Amble First School Early Years Unit—Reception

Spring 1

Prime Area—PSED

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Prime Area—Physical

Progress towards a more fluent style of moving, with developing control and grace.

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.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

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

Prime Area—CLL

Use new vocabulary through the day

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

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Learn rhymes, poems and songs.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

Specific Area—Literacy

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.

Form lower case letters correctly

Write short sentences with words with known letter-sound correspondences

Specific Area—Mathematics

Count beyond ten.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10

Subitise

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Specific Area—Expressive Art and Design

Return to and build on their previous learning, refining ideas and developing their ability to represent them

Listen attentively, move to and talk about music, expressing their feelings and responses.

Knowledge and understanding of the world

Draw information from a simple map.

Describe what they see, hear and feel whilst outside

Role Play—

Frogs house / winter wonderland

Vocabulary—

fiction, non-fiction, pattern, repeat, more, less, fewer, understand, pens, cut, snip, healthy, word, story, character, season, autumn, change

We will also be following the children's interests and exploring Autumn things that are important to them, answering their question and working on stories that they have chosen.

Amble First School Early Years Unit—Reception

Spring 2

Prime Area—PSED

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others

Prime Area—Physical

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming

Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Prime Area—CLL

Describe events in some detail.

Articulate their ideas and thoughts in well-formed sentences

Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

Use new vocabulary in different contexts.

Specific Area—Literacy

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.

Form lower case letters correctly

Write short sentences with words with known letter-sound correspondences

Specific Area—Mathematics

Count beyond ten.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Explore the composition of numbers to 10

Subitise

Select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Specific Area—Expressive Art and Design

Return to and build on their previous learning, refining ideas and developing their ability to represent them

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

Knowledge and understanding of the world

Comment on images of familiar situations in the past

Compare and contrast characters from stories, including figures from the past.

Role Play—

Garden centre

Vocabulary—

fiction, non-fiction, pattern, repeat, more, less, fewer, understand, pens, cut, snip, healthy, word, story, character, season, autumn, change

---

We will also be following the children's interests and exploring Autumn things that are important to them, answering their question and working on stories that they have chosen.

Key Vocabulary

Like, enjoy, happy, upset, worried, excited, friends, teachers, classroom, rules, listen, fiction, non-fiction, story, rhyme, understand, roll, hop, skip, climb, scissors, pencils, pens, cut, snip, healthy, pattern, repeat, numeral, more, less, fewer, count Letter, sound, word, story, character Family, parent, brother, sister, home, season, autumn, change