

Reception Cornerstones Overview – Let's Explore

Communication and Language	Personal, Social, Emotional Development	Expressive Art and Design	Understanding The World	Physical Development
<u>Listening, attention and Understanding</u> - Talk about stories and make connections with events in their own lives or other familiar stories. - During small group, class and 1:1 discussions, ask questions to understand what has been said. - Talk about the pictures in storybooks and	<u>Self-Regulation</u> - Select vocabulary and pictures to express their feelings and consider the feelings of others. <u>Managing self</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. - See themselves as a valuable individual and describe themselves in positive terms,	<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. - Use natural materials and loose parts to make 2-D and 3-D art.	<u>Past and Present</u> - Share stories and talk about significant people who lived in the past. <u>People, Cultures and Communities</u> - Notice and begin to name different human-made features in the immediate environment, including the school grounds, local streets and the place they live. - Take photographs, draw simple picture	<u>Gross Motor</u> - Move confidently in a range of ways and safely negotiate space, obstacles and terrains. - Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing. <u>Fine Motor</u> - Draw or paint a place from observation or imagination.

use them to discuss how characters might be feeling. Speaking • Participate in discussions, take part in pretend play and develop stories using props to organise themselves and their play. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and	talking about their abilities and interests. Building Relationships • Play cooperatively with others and take turns. •	Being Imaginative and Expressive • Join in with repeated refrains and phrases when being read to. • Learn and sing songs and rhymes as part of a larger group. •	maps and collect simple data during fieldwork activities. • Make and use simple maps in their play to represent places and journeys, real and imagined. • Describe how the weather, plants and animals of one place is different to another using simple geographical terms. • Begin to notice and talk about the different places around the world, including oceans and seas. • Take photographs, draw simple picture maps and collect simple data during fieldwork activities. • Make and use simple maps in their play to	• Represent different parts of the human body from observation, imagination or memory with attention to some detail. • Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. • Make simple prints using a variety of tools, including print blocks and rollers. • Cut, tear, fold and stick a range of papers and fabrics
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poems where appropriate. • 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. •			represent places and journeys, real and imagined. • Discuss how the local environment has changed over time using photographs and first-hand experiences. <u>The Natural World</u> • With support, observe, record and talk about materials and living things. • Observe and describe living things and their habitats within the local environment. • With support, observe, record and talk about materials and living things. •	
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