

Personal, Social and Emotional Development

Being a good friend	Being friendly to others, taking turn in conversation and allowing others to take the lead. Telling a story of continuing a conversation – taking turns to speak. Saying kind things to encourage others.
Relating pictures to emotions and talking about them	Thinking about facial expressions and how they relate to emotions. Thinking about how we feel in different situations and using words associated with emotions – happy, sad, angry, worried, excited, surprised embarrassed. Make links to family members and also to the movie Inside Out.
Rules & Routines	Keep to routines, a time to learn and a time to play. Play opens up knowledge and language. You will be surprised what you child knows and often in a freer forum too. Remembering manners – please, thank-you, holding open doors etc
Working 1:1, group, half, whole class	Tricky, but remembering to take turns is vital. Board games enable this, also when sharing ideas – holding your knowledge in your head and waiting to share it with others.
Book Buddies	Familiar people, grand-parents, aunts, uncles. Also reading in different places; tree house, the bath, the park. Showing children that you are a reader is also important.
Manners	Please, thank-you, excuse me, holding open doors – all need to be taught and remain important.
Motivation	I have knowledge, I want to learn more, and I want to share this with others.
Challenge	What more can I learn to make my brain big and powerful?

Communication, Language and Literacy

Talking about own knowledge of the world	Opportunities to share own knowledge, listen to new ideas and then reflect and share those ideas using their own words.
Answering and beginning to ask – who, how, what, why, where questions	Linking to the topic. What they know, what they have learnt, how they know, why they think that and where this knowledge can take them.
Follow directions and instructions	Asking a one-part instruction; can you find me a? Asking a two-part instruction; can you find me a ... and take it to....?
Take or bring a simple message	As above.
Questions own knowledge and ideas	Knowing what they know about 'stuff' but being able to talk about how or why they know the information that they do or how they can get to the answer.
Speaking with increasing clarity	Talking to others with relaxed shoulders and head held facing the person they are speaking to. Sometimes the listener may need to get down to the level of the child.
Speaking with greater or less volume	Knowing when it is appropriate to shout or talk in the level of a normal or whispering voice.
Learn new words linked to topic	This may be reading or recognising new words or linked to topic; castle, battlements, moat, keep, portcullis, turrets, the past, historical, drawbridge etc
Use talk to tell hear, real or imagined stories	Link to traditional and fairy stories – characters; red riding hood, 3 goats. 3 pigs, Cinderella, prince, Gingerbread man etc. Settings; path, woods, house, cottage, forest, den, park etc. Retelling familiar stories – home, café, birthday, Christmas, shops. Encouraging different characters and scenarios.
Learn new Makaton or BSL signs	Link to topic and Google 'BLS or Makaton' signs.
Challenge self by speaking to unfamiliar people	Family friends, asking for something in a shop, receiving change, please and thank you etc
Joining in a conversation	Knowing when it is right to join in a conversation, invited to join; 'what do you think about, know about?'
Waiting for turn to speak	Asking a question and waiting for a response.
Talk about own ideas and listen to the ideas of others	Sharing knowledge, listening to others and responding appropriately.
Listen attentively in a range of situations	All of the above.
Give attention to what others say and respond appropriately	All of the above.

Physical Development

Fine motor; pencil grip, peg, thread, colour, clay, playdough, clips and	An attached sheet re fine motor. All these ideas help to support pencil control and grip. Also 'Pencil Control Rap' Google it. Also using construction equipment
PE – Real Gym	Controlling our bodies. Running – fast and slow. Moving around obstacles and not bumping into them or others. Stopping and starting. Climbing on low and high objects. Challenging self – lower, higher, bigger, smaller. Moving in a controlled way – hopping, jogging, side stepping, galloping, giant steps, marching. Doing any of the above to a marker and back. Throwing and catching – a balloon, scarf, football, rugby ball, tennis ball. Using a bat and a ball. Scoring a goal.
Balancability Bikes	Practising all that has been learnt and improving own confidence and skills.
Scooters	As above
Green bag – bats, balls, stilts, skipping ropes	As PE Real Gym. Learning to skip with a rope.
Outside area	Using all of the above and working in outside areas, parks, recreation areas, own garden.

