

Reception Cornerstones Overview – On the Beach

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 stories and make connections with events in their own lives or other familiar stories. •	<u>Self-Regulation</u> • Think about the perspectives of others and understand that their own actions can affect other people and begin to act to make amends. • <u>Managing self</u> • Talk about why it is important to stay safe in the sun. • <u>Building Relationships</u>	<u>Creating With Materials</u> • Use digital devices to take digital images or recordings of their creations to share with others. • Adapt and refine their work as they are constructing and making. • Share their creations with others, explaining their intentions and the techniques	<u>Past and Present</u> • Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. • Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. • Talk about the different occupations that familiar adults and members of their community have.	<u>Gross Motor</u> • Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control. • Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music • Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle

<u>Speaking</u> ● Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities. ● Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and	● Play cooperatively with others and take turns. ●	and tools they used. ● <u>Being Imaginative and Expressive.</u> ● Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs. ●	<u>People, Cultures and Communities</u> ● Begin to collect simple geographical data during fieldwork activities. ● Begin to notice and talk about the different places around the world, including oceans and seas. ● Describe how the weather, plants and animals of one place is different to another using simple geographical terms. ● Describe ways to look after the immediate environment. ● Describe a familiar route and use maps as part of role play.	movements to wave flags and streamers. ● Move confidently in a range of ways and safely negotiate space, obstacles and terrains. ● <u>Fine Motor</u> ● Explore ways of changing the shape or texture of malleable materials. ● Create art in different ways on a theme, to express their ideas and feelings. ● 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
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during play activities.			<u>The Natural World</u> - With support, observe, record and talk about materials and living things. - Identify common features for different groups of animals, including wild and domestic animals. - Match animals to the foods that they eat. - Identify common features for different groups of animals, including wild and domestic animals. - Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer	capital letters in almost all cases. - Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools. - Create art in different ways on a theme, to express their ideas and feelings.
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			explanations for why things happen, making use of vocabulary, such as, because, then and next. •	
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