



Lyme Reception Summer 1

At Lyme Primary School we firmly believe that a child learns best through child-initiated play where they can build important life skills such as curiosity, concentration, creativity, problem solving, use of their imagination and persistence through purposeful play experiences. Although we follow the child's lead and recognise each child's different starting points, below are some of the key aspects of a child's development that we would be encouraging this half term.

Personal, Social and Emotional Development

- * To think about the perspectives of others.
- * To manage their own needs.
- * To show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- * To set and work towards simple goals
- * To be confident to try new activities,
- * To explain the reasons for rules
- * To manage own basic hygiene and personal needs

Communication and Language

- * To listen to and talk about stories to build familiarity and understanding.
- * To engage in non-fiction books.
- * To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- * To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- * To 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.

Physical Development

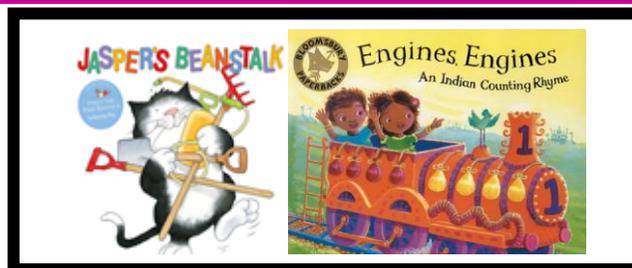
- * To combine different movements with ease and fluency
- * To develop the foundations of a handwriting style which is fast, accurate and efficient

Understanding the World

- * To draw information from a simple map.
- * To understand that some places are special to members of their community.
- * To recognise that people have different beliefs and celebrate special times in different ways.
- * To recognise some similarities and differences between life in this country and life in other countries.
- * To recognise some environments that are different to the one in which they live.

Literacy

- * To form lower-case and capital letters correctly.
- * To spell words by identifying the sounds and then writing the sound with letter/s.
- * To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- * To anticipate (where appropriate) key events in stories.
- * To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- * To read words consistent with their phonic knowledge by sound-blending.
- * To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- * To write simple phrases and sentences that can be read by others.



Mathematics

- * To count objects, actions and sounds.
- * To subitise.
- * To link the number symbol (numeral) with its cardinal number value.
- * To count beyond ten.
- * To compare numbers.
- * To understand the 'one more than/one less than' relationship between consecutive numbers.
- * To explore the composition of numbers to 10.
- * To automatically recall number bonds for numbers 0-5 and some to 10.
- * To select, rotate and manipulate shapes to develop spatial reasoning skills.
- * To compose and decompose shapes so that children recognise a shape can have other shapes *within* it, just as numbers can.

Expressive Arts and Design

- * To listen attentively, move to and talk about music, expressing their feelings and responses.