Literacy

Home reading regularly and checking words	
Stories	
Bug Club and Phonics	
Play Teach My Monster to Read	Link family tablet/laptop to this app
Review Phase 2 phonemes and graphemes and learning new Phase 3 di and trigraphs	Regular review. Not only looking at soundboard and saying the sound, also doing the action whilst making the sound. Adult to do the action and child to make the sound. Child to record the given sound. Child beginning to recognise the sound, di or trigraph in words they are reading and writing.
Learning tricky words Learning Oxford Reading Tree linked words	Word tins words and associated attached tricky word sheets
Segmenting and blending 2 and 3 letter words	CVC words – c-a-t, d-o-g, s-a-t etc. Also link to words that rhyme and silly rhyming sentences – The dog sat on the log on a frog – great for writing.
Writing the repeated sections from traditional stories	Recent work has included – I'll huff, and I'll puff, and I'll blow your house down, 'Who's that trip trapping oven my bridge?', Fe, Fi Fo Fum I smell the blood of an Englishman. Can they still remember how to write these speech bubbles or create their own?
Thinking about presentation of work – finger spaces between words, using line guides, capital letter at the start of a sentence and a full stop at the end	Hard for left handers – use a Lego block or similar to provide the finger space. Mrs F has 'witchy' fingers, smalls snakes or pencil monsters that provide the finger space. Write a postcard. Keep a diary. Write a message fore family. Make a shopping list, list of toys etc
Learning cursive handwriting patterns and letter shapes	All patterns start on the line uuu (Jack and Jill song), ccc (Row, row, row your boat), mmm (Humpty Dumpty), vvv (Baa, Baa, black sheep) and 3 blind mice – 3 lines horizontal and then 3 line vertical – repeat. Linked letters to each pattern; uuu = l, j, l, t, u, y. ccc = a, d, e, f, g, o, q, s, x. mmm = b. h. k. m. n. p. r. vvv = v. w. 3 blind mice crosses the t.

Mathematical Development

Number recognition consistently to 10 (to 20 for some)	Having a set of number cards; putting them in a bag or container and taking them out one at a time and your child saying what the number is. When all cards are out of the bag or container putting them in order. It may be necessary for some children to copy a number line. Milk bottle lids are great for this – have one set in one colour and one in another – for matching. Or make a number line – with an incentive under each lid – currants, Smarites etc. Which is number 2? If they turn over the correct number – they get the treat. More able children may need the challenge of making times tables – only digits that count in 2's, 5's, 10's. or number cards to 100 – can they find a number that is more or less than the turned number or next-door numbers (turn the card 36 and then find 34 and 37)
Recognising teen numbers and ordering them	As above but number lines to 20. Looking as house numbers
Counting objects and grouping them accurately	An accurate count requires a touch and move – touch the resource and move it away – repeat – this makes for an accurate count.
Telling number stories	There are 3 apples in this bowl and 4 pears in this – how many altogether? Repeat with Duplo blocks, Playmobil figures, shells and stones, dinosaurs, wild animals etc.
Moving objects whilst listening to a number story to find the answer	An accurate count requires a touch and move – touch the resource and move it away – repeat.
Manipulating shapes and beginning to name them	Naming circle, triangle, square and rectangle. Being able to count the amount of sides and knowing that each side meet at a corner. Finding shapes in the environment – drain covers, bricks, road signs etc.
Ordering numbers: copy a number line or creating own Numicon Number blocks – beginning to use the language part/part/whole when adding two numbers together	Part, part, whole – 2 part and 3 part makes whole 5, 1 part and 4 part makes whole 5.
Using language – and another one	1 and another one makes 2, continue with larger numbers.
Using language more	Making collections of things and adding 1, 2, or 3 more. Knowing that the resulting pile gets larger, bigger and indeed more.
Using language less	Making collections of this – especially food – taking away, the reaming number is getting less, smaller.
Counting, recognising numbers on dice, taking turns	Playing board games, snap, Uno, dominoes etc

