

## Reception: Do Monsters Really Exist?

Prime areas	Specific areas
<b>Personal, Social and Emotional Development</b>	<b>Literacy</b>
<p>30-50 Confident to talk to others when playing and will communicate freely. Beginning to understand the needs of other, can take turns and share resources.</p> <p>40-60 Confident to speak to others about needs, wants, interests and opinions. Beginning to be able to negotiate and solve problems without aggression.</p> <p>Eye on the goal – Children are confident to try new activities saying why they like some things more than others, They are confident to speak in a familiar group and will talk about their ideas, will choose the resources they need for activities. They say when they do or don't need help. Children can talk about how they and others show feelings. They work as part of a group or class and can understand and follow the rules.</p>	<p>30-50 Describes main story settings, events and principles. Beginning to be aware of the way stories are structured. Sometimes gives meaning to marks as they draw and paint.</p> <p>40-60 Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences. Writes own name and other things such as labels and captions. Attempts to write short sentences in meaningful contexts.</p> <p>Eye on the goal – Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They write simple sentences which can be read by themselves and others.</p>
<b>Communication and Language</b>	<b>Mathematics</b>
<p>30-50 Beginning to understand how and why questions. Uses talk in pretending that objects stand for something else. Uses talk to connect their ideas.</p> <p>40-60 Listens and respond to ideas expressed by others in conversation or discussion. Introduces a storyline or narrative into their play.</p> <p>Eye on the goal – Children follow instructions involving several ideas or actions. They answer how and why questions about their experiences and in response to stories and events. They develop their own narratives and explanations by connecting ideas and events.</p>	<p>30-50 Beginning to talk about the shapes of everyday objects. Shows interest in shapes in the environment.</p> <p>40-60 Beginning to use mathematical names for flat and solid 2D and 3D shapes. Uses everyday language related to time. Measures short periods of time in simple ways. Orders two items by weight or capacity.</p> <p>Eye on the goal – They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Children uses everyday language to talk about size, weight, capacity, position, time and money to compare quantities and objects and to solve problems.</p>
<b>Physical Development</b>	<b>Understanding the World</b>
<p>30-50 Uses one handed tools and equipment. Holds a pencil near point between first two fingers and thumb and uses it with good control. Observes the effects of activity on their body.</p> <p>40-60 Begins to form recognisable letters, uses a pencil and holds it effectively to form recognisable letters.</p> <p>Shows some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Eye on the goal – They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</p>	<p>30-50 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Developing an understanding growth, decay and changes over time.</p> <p>40-60 Looks closely at similarities, differences, patterns and change.</p> <p>Eye on the goal – Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
	<b>Expressive Arts and Design</b>
<p>Suggested links to EYFS related to the main learning challenge, time of year and age of children.</p>	<p>30-50 Builds up stories around toys. Uses available props to create role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials and words.</p> <p>40-60 Create simple representations of events, people and objects. Choose particular colours for a purpose. Introduces a storyline or narrative into their play.</p> <p>Eye on the goal – Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p>