

Physical Development

A Unique Child- uses simple tools to effect changes to materials

Positive Relationships- explain why safety is an important factor in handling tools, equipment and materials

Enabling Environments- oral health, planting seeds using trowels/watering cans etc

Literacy

A Unique Child- uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

Positive Relationships- support and scaffold individual children's writing as opportunities arise

Enabling Environments- support children to understand that the letter shapes they write (graphemes) links to the units of sounds (phonemes)

Communication and Language

A Unique Child- shows variability in listening behavior, may move around or fiddle but still be listening or sit still but not absorbed in an activity

Positive Relationships- explain why it is important to pay attention by looking and listening when others are speaking

Enabling Environments- talk with children about how we listen differently to different things e.g. animal noises, instruments, music sessions; plan, do, review *adapt morning routine so children choose on arrival*

Personal, Social and Emotional Development

A Unique Child- has a clear idea about what they want to do in their play and how they want to go about it

Positive Relationships- engage with children in exploring and talking about what they are doing, valuing their ideas and ways of doing things

Enabling Environments- plan regular opportunities for children to talk to their small group about something they are interested in or have done

Mathematics

1) A Unique Child- may enjoy making simple maps of familiar and imaginative environments, with landmarks

Positive Relationships- encourage children to make maps of routes they have walked or travelled in some way

Enabling Environments- plan opportunities for children to describe and recall familiar routes

2) A Unique Child- begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate), standard numerals, tallies and '+' or '-'

Positive Relationships- begin to model calculations in mathematical stories and number rhymes and in real contexts, using a range of ways of representing (e.g. five-frames.) Use both informal and standard ways to record these, including tallies and symbols. Discuss children's own graphical strategies to solve problems.

Enabling Environments- pose everyday estimation problems and establish mental estimation benchmarks e.g. more or less than 10.

Reception Key Skills Overview

Summer Term

Growth and Change



Talk 4 Writing Key Stories

Summer 1	The Three Little Pigs
Summer 2	Mr Wiggle and Mr Waggle (T4W book)

Expressive Arts and Design

A Unique Child- develops their own ideas through experimentation with diverse materials e.g. light, projected image, loose parts, water colours, to express and communicate their discoveries and understanding

Positive Relationships- use individual, small group and large group discussion to regularly engage children in explaining work in progress

Enabling Environments- offer opportunities to encounter and revisit key materials e.g. little projector PDR

Understanding the World

A Unique Child- makes observations of animals and plants and explains why some things occur, and talks about changes

Positive Relationships- examine changes over time e.g. growing plants, and changes that can be reversed e.g. melting ice

Enabling Environments- provide first hand experiences to support children in making sense of micro-environments, the specific conditions in which enable each plant or animal to survive and thrive

High Quality Texts

Animalium – Katie Scott and Jenny Broom (Large book)

Tilda Tries Again – Tom Percival

A Little Bit of Courage – Claire Alexander

Pip and Egg – Alex Latimer and David Litchfield

The Runaway Pea – Kjartan Poskitt