

Reception Long, Long Ago!



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

Sparkle Skills

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)

PSED

- 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.

Option Three



Long,Long Ago! - Reception - Physical Development

Gross Motor

- 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

Fine Motor

- 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.

Option Three



Long, Long Ago! - Reception - Understanding the World

Scientific Elements

Seasons and Weather

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Explore how things work.

Scientific Elements

Option Three



Long, Long Ago! - Reception - Understanding the World

Historical Elements

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past
- Show interest in different occupations.

Geographical Elements

Religious Elements

- Recognise that people have different beliefs and celebrate special times in different ways (Diwali and Christmas festivals)

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

Artistic Elements

- 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 including detail
- Explore colour and colour mixing
- 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,

Musical Elements

- Watch and talk about dance and performance art, expressing their feelings and responses.
- Remember and sing entire songs.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play
- Listen with increased attention to sounds.

Design Elements

- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Join different materials and explore different textures.

Reception Ice Worlds



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.

Option Three



Ice Worlds! - Reception - Physical Development

Gross Motor

- 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

Fine Motor

- 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

Scientific Elements

- 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.

Option Three



Ice Worlds! - Reception - Understanding the World

Historical Elements

- Compare and contrast characters from stories

Geographical Elements

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different to the one in which they live.
- Describe what they see, hear and feel whilst outside.

Religious Elements

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

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

Artistic Elements

- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- **Key Artwork:** Wax resistance painting with ink, including pen and ink. Mixed media art with photo and pastels.

Musical Elements

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Design Elements

**Reception
Wild and Wonderful**



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.

Option Three



Wild and Wonderful - Reception - Physical Development

Gross 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.

Fine Motor

- 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.

Option Three



Wild and Wonderful - Reception - Understanding the World

Scientific Elements

- 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.

Option Three



Wild and Wonderful - Reception - Understanding the World

Historical Elements

- Comment on images of familiar situations in the past (linking to their year in Reception)
- Compare and contrast characters from stories

Geographical Elements

- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside
- Understand the effect of changing seasons on the natural world around them

Religious Elements

- Continue developing positive attitudes about the differences between people.

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

Artistic Elements

- 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.
- **Artisit Study-** Van Gogh - Sunflowers

Musical 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
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Explore and engage in music making and dance, performing solo or in groups.

Design Elements

- Join different materials and explore different textures.
- Create collaboratively, sharing ideas, resources and skills.