

Writing	<ul style="list-style-type: none"> • Can spell some of the Reception keywords independently and uses this knowledge in their writing • Can write cvc words independently • Attempts to write captions, however, they may not contain finger spaces or all of the sounds 	<p>RWI daily phonics. Begin to write words when ready as per scheme.</p> <p>Write with a purpose – menus in home area, clip boards for mark-making, writing name, story maps.</p>
Numeracy	Skills	Overview
Number	<ul style="list-style-type: none"> • Can count up to 5 objects accurately from a larger group • Has an understanding of numbers to 5 and knows their position in counting order • Can say which numbers they can see inside a number to 5 • Begin to use pictures and writing to communicate mathematical ideas • Recalls some number bonds to 5 • Begins to recall one more and one less to 5 	<p>Planned maths sessions.</p> <p>Maths area with number challenge.</p>

<p>People, culture and communities</p>	<ul style="list-style-type: none"> • Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos • Be able to draw a simple map of their immediate environment or imaginary ones from familiar stories • Understand that some places are special to members of their community • Able to name and talk about some places of worship and places of local importance 	<p>Use a map to look at the different places our families originate. Discuss similarities/differences. Use the text – We are all different. Produce a story map of Little Red Hen – familiar text. Follow Redcar and Cleveland Agreed Syllabus.</p>
<p>Expressive Arts and Design</p>	<p>Skills</p>	<p>overview</p>
<p>Exploring Media and Material</p>	<ul style="list-style-type: none"> • Creates collaboratively sharing ideas, resources and skills • Thinks about and discusses what they want to make • Discuss problems and how they might solve them • Begins to select a particular tool to suit a purpose and can give a simple explanation ie chalk for smudging 	<p>Explore with paint, mixing colours. Explore creative area - cutting, sticking, adding materials. Tell an adult what has been made, discuss and implement improvements.</p>

Being imaginative and Expressive

- Listens attentively, moves to and talks about music, expressing their feelings and responses
- Can watch and talk about dance and performance art, expressing their feelings and responses
- Sings in a group or on their own, increasingly matching the pitch and following the melody

Weekly planned music sessions.
Dough Disco - listen to and follow instructions to music.
Gross motor movement breaks.