

Area of Learning	ELG	Aspect	By the end of Reception...	Teaching points and lesson ideas	Twitter links
Personal, Social, Emotional Development (PSED)	1	<i>Self – Regulation</i>	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	Weekly circle time to reflect on own feelings and those of others Introduction and following of the school rules of Ready, Respectful, Safe Carpet sessions, visual timetables and high expectations of behaviour daily	https://twitter.com/DanesfieldR/status/1389991316554145795 https://twitter.com/DanesfieldR/status/1356984719813054465
	2	<i>Managing Self</i>	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Dressing and undressing for PE/Forest school on twice weekly basis Regular cooking sessions linking to food choices School rules of Ready, Respectful, Safe are introduced and referenced to on a daily basis	https://twitter.com/DanesfieldR/status/1384837781508218882
	3	<i>Building Relationships</i>	Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.	Lots of play opportunities for children to make new friends Reflecting on disagreements Use of stories to explore friendship problems Use of puppets to role play social situations	https://twitter.com/DanesfieldR/status/1389991316554145795 https://twitter.com/DanesfieldR/status/1369295276196921344 https://twitter.com/DanesfieldR/status/1359190285436215296
Physical Development	4	<i>Gross Motor Skills</i>	Negotiate space and obstacles safely, with consideration for themselves and others; -	Use of learning garden on a daily basis	https://twitter.com/DanesfieldFS/status/140479

nt (PD)			<p>Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Bi-weekly forest school opportunities</p> <p>Playground equipment for climbing</p> <p>Twice weekly PE lessons for teaching of specific skills</p>	<p>4185941667843 https://twitter.com/DanesfieldR/status/1389991316554145795 https://twitter.com/DanesfieldR/status/1388101810129358849 https://twitter.com/DanesfieldR/status/1384837781508218882</p>
	5	<i>Fine Motor Skills</i>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p>Use of squiggle whilst you wiggle to support fine and gross motor development</p> <p>Use of dough disco to strengthen fingers</p> <p>Threading, tweezers, pipecleaners etc – ongoing fine motor activities in the provision</p> <p>Free access to creative area including painting, scissors etc</p>	<p>https://twitter.com/DanesfieldFS/status/1397145904080166912 https://twitter.com/DanesfieldR/status/1388101810129358849</p>
Communication & Language (C & L)	6	<i>Listening, attention & understanding</i>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>2-3 carpet sessions daily with teachers</p> <p>Twice weekly show and tell</p> <p>Ongoing conversations with children – adults engaging in play provision throughout the day</p>	<p>https://twitter.com/DanesfieldR/status/1404477656855416838 https://twitter.com/DanesfieldR/status/1390707666306088963 https://twitter.com/DanesfieldR/status/1389991316554145795</p>

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	7	<i>Speaking</i>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Use of stem sentences to encourage children to speak using full sentences</p> <p>New vocabulary introduced through stories</p> <p>Twice weekly show and tell</p>	<p>https://twitter.com/DanesfieldR/status/1390707666306088963</p> <p>https://twitter.com/DanesfieldR/status/1389991316554145795</p> <p>https://twitter.com/DanesfieldR/status/1328643979789873152</p>
Understanding the World (UW)	13	People, Culture & Communities	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Children learn about other cultures on entry to reception to celebrate where in the world our class are from</p> <p>Participate in different religious events include Diwali, Christmas, Easter</p> <p>Engage in traditions like traditional tea parties, birthday parties</p>	<p>https://twitter.com/DanesfieldR/status/1387340123906445313</p> <p>https://twitter.com/DanesfieldR/status/1358779084319424514</p> <p>https://twitter.com/DanesfieldR/status/1357246143273590785</p> <p>https://twitter.com/DanesfieldR/status/1339927375719624711</p> <p>https://twitter.com/DanesfieldR/status/1314519692367876098</p> <p>https://twitter.com/DanesfieldR/status/1314519692367876098</p>

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	14	The Natural World	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Bi-weekly forest school lessons</p> <p>Opportunities to care for animals including pigs, chickens, chicks, butterflies, tadpoles</p> <p>Regular cooking opportunities to explore changing states of matter</p>	https://twitter.com/DanEsfieldFS/status/1404794185941667843 https://twitter.com/DanEsfieldFS/status/1394664929450504192 https://twitter.com/DanEsfieldFS/status/1387127261451755530 https://twitter.com/DanEsfieldR/status/1387340123906445313 https://twitter.com/DanEsfieldR/status/1384837781508218882
	15	Past & Present	<p>Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Learn about the story behind events such as bonfire night, Christmas</p> <p>Celebrate important dates such as Remembrance day</p>	https://twitter.com/DanEsfieldR/status/1325867504095408129 https://twitter.com/DanEsfieldR/status/1324389810472165376 https://twitter.com/DanEsfieldR/status/1311046513741778951
Expressive Arts & Design	16	Creating with Materials	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations,</p>	<p>Open access to creative areas which includes a wide range of resources which are changed</p>	https://twitter.com/DanEsfieldFS/status/1397145904080166912

(EAD)			<p>explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>	<p>frequently</p> <p>Learning garden provides creative opportunities outside</p> <p>Role playing familiar stories and changing key characters</p>	<p>https://twitter.com/DanesfieldR/status/1389991316554145795</p> <p>https://twitter.com/DanesfieldR/status/1384837781508218882</p> <p>https://twitter.com/DanesfieldR/status/1366484665981353991</p> <p>https://twitter.com/DanesfieldR/status/1359190285436215296</p>
	17	<p>Being Imaginative & Expressive</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>	<p>Access to musical instruments daily, inside and outside of the classroom</p> <p>Weekly drumming sessions as a class</p> <p>Learn songs for specific events like Christmas</p>	<p>https://twitter.com/DanesfieldFS/status/1404794185941667843</p> <p>https://twitter.com/DanesfieldR/status/1402673411302772740</p> <p>https://twitter.com/DanesfieldR/status/1390707666306088963</p> <p>https://twitter.com/DanesfieldR/status/1390341724900298753</p>