapes the environment. Begin to use mathematical names for name 2D shapes (Inc. square, rectangle, triangle, circle). Uses positional language. Orders and sequences familiar events.</p>	<p>Understanding the World (UW)</p> <p>People and communities: Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique. Enjoys joining in with family customs and routines.</p> <p>The World: Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Participate in weekly 'Welly walks.'</p> <p>Technology: Knows how to operate simple equipment. Knows information can be retrieved from computers. Uses Ipad.</p>		<p>Expressive Arts and Design (EAD)</p> <p>Exploring and using media and materials: Sings a few familiar songs. Taps out simple repeated rhythms. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Constructs with a purpose in mind.</p> <p>Being imaginative: Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role- play. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play.</p>	<p>Things to consider when observing and supporting your child's development:</p> <p>Try to share a book EVERY evening. Encourage them to retell the story in their own words. Ask why and how questions about the story. Encourage your child to discuss numbers all around them. (Eg. signs, dials or clocks.) Count on and back as you go up and down stairs. Help your child to handle their knife and fork correctly and encourage them to cut food independently. Talk to your child about their day and celebrate their successes. ☺</p>

Please complete a WOW 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! ☺

During the first two terms we would also like you to share 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. Listed below are some examples of things you might want to record.

Communication & Language	Physical Development	PSED	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Listening and attention</p> <p>Does your child join in with repeated phrases in stories? Can they retell their favourite stories?</p>	<p>Moving and handling</p> <p>Does your child handle tools safely and with increasing control? (Scissors, knife and fork, etc) Can your child hop and skip confidently?</p>	<p>Self-confidence</p> <p>Is your child confident trying new activities? Describe some to us. Can they say why they like some activities more than others?</p>	<p>Reading</p> <p>Does your child enjoy sharing a range of books? Do they talk about the pictures? Are they recognising specific letters or key words?</p>	<p>Numbers</p> <p>Does your child count confidently on and back to 10 /20? Can they recognise some numerals?</p>	<p>People and Communities</p> <p>Can your child describe a recent family event or celebration? (Weddings, birthday or christening.) Can they describe people special to them?</p>	<p>Exploring and using media and materials</p> <p>Can your child sing a simple song? Do they use Lego to construct models independently? Perhaps you can email a photograph of it so that we can share it with the class.</p>
<p>Understanding</p> <p>Does your child respond to instructions? Does your child understand the prepositions: under, on top or behind? Can they place objects in specific positions?</p>	<p>Health and self-care</p> <p>Does your child eat a healthy meal? Are they happy to try new things? Can they put on their uniform without help? Do they put their shoes on the correct feet?</p>	<p>Making relationships</p> <p>Does your child demonstrate friendly behaviour? Can they describe how they might help members of your family.</p>	<p>Writing</p> <p>Does your child pick up a pencil and write at home? (Do they write a series of squiggles and letters, Initial sounds for a word or words? Can you show us examples?) Can they give you words that rhyme?</p>	<p>Space, shape and measure</p> <p>Does your child recognise a circle, triangle, square or rectangle? Do they spot these in the environment?</p>	<p>Technology</p> <p>Does your child use remote control toys, computer or any other technology based toys? What APPS are they enjoying or accessing independently at home?</p>	<p>Does your child like to draw and colour at home? Please send us some examples that we can share with the class.</p>