

## PSED Separate from carer

- Select resources and activities (with some support)
- Wash hands
- Approach adults when needed
- Describe qualities of a friend/use friendly behaviour
- How to be a good friend
- Join group activities
- Choose an activity independently
- Begin taking turns
- To describe friendly behaviour
- To understand that people need help
- To understand ways of being helpful to others and how this will make them feel
- to learn about different family structures
- to be able to talk about the different relationships they have at home with their family and friends
- To begin to understand the characteristics of positive friendships • Learning that friendships can have problems but that these can be overcome • Exploring friendly behaviours
- Exploring the ability to successfully work with different people
- Understanding the importance of hand hygiene

## Physical Development

- Toileting needs and personal hygiene
- Dominant hand
- Climb apparatus
- Using equipment safely
- Reading left to right
- Use alternate feet when climbing
- Independence when eating and drinking
- To know about personal hygiene and the importance of being clean and tidy
- Dominant hand
- Recognisable letter
- Using climbing equipment safely
- Negotiate space
- Using scissors safely
- To show good practice with regard to exercise, eating, sleeping and hygiene
- To know how good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

## Maths

- To talk about what happened Yesterday, today, tomorrow
- Count out five objects
- 1:1 counting
- Last number represents the total (cardinal rule)
- Talk about 2D shapes using relevant mathematical vocabulary such as flat, sides, round, straight, corners

Reception following White Rose Maths

## Understanding of the World-Talk about body parts and functions

- Orally label body parts
- Similarities and Differences between themselves and others
- Self Portraits
- Family Structure
- To explore the different jobs that people in our families do. How do these people help us? Paramedics, nurses, doctors, firefighters, post man, shop assistant etc
- To know that adults do a variety of jobs and that they are not all the same
- To show an awareness of the emergency services and how they can help us
- Special days and events (Links to Autumn Term Festivals)
- Talk about a special event in their life
- How they have changed since they were a baby
- Changes in the environment – seasons
- Name body parts
- To know that adults do a variety of jobs
- To know that the emergency services exist and what they do
- Judaism – how do we choose what foods to eat? Passover and symbolic foods, specific religious dietary requirements
- To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).
- To know that some foods are unhealthy, sort healthy and unhealthy foods
- To know the names of common fruits and vegetables
- To know that humans and other animals grow
- Draw simple maps of school, village and local area
- Understanding that families can include a range of people and how different members of a family are related to each other (PSHE)
- Exploring health related jobs and people who help to keep us healthy
- Understanding the importance of sleep and positive sleep habits

# Me and My Community

## Expressive Arts and Design

- Sing familiar Nursery Rhymes and tap out a rhythm
- Use instruments
- Art and music – Black History month
- Construction materials
- To use role play to show people who help us
- To construct with a purpose and safely
- Give meaning to marks
- To draw a range of plants and fruits
- To use paints, pastels and other resources to create observational drawings
- To use role play to show what they know about 'people who help us'
- To explore
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- use their voices expressively and creatively by singing songs and speaking chants and rhymes

## Communication & Language

- Rhymes and picture books
- Talk about characters and what they are doing
- Talk about themselves and families
- Communicate and be understood
- To know that stories have different characters which can be real or pretend
- To know to sing words clearly so that they are audible
- To know that it is okay to talk to others about wants and needs
- Talk about themselves and others
- Sing songs
- Talk about a range of texts
- To talk about the role of healthy food and exercise in staying healthy
- To know a range of healthy food and exercise
- To know familiar songs
- To describe different story and non-fiction texts
- listen and respond appropriately to adults and their peers
- use relevant strategies to build their vocabulary

## Literacy:

- To mark make and identify marks
- To recognise familiar logs within the environment
- To know that text has a meaning
- To know that text is read from left to right and top to bottom in English
- To name and talk about different parts of a book – e.g. front cover/back cover
- Listen to and identify sounds in the environment
- Listen to familiar stories and able to recall some facts
- Know that words can be written
- Know how to sequence familiar stories
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- recognising and joining in with predictable phrases
- discussing word meanings, linking new meanings to those already known