

Reception Cornerstones Overview- Animal Safari

Communication and Language	Personal, Social, Emotional Development	Expressive Art and Design	Understanding The World	Physical Development
<u>Listening, attention and Understanding</u> - During small group, class and 1:1 discussions, ask questions to understand what has been said. - Ask a relevant scientific question to find out more, explain how things work and why they might happen - Talk about stories and make connections with events in their	<u>Self-Regulation</u> - Talk about what they are good at and what they want to get better at and show resilience and perseverance in the face of challenge. <u>Managing self</u> - Talk about their own interests,	<u>Creating With Materials</u> - Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. - Communicate their ideas as they are creating artwork. - Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.	<u>Past and Present</u> - Talk about the different occupations that familiar adults and members of their community have. - Talk about the different occupations that familiar adults and members of their community have. <u>People, Cultures and Communities</u>	<u>Gross Motor</u> - Move confidently in a range of ways and safely negotiate space, obstacles and terrains. - Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength. - Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. <u>Fine Motor</u>

own lives or other familiar stories. • Speaking • Break the flow of speech into words. • Explain their ideas and thoughts in full sentences, including using past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Express their ideas and	needs and opinions. Building Relationships •	Being Imaginative and Expressive. • Learn and sing songs and rhymes as part of a larger group.	• Begin to collect simple geographical data during fieldwork activities. • Describe how the weather, plants and animals of one place is different to another using simple geographical terms. • Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources. • Make and use simple maps in their play to represent places and journeys, real and imagined.	• Make simple prints using a variety of tools, including print blocks and rollers. • Draw or paint a place from observation or imagination. • Select appropriate tools and media to draw with. • Cut, tear, fold and stick a range of papers and fabrics. • Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.
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feelings about their experiences using sentences containing four to six words, articulating most sounds and simple words. • Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary. •			• Describe ways to look after the immediate environment. • <u>The Natural World</u> • Identify common features for different groups of animals, including wild and domestic animals. •	
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