

Long, Long Ago! - Reception - Personal, Social and Emotional Development (PSED)

Sparkle Skills **PSED**

School Focus on Values- We Imagine and We Care

- Select and use activities and resources, with help when needed. (PSED)
- Show resilience and perseverance in the face of challenge (PSED)
- Build constructive and respectful relationships (PSED)
- Think about the perspectives of others (PSED)
- Express their feelings and consider the feelings of others (PSED)
- Explore the natural world around them (UtW)
- Recognise some environments that are different to the one in which they live (UtW)
- Select and use activities and resources, with help when needed.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Identify and moderate their own feelings socially and emotionally.
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity.

Long, Long Ago! - Reception - Physical Development

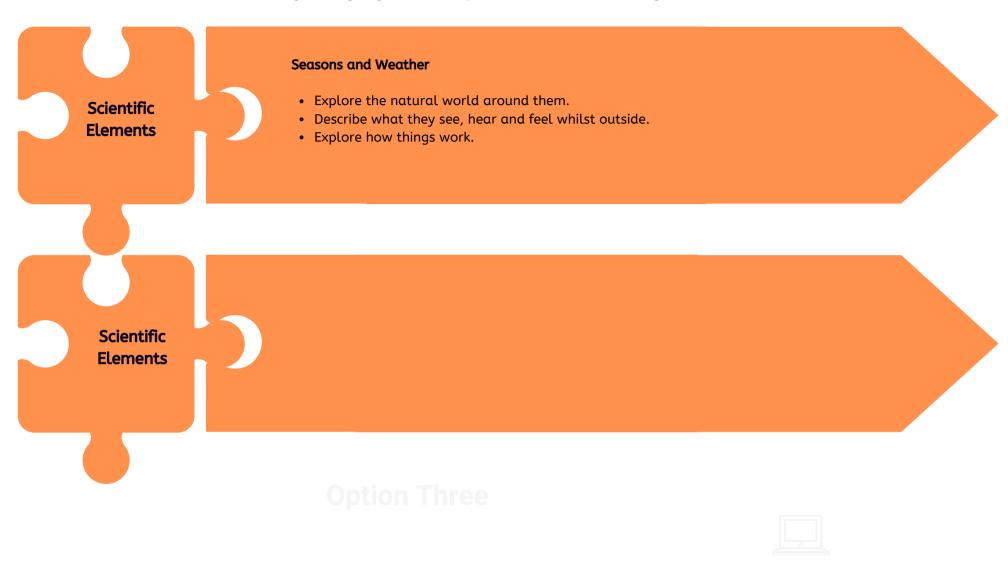


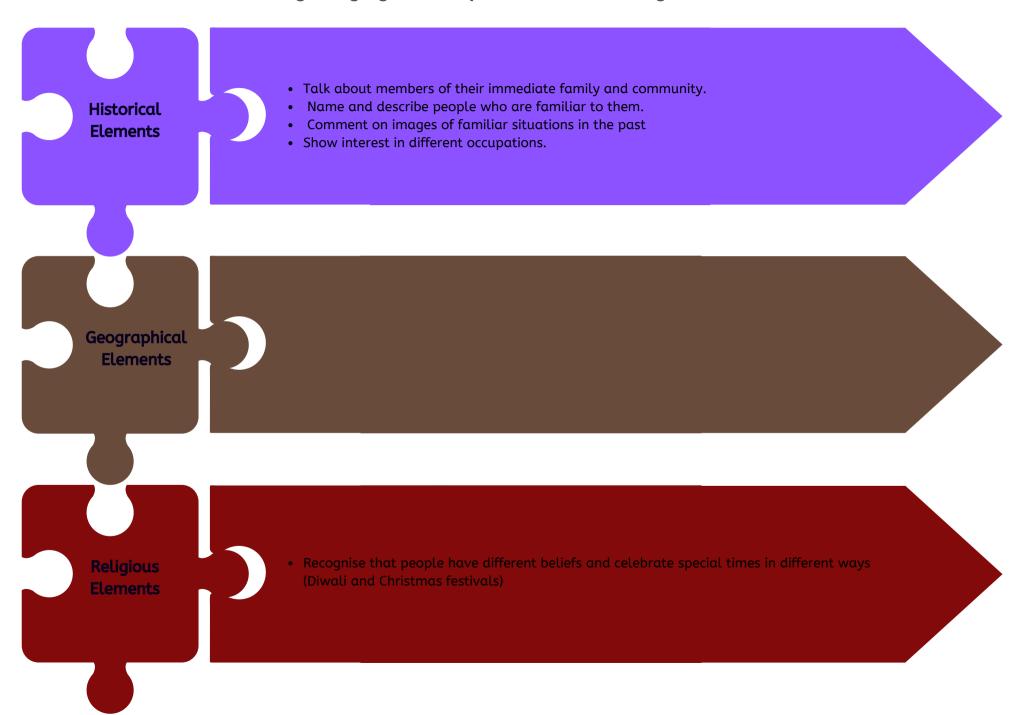
- Revise and refine the fundamental movement skills they have already acquired: rolling ... crawling ... walking ... jumping ... running
- Progress towards a more fluent style of moving, with developing control and grace
- Small apparatus indoors and outside, alone and in a group.
- Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes



- 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, knives, forks and spoons.
- 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.

Long, Long Ago! - Reception - Understanding the World





Long, Long Ago! - Reception - Expressive Arts and Design (EAD)

• Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and **Artistic** including detail • Explore colour and colour mixing **Elements** • Explore, use and refine a variety of artistic effects to express their ideas and feelings • Develop storylines in their pretend play • Art focus: Self portrait with paint and colour mixing, • Watch and talk about dance and performance art, expressing their feelings and responses. • Remember and sing entire songs. Musical • Sing in a group or on their own, increasingly matching the pitch and following the melody. **Elements** • Develop storylines in their pretend play • Listen with increased attention to sounds. · Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city Design with different buildings and a park. • Join different materials and explore different textures. **Elements**



Ice Worlds! - Reception - Personal, Social and Emotional Development (PSED)

Sparkle Skills

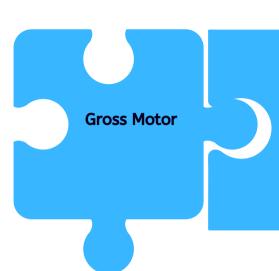
School Values focus- We Believe

- Develop appropriate ways of being assertive (PSED)
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (CL)
- Express their feelings and consider the feelings of others (PSED)
- Recognise that people have different beliefs and celebrate special times in different ways. (UtW)
- Recognise some similarities and differences between life in this country and life in other countries. (UtW)
- See themselves as a valuable individual. (PSED)

PSED

- Know and talk about the different factors that support their overall health and wellbeing
 regular physical activity healthy eating
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.

Ice Worlds! - Reception - Physical Development

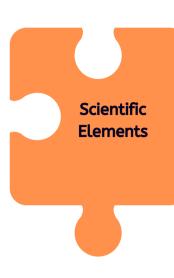


- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Develop overall body-strength, balance, co-ordination and agility
- Further develop and refine a range of ball skills including: throwing, catching, and aiming
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Revise movement skills hopping and skipping



- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Ice Worlds! - Reception - Understanding the World



- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Describe what they see, hear and feel whilst outside.



Ice Worlds! - Reception - Expressive Arts and Design (EAD)





Wild and Wonderful - Reception - Personal, Social and Emotional Development (PSED)

Sparkle Skills

School Focus- We Care (about our world and the people we share it with) We Belong (sum 2)

- Develop appropriate ways of being assertive (PSED).
- Talk with others to solve conflicts (PSED).
- Play with one or more other children, extending and elaborating play ideas (PSED).
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas (PSED).
- Understand gradually how others might be feeling.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (PSED).
- Build constructive and respectful relationships (PSED).
- Think about the perspectives of others (PSED).
- Express their feelings and consider the feelings of others (PSED).
- Talk about members of their immediate family and community.

PSED

- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian.
- Show resilience and perseverance in the face of challenge.
- Think about the perspectives of others.
- Understand gradually how others might be feeling.

Wild and Wonderful - Reception - Physical Development

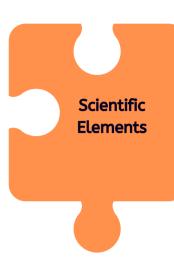
Gross Motor Fine Motor

- Start taking part in some group activities which they make up for themselves, or in teams.
- 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.
- Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes.

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- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Wild and Wonderful - Reception - Understanding the World



- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

Wild and Wonderful - Reception - Understanding the World



Wild and Wonderful - Reception - Expressive Arts and Design (EAD)

• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. **Artistic** • Artisit Study- Van Gogh - Sunflowers **Elements** • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feeling. • Play instruments with increasing control to express their feelings and ideas Musical • Listen attentively, move to and talk about music, expressing their feelings and responses **Elements** • Explore and engage in music making and dance, performing solo or in groups. • Join different materials and explore different textures. Create collaboratively, sharing ideas, resources and skills. Design **Elements**