

Prime Area: Communication and Language

Listening and attention

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention - still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).
- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention - can listen and do for short span.
- Listens attentively in a range of situations.

Understanding

- Understands use of objects (e.g. *"What do we use to cut things?"*)
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.
- Able to follow a story without pictures or props.
- Understands humour, e.g. nonsense rhymes, jokes.

Speaking

- Can retell a simple past event in correct order.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play.

Prime Area; Physical Development

Moving and Handling

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.
- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- 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
- Moves confidently in a range of ways, safely negotiating space
- Handles equipment and tools effectively, including pencils for writing

Health and Self-care

- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.
- Knows the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe
- Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

Prime Area: Personal, Social and Emotional Development

Making relationships

- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Plays co-operatively, taking turns with others
- Takes account of one another's ideas about how to organise their activity
- Shows sensitivity to others' needs and feelings, and forms positive relationships with adults and other children

Self-confidence and self-awareness

- Welcomes and values praise for what they have done.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Confident to try new activities, and says why they like some activities more than others
- Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activity
- Says when they do or don't need help

Managing feelings and behaviour

- Talks about how they and others show feelings, talks about their own and others' behaviour, and its consequences, and knows that some behaviour is unacceptable
- Works as part of a group or class, and understands and follows the rules.
- Adjust their behaviour to different situations, and takes changes of routine in their stride



Foundation Stage Class R

Planning Web Summer 2016 Term 5 and 6

Theme Growing



Specific Area: Literacy

Reading

- Links sounds to letters, naming and sounding the letters of the alphabet.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Shows awareness of rhyme and alliteration.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Reads and understands simple sentences
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Demonstrates understanding when talking with others about what they have read

Writing

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Writes own name and other things such as labels, captions.
- Uses their phonic knowledge to write words in ways which match their spoken sounds
- Writes some irregular common words.
- Attempts to write short sentences in meaningful contexts
- Can segment the sounds in simple words and blend them together
- Writes simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible

Specific Area: Mathematics

Number

- Recognises numerals from 0-10 then 20.
- Represent objects using fingers, marks on paper or objects. Recognises numerals from 0-10 then 20.
- I can use a pictogram (favourite animals)
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain
- Finds one more or one less from a group of up to five objects, then ten objects
- Use knowledge of adding and subtracting to solve problems.
- Solves problems, including doubling, halving and sharing
- Using quantities and objects, they can add and subtract two single-digit numbers and count on or back to find the answer.

Space, shape and measure

- Sorts objects, making choices and justifying decisions.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes
- Explores characteristics of everyday objects and shapes and use mathematical language to describe them
- Uses everyday language related to time
- Orders and sequences familiar events
- Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and

Specific Area: Understanding of the world

People and communities

- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Knows that other children don't always enjoy the same things, and are sensitive to this
- Talks about past and present events in their own lives and in the lives of family members
- Talk about their own environment and how other environments are different.
- Makes observations of animals and plants and talks about how they change.
- Talks about how things happen and how things work

The World

- Developing an understanding of growth, decay and changes over time.
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Shows care and concern for living things and the environment.
- Looks closely at similarities, differences, patterns and change.
- Knows about changes that happen in the winter.
- I can talk about different climate of the world.
- Makes observations of animals and plants and explain why some things occur, and talk about changes
- Talks about the features of their own immediate environment and how environments might vary from one another

Technology

- Completes and simple program on the computer.
- Talks about how technology is used in homes and school

Specific Area: Expressive Arts and Design

Exploring and using Media and Materials

- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms
- Explores colour and how colours can be changed.
- Sings songs makes music and dances and finds ways of changing them.
- Use simple tools and techniques competently and appropriately.
- Uses various construction materials.
- Selects tools and construction materials to build for a purpose.

Being Imaginative

- Chooses particular colours to use for a purpose.
- Beginning to be interested in and describe the texture of things.
- Looks closely at similarities, differences, patterns and change.
- Builds stories around toys.
- Plays alongside other children who are engaged in the same theme.
- Plays co-operatively as part of a group to develop and act out a narrative.
- Represents their ideas in different ways (music, drama, dance, materials, construction)
- Use what they have learnt in original ways.
- Uses movement to express and respond to feelings.