




Topic Web: Spring EYFS – Reception

<p>Personal Social and Emotional Development</p> <p>Development Matters:</p> <ul style="list-style-type: none"> •Develop their sense of responsibility and membership of a community (3-4) •Remember rules without needing an adult to remind them. (3-4) •See themselves as a valuable individual. (Rec) •Build constructive and respectful relationships. (Rec) •Express their feelings and consider the feelings of others. (Rec) •Show resilience and perseverance in the face of challenge. (Rec) •Identify and moderate their own feelings socially and emotionally. (Rec) •Manage their own needs. (Rec) 	<p>Physical Development</p> <p>Development Matters:</p> <ul style="list-style-type: none"> •Start taking part in some group activities which they make up for themselves, or in teams.(3-4) •Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. (3-4) • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Rec) • Combine different movements with ease and fluency. (Rec) • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (Rec) • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes. (Rec) 	<p>Understanding the World</p> <p>Development Matters:</p> <ul style="list-style-type: none"> • Plant seeds and care for growing plants. (3/4) • Understand the key features of the life cycle of a plant and an animal. (3/4) • Begin to understand the need to respect and care for the natural environment and all living things. (3/4) • Comment on images of familiar situations in the past. (Rec) • Compare and contrast characters from stories, including figures from the past. (Rec) • Draw information from a simple map. (Rec) • Recognise some environments that are different to the one in which they live. (Rec) • Explore the natural world around them. (Rec) • Describe what they see, hear and feel whilst outside. (Rec) • Understand the effect of changing seasons on the natural world around them. (Rec) 	<p>Literacy</p> <p>Development Matters:</p> <ul style="list-style-type: none"> • Write some letters accurately (3-4) • Read individual letters by saying the sounds for them. (Rec) • Blend sounds into words, so that they can read short words made up of known letter sound correspondences. (Rec) • Read some letter groups that each represent one sound and say sounds for them. (Rec) • Form lower-case and capital letters correctly. (Rec) • Spell words by identifying the sounds and then writing the sound with letter/s. (Rec) • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Rec)
<p>EYFS – Reception Term: Spring</p>			
<p>Communication and Language</p> <p>Development Matters:</p> <p>Use a wider range of vocabulary (3-4)</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3-4)</p> <p>Understand how to listen carefully and why listening is important. (Rec)</p> <ul style="list-style-type: none"> •Ask questions to find out more and to check they understand what has been said to them. (Rec) •Connect one idea or action to another using a range of connectives. (Rec) •Engage in story times. (Rec) •Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (Rec) •Engage in non-fiction books. (Rec) 			<p>Mathematics</p> <p>Development Matters:</p> <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. (Rec) • Link the number symbol (numeral) with its cardinal number value. (Rec) • Count beyond ten. (Rec) • Compare numbers.(Rec) • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. (Rec) • Continue, copy and create repeating patterns.(Rec) • Understand the 'one more than/one less than' relationship between consecutive numbers. (Rec) • Explore the composition of numbers to 10. (Rec) • Compare length, weight and capacity. (Rec) • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. (Rec)
<p>Expressive Arts and Design</p>			
<p>Development Matters:</p> <ul style="list-style-type: none"> •Create their own songs or improvise a song around one they know. (3-4) •Create collaboratively, sharing ideas, resources and skills. (Rec) • Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Rec) • Create collaboratively, sharing ideas, resources and skills. (Rec) • Develop storylines in their pretend play. (Rec) • Return to and build on their previous learning, refining ideas and developing their ability to represent them. (Rec) • Watch and talk about dance and performance art, expressing their feelings and responses. (Rec) 			