



The Cambridge Primary School

Overview of Learning

Year group: **Reception**

Term: **Autumn 2**

Topic: **I spy with my little eye...**

Prime Areas of Learning

Communication and language

- Focusing attention – can still listen or do, but can change their own focus of attention
- Is able to follow directions (if not intently focused)
- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
- Talks more extensively about things that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences

Physical development

- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk
- Negotiates space when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles
- Eats a healthy range of foodstuffs and understands need for variety in food. Describes a range of different food textures and tastes when cooking
- Dresses self with help e.g. puts arms into open coat, pulls up zip

Personal, social, emotional development

- Shows increasing consideration of other people's needs and gradually more impulse control
- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others
- Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings

Specific Areas of Learning

Literacy

- Describes main story settings, events and principal characters in increasing detail
- Re-enacts and reinvents stories they have heard in their play
- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch screen technology

Mathematics

- Engages in subitising numbers to four and maybe five
- Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects
- Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes

Expressive art and design

- Begins to build a collection of songs and dances
- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- Uses available resources to create props or creates imaginary ones to support play
- Creates representations of both imaginary and real-life ideas, events, people and objects
- Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative

Understanding the world

- Enjoys joining in with family customs and routines
- Recognises and describes special times or events for family or friends
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions
- Talks about the features of their own immediate environment and how they vary
- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet