



TOPIC OVERVIEW



Year Group:	Reception	Term:	Spring 1 / Our Local Area
Personal, Social and Emotional Development		Communication and Language	
<p>PSED – MR</p> <ul style="list-style-type: none"> • 30-50m – Can play in a group, extending and elaborating play ideas • 40-60m – Explains own knowledge and understanding, and asks appropriate questions of others • ELG - Children play co-operatively, taking turns with others 		<p>C&L – S</p> <ul style="list-style-type: none"> • 30-50m – Responds to simple instructions • 40-60m – Listens and responds to ideas expressed by others in conversation or discussion • ELG – Children answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events 	
Physical Development		Literacy	
<p>PD – M&H</p> <ul style="list-style-type: none"> • 30-50m – Can copy some letters • 40-60m – Handles tools, objects, construction and malleable materials safely and with increasing control • ELG - Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed <p>PD – H&SC</p> <ul style="list-style-type: none"> • 30-50m – Understands that equipment and tools have to be used safely • 40-60m – Practices some appropriate safety measure without direct supervision • ELG – Children talk about ways to stay safe 		<p>Lit – R</p> <ul style="list-style-type: none"> • 30-50m - Beginning to be aware of the way stories are structured / suggests how the story might end. • 40-60m – Can segment the sounds in simple words and blend them together / Begins to read words and simple sentences • ELG – Children read and understand simple sentences. <p>Lit – W</p> <ul style="list-style-type: none"> • 30-50m – Sometimes gives meaning to marks as they draw and paint • 40-60m – Gives meaning to marks as they draw, write and paint / hear and says the initial sound / segment the sounds in simple words and blends them together / attempts to write a sentence • ELG - Children use their phonic knowledge to write words in ways which match their spoken sounds. 	
Maths		Understanding the World	
<p>M – N</p> <ul style="list-style-type: none"> • 30-50m – Shows an interest in number problems • 40-60m – Begins to identify own mathematical problems based on own interests and fascinations • ELG - Children count reliably with numbers from one to 20 and place them in order <p>M – SSM</p> <ul style="list-style-type: none"> • 30-50m – Uses positional language • 40-60m – Can describe their relative position • ELG - Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems 		<p>UW – TW</p> <ul style="list-style-type: none"> • 30-50m – Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • 40-60m – Looks closely at similarities, differences, patterns and change • ELG – Children talk about the features of their own immediate environment and how environments might vary from one another 	

Expressive Arts and Design

Enriching the Curriculum

(Visits, Visitors, Special Days)

EAD – BI

- 30-50m – Uses available resources to create props to support role-play
- 40-60m – Introduces a storyline or narrative into their play
- ELG – Children represent their own ideas, thoughts and feelings through role play and stories

- Trip to the local shop
- Local environment walk