



**Learning and
Assessment
at Thames
View Infants**

A Guide for Parents & Carers

Early Years Foundation Stage (EYFS)

Academic Year 2018-2019

Foreward

At Thames View Infants, we work incredibly hard to provide a caring, fun, vibrant and supportive learning community where every child and their family really do matter. We value 'Parents as Partners' and aim to help *everyone*, young or old, achieve their best!

I believe that children have only one chance to succeed at School and all my energy over the last 11 years as Headteacher at Thames View Infants – and now CEO as TVI Learning – has been dedicated to getting this right: giving our children – and their families – the best start in life and the best Infant education possible.

We have been incredibly successful at this: by the end of Year 2, attainment at Thames View Infants is within the top 3% of all schools nationally at Expected and within the top 1% at Greater Depth. For some years now, we have been ranked as the highest achieving Infant School within Barking and Dagenham, also out-performing the majority of Schools across London. Thames View Infants was judged as '*outstanding*' by Ofsted in March 2009 and again in April 2014.

The DfE have formally designated us as a National Leader in Education and Specialist Support School.

As a Multi Academy Trust formed in 2017, TVI Learning aims to shine its unique ethos and sparkle