



The Cambridge Primary School

Overview of Learning

Year group: **Reception**

Term: **Spring 1**

Topic: **Let's tell a story**

Prime Areas of Learning

Communication and language

- Introduces a storyline or narrative into their play
- Uses language to imagine and recreate roles and experiences in play situations
- Able to follow a story without pictures or props
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events
- Understands questions such as who; why; when; where and how
- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity
- Has a clear idea about what they want to do in their play and how they want to go about it

Physical development

- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important
- Usually dry and clean during the day
- Shows understanding of how to transport and store equipment safely
- Is able to keep themselves and other safe
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it
- Shows a preference for a dominant hand and begins to form recognisable letters independently
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed

Personal, social, emotional development

- Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise
- Is aware of behavioural expectations and sensitive to ideas of fairness
- Understands their own and other people's feelings, offering empathy
- Talks about their own and others' feelings and behaviour and its consequences
- Is proactive in seeking adult support and able to articulate their wants and needs and returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations

Specific Areas of Learning

Literacy

- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
- Is able to recall and discuss stories or information that has been read to them, or they have read themselves

Mathematics

- Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0
- Increasingly confident at putting numerals in order 0 to 10 (ordinality)
- Counts out up to 10 objects from a larger group
- Matches the numeral with a group of items to show how many there are (up to 10)
- Is increasingly able to order and sequence events using everyday language related to time

Expressive art and design

- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding
- Responds imaginatively to art works and objects
- Introduces a storyline or narrative into their play

Understanding the world

- Talks about past and present events in their own life and in the lives of family members
- Developing an understanding of growth, decay and changes over time and looks closely at similarities, differences, patterns and change in nature
- Makes observations of animals and plants and explains why some things occur, and talks about changes
- Can create content such as a video recording, stories, and/or draw a picture on screen