

EYFS Spring Term
Skills and Objectives MTP 2020-2021



Teacher: Morgan Day

Year: Reception

Theme: Bears

Big Question: Could we have a pet bear in Reception Class?

<p>PSED <i>(Prime Area)</i></p>	<ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50) • Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50) • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50) • Explains own knowledge and understanding, and asks appropriate questions of others. (40-60+) • Can describe self in positive terms and talk about abilities. (40-60+) 	<p>Communication and Language <i>(Prime Area)</i></p>	<ul style="list-style-type: none"> • Is able to follow directions (if not intently focused on own choice of activity). (30-50) • Responds to simple instructions, e.g. to get or put away an object. (30-50) • Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' (30-50) • Maintains attention, concentrates and sits quietly during appropriate activity. (40-60+) • Responds to instructions involving a two-part sequence. (40-60+) • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. (40-60+) • Links statements and sticks to a main theme or intention. (40-60+)
<p>Physical Development <i>(Prime Area)</i></p>	<ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Begins to form recognisable letters. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	<p>Literacy <i>Illustrated Traditional Tales – Usborne Books</i></p>	<ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions
<p>Mathematics</p>	<ul style="list-style-type: none"> • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. <p>Orders two or three items by length or height.</p>	<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme.

	<ul style="list-style-type: none"> • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. 		
Understanding the World	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • Looks closely at similarities, differences, patterns and change. • Uses ICT hardware to interact with age-appropriate computer software. 		
Visits			
Useful websites and books to support learning at home			

Objectives taken from Development Matters.