

Personal, Social and Emotional Development (PSED)

Making relationships: Initiates conversation with both adults and other children without prompting; able to explain own knowledge and understanding; beginning to resolve own conflicts with peers independently.

Self-confidence and self-awareness: Communicates freely about home and community; talk about their abilities positively. Begin to gain confidence talking in front of a groups and performing to parents.

Managing feelings and behaviour: Accepts that others have different needs from their own and that their needs will not always be met immediately; show an understanding of when someone else is hurt and know how they might comfort them; aware of the boundaries of the setting and follow classroom rules; begin to use talk to negotiate the use of equipment and solve problems. (e.g. suggesting taking turns).

Mathematics (M)

Numbers: Count up to and back from 20 (and beyond); be able to write numbers to 20 (and beyond); compare groups of numbers saying when they have more, less, fewer or the same number; separate objects into groups of equal amounts; count up to 10 objects and beyond; find the total number of two groups of objects; says the number one more and one less. Begin to understand place value. Eg teen numbers are tens and some ones. Begin to recall some doubles.

These objectives are consolidated in weekly edible numeracy lessons.

Shape, space and measure: Begin to order items by length, height and capacity; use everyday language related to time (then, next, today, tomorrow, later, after, etc)

Communication and Language (CL)

Listening and attention: Focus attention on the task at hand; maintain attention and sit quietly during small group and most whole-class sessions; put hand up to answer questions or wait to be asked to share an idea. Listen to a story and recall what happened in it.

Understanding: Follow simple instructions independently; be able to follow a story without pictures or props (oral story telling focus); listen to ideas expressed by peers and adults.

Speaking: Use talk to connect thoughts and ideas; talk about what might happen next in the context of real life and stories; begin to use some of the new vocabulary they have learnt in context; be able to use more complex sentences in the context of play situations and to act out stories.

Understanding the World (UW)

People and communities: Know what makes them and their family unique and talks about similarities and differences; knows and talks about different religions and cultures. Describe where they live and their special family routines and customs.

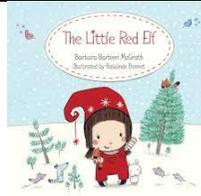
The World: Talks about similarities, differences, patterns and change in the world around them; knows the seasons of the year. (Link to weekly Welly Walk)

Technology: Knows how to operate simple everyday equipment, e.g. Beebots, IWB, iPad; knows that information can be retrieved from computers and the web.

FS2- Potters Curriculum Map

Term 3 and 4 2019

Topic: Fact or Fiction?



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: Use scissors effectively to cut out shapes; can write their own name with each letter correctly formed (upper and lower case); uses a tripod grip (thumb and two fingers) consistently when writing and drawing; jumps off an object and lands safely; negotiates space when moving around a room, adjusting speed and changing direction as required.

Health and self-care: Manage own clothes and toileting independently, including zips, poppers and buttons; knows that it is important to eat a variety of foods in order to be healthy; will confidently taste a range of different foods; begin to risk assess equipment and activities before undertaking them (Children to think 'Is this safe?')

Expressive Arts and Design (EAD)

Exploring and using media and materials: Explore the different sounds of musical instruments and how sounds can be changed; know various ways to join construction materials together to achieve a desired effect; explore colour mixing.

Being imaginative: Chooses colours for a purpose. Eg. Winter pictures or fire collages. Build stories around available props and make up story lines with increasing detail, individually or as a group.

Literacy (L)

Reading: Children are able to say who the characters in a story are and talk about what has happened; continue a rhyming string (e.g. mat, fat, cat, sat.); hear and say initial sounds in words; be able to blend to read, and segment to spell, a range of CVC words; begin to read simple sentences that are phonetically decodable. Enjoy an increasing range of books.

Writing: Be able to write the majority of the letter sounds taught in class with the correct letter formation; write the initial sound of familiar words; write own name and other labels and captions using phonic knowledge; begin to write simple captions and simple sentences. Begin to spell some tricky words correctly. Please use your phonics passport for more information.

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

Try to read for 10 minutes EVERY evening.

Encourage your child to make up stories when playing with their toys Help your child to handle tools safely and with increasing control? (Especially, scissors and a knife and fork.)

Encourage the use of positional language and language of time? (behind, in front of, under, on top, next to, tomorrow and yesterday) Practice counting to 50 in 1s and writing numerals 0-20. Begin to count in 2s.

HOME LEARNING GUIDANCE SPRING TERM 2019

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 these 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>Speaking</p> <p>Can they retell their favourite fairy tales?</p> <p>Do they use the past and present tense correctly?</p>	<p>Moving and handling</p> <p>Does your child hold their pencil with a tripod grip?</p> <p>Can they form recognisable letters?</p> <p>Can your child use equipment in the park? Do they use a scooter or ride a bike confidently?</p>	<p>Self-confidence</p> <p>Can your child describe their self in positive terms and talk about their abilities?</p>	<p>Reading</p> <p>Does your child recognise words in their word pack?</p> <p>Do they recognise some words on signs or labels?</p> <p>Can they sound out CVC words? Can they recite the alphabet?</p>	<p>Numbers</p> <p>Can they count on and back to 20?</p> <p>Can they write 0-10 and then 11-20?</p> <p>Can they say one more or one less than a number to 20?</p>	<p>People and Communities</p> <p>Does your child join in with family customs and routines? Can they explain family routines or special times?</p>	<p>Exploring and using media and materials</p> <p>Can your child describe what happens when we mix primary colours?</p> <p>Do they paint or draw pictures at home? We would love to see examples of their work.</p>
<p>Understanding</p> <p>Does your child respond to instructions without support?</p> <p>Do they understand simple jokes? Can they tell a joke? We would love to hear them tell a joke.</p>	<p>Health and self-care</p> <p>Can your child identify healthy food? Can they get themselves ready for school/bed independently? (Think about if they are ready to dry themselves independently after swimming?)</p>	<p>Managing feelings and behaviour</p> <p>Does your child demonstrate friendly behaviour?</p> <p>Are they aware of boundaries set?</p> <p>Can they share their toys and take turns in games?</p>	<p>Writing</p> <p>Can they write their name without help?</p> <p>Can they label a picture and tell you what they have written?</p> <p>Do they write you messages at home? Please share them with us. ☺</p>	<p>Space, shape and measure</p> <p>Does your child recognise 1p, 2p, 5p 10p and 20p?</p> <p>Can they order objects according to height or weight?</p> <p>Can they say the days of the week and use terms tomorrow and yesterday?</p>	<p>The World</p> <p>Does your child talk about change in the weather?</p> <p>Can they describe how vegetables grow?</p> <p>Technology: Tell us which Apps your child uses freely at home.</p>	<p>Being Imaginative</p> <p>Does your child enjoy dancing or playing instruments?</p> <p>Do they tell you stories?</p> <p>Do they have a favourite song that they can sing independently?</p>

