

Communication and Language (CL)

Listen to others in one to one or in small groups
Listen to stories with increasing attention and recall
Join in with repeated refrains and anticipate key events and phrases in rhymes and stories
Able to follow directions and respond to simple instructions
Shows understanding of prepositions such as 'under' 'on' 'top' 'behind'
Begin to understand and answer 'why' and 'how' questions
Questions why things happen and can explain. Asks who, what, when how
Uses a range of tenses (e.g. play, playing, will play, played)
Begin to use more complex sentences to link thoughts (e.g. using and, because, so)
Can retell a simple past event in the correct order (e.g. went down slide, hurt finger)
Use talk to connect ideas.
Use talk to organise and clarify thinking, ideas, feelings and events.
Maintain attention, concentrates and sits quietly during appropriate activity
Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments questions or actions
Able to follow a story without pictures or prompts
Give attention to what others say and respond appropriately

Literacy (L)

Give meaning to marks they make as they draw, write and paint
Hears and says initial sounds in words
Can segment sounds in simple words and blend them together
Links sounds to letters, naming and sounding the letters of the alphabet
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly in a sequence
Continues a rhyming string
Enjoys an increasing range of books
Write own name and other things such as labels, captions
Attempts to write short sentences in meaningful contexts
Use phonic knowledge to write words in ways which match their spoken sounds.
Write some common irregular words
Write sentences that can be read by themselves and others
Read and understand simple sentences
Use phonic knowledge to decode regular words and read them aloud accurately
Read some common irregular words
Demonstrate understanding when talking about what they have read

Weekly writing session - focus is 'super sentences' and character descriptions.
PLUS daily Phonics and Write Dance. Handwriting/name writing.
Oral story telling

Understanding the World (UW)

Shows interest in the lives of people who are familiar to them
Recognises and describes special time or events for family or friends
Remembers and talks about significant events in their own experience
Enjoys joining in with family customs and routines
Show interest in different occupations and ways of life
Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to family, friends, communities and environment
Talk about past and present events in own lives and lives of family members
Talk about their own immediate environment and how environments may vary
Make observations of animals and plants and explain why some things occur and talk about changes
Knows how to operate simple equipment
Shows an interest in technological toys, with knobs or pulleys or real technological objects
Show interest in making toys work by pressing, lifting
Knows information can be retrieved from computers
Complete simple program on computer
Select and use technology for particular purposes

Suggested activities:
Paint program on the computer/Introduce the interactive whiteboard/Finding out all about ourselves and our families.



Early Years Foundation Stage

Annie Lennards

Foundation Stage : Medium Term Planning

Personal Social & Emotional Development (PSED)

Initiates conversations, attends to and takes account of what others say
Explain own knowledge and understanding and asks appropriate questions of others
Take steps to resolve conflicts with other children e.g. finding compromise
Play co-operatively, take turns with others
Show sensitivity to other's needs and feelings
Form positive relationships with adults and children
Confident to speak about own needs, wants, interests and opinions
Can describe themselves in positive terms and talk about abilities
Confident to try new activities and say why they like or dislike activities
Show increasing independence in selecting and carrying out activities.
Confident to speak in a familiar group about their own ideas
Aware of boundaries set and of behavioural expectations in the setting and work as part of a group or class understanding there needs to be agreed values and codes of behaviour
Understand that their own actions affect other people

SEAL sessions will cover:

Belonging, self awareness, understanding rights and responsibilities, understanding and managing own feelings and feelings of others, social skills.

YEAR GROUP - Reception TERM - Autumn 1

TOPIC:

Super you, super me

PURPOSE FOR LEARNING

To settle into school life, developing independence and relationships, and feeling happy and confident.

To find out all about ourselves and each other-How are we similar and how are we different?

To identify people who help us and be able to discuss the past and future in our own lives.

Focus Stories/Big Books/Rhymes -

The Little Red Hen (Harvest)
Back to Earth with a Bump
Vicky the Vet
Topsy and Tim at the Doctors

Physical Development (PD)

Move confidently in a range of ways, safely negotiating space
Travel with confidence and skill around, under, over and through balancing and climbing equipment
Shows increasing control over an object
Handles tools, objects construction and malleable materials safely and with increasing control
Shows a preference for a dominate hand
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
Shows good control and co-ordination in large and small movements
Know the importance for good health of physical exercise, and a healthy diet and talk about ways of keeping healthy and safe
Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
Observe the effects of activity on their bodies

PE focus: Ways of moving

Weekly hall time to include getting dressed and undressed

Daily opportunities for outdoor experiences and physical activities

Mathematics (M)

Begin to recognise numerals and place numbers in order
Count objects reliably
Uses the language of 'more' and 'fewer' to compare two sets of objects
Say which number is one more or one less than a given number
Add and subtract single digit numbers and count on and count back to find answers
Solve problems including doubling, halving and sharing

Use everyday language to talk about size, weight, capacity, position, distance, time and money
Use positional language
Recognise and recreate patterns
Show an interest in shapes in the environment
Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes

Plus daily Snappy Maths time.

Expressive Arts and Design (EAD)

Begin to build a repertoire of songs and dances
Explore the different sounds of instruments
Sing songs, make music and dance. Experiment with ways of changing them
Differentiate marks and movements on paper
Explore colour and differentiate between colours
Choose particular colours to use for a purpose
Create constructions, collages, paintings and drawings
Use and explore a variety of tools, materials and techniques safely
Experiment with colour, design, texture, form and function
Constructs with a purpose in mind, using a variety of resources
Understands that different media can be combined to create new effects
Respond in a variety of ways to what they see, hear, smell, touch, taste.
Represents their own ideas, thoughts and feelings
Use what they have learnt from the media and materials in original ways
Engage in imaginative play and role play based on own first hand experiences
Play alongside others who are engaged in the same theme
Introduce a storyline or narrative into their role play