Understanding the World

Looking at castles	Finding images of castles from this country and around the world. Talk about 'Same but different'. Your children will be familiar with this form of questioning.
Naming different parts of castles	Keep, moat, towers, turrets, arrow holes, portcullis, drawbridge, cellar, spiral staircase, cells etc – label and name these parts of the castle
Looking at different buildings from around the world	Finding images of castles from this country and around the world. Talk about 'Same but different'. Your children will be familiar with this form of questioning.
Sharing knowledge of observations they have made	As above. Answering, why, how, who and where questions.
Talking about past events	Knowing that castle are historical things and link to things that have happened in the past. What has happened here, who would have lived here, why was it build, for whom was it built?
Naming countries (linked to buildings/castles)	Finding images of castles from this country and around the world. Talk about 'Same but different'. Your child will be familiar with this form of questioning. Knowing the names of countries and linking them to positions on the globe or a map of the world.
Listening to different stories from around the world	Historical tales, also Tinga Tales, Ancient romans, Greeks or Egyptians
Using the iPad and digital camera to record ideas and images	
Knowing where castles a located in the UK	Where are they and why were they built there?
Linking castles to monarchy	Who built castles, when and why? Does a monarch still live in a castle? Who is the queen and where does she live?
Are castles always built near water?	Looking at our country and the positions of castles.
Managing a place	Making a visual map of a castle and grounds
Maintaining a place	Planting – small seeds; cress, beans, small flowering plants and tending to them
Seasons	Looking for signs of spring and observing these over a period of time; taking daily/weekly photos in the same place – noticing what has changed. Using books or the internet to find out about plants, recording them using photos or drawings. Noting which plants/trees are evergreen and which are deciduous – what makes an oak tree an oak tree? What were particular trees used for?

Expressive Arts and Design

Clay, playdough or salt dough	Making models of characters that are known or imagined. Just making playdough or salt dough is great for fine motor. Making own castle, knight, king, queen or dragon.
Collage	Creating pictures from newspaper, magazines or coloured paper
Role Play	Telling or re-enacting stories they have been or heard – dressing up.
Small World	Using home resources – castles, doll's houses or creating an environment in a cardboard box to tell a story.
Same but different	Finding 2 images that are the 'Same but different'. It maybe a photo of a castle and an image that has been painted by a child – what is the same, what is different. (knights, kings, queens, clothing, housing, commoner).
Charanga	Listening to music from different genres. Listening and noticing instruments that they can hear and naming them. What is the style of music? Who is the performer? What can I find out about them? Learning and performing a new song. Learning to sign a new song.
Construction	Manipulating blocks or construction kits to create a desired image. Castle? Building that has strong walls? What makes strong walls – link to block/brickwork on buildings and over lapping. Making changes to a construction to improve it or alter it next time – why?
Making station	Creating 2/3D images using reclaimed/junk materials. Making changes to a construction to improve it or alter it – why? Using fixing materials confidently – masking tape, Sellotape, glue and split pins. Making a safe hole for a split pin using a pencil with a blob of blue-tac underneath.
Print	Brass rubbing, brick print, patterns in our environment.
3D	Using construction kits, recycled materials or making observations in architecture in the local environment to inform knowledge or the history of buildings and places – churches, museums or local historic buildings.

Don't be afraid if you are not creative – show children images for inspiration, use language to talk to them about what you would do to copy a drawing but let them know 'this is what I would do, and you may do it differently.

Pinterest and the internet are great for ideas – but so are books. Even very young children are enthralled by images and language – even if they are unable to read it themselves.

Make it fun – if you are unsure, then present a variety of ideas to your child and let them take the lead – you will be amazed where they take you. It is a lovely opportunity to take a step back as a parent and enjoy seeing your child truly shine. These are truly magical moments within the reception class and hopefully you will see these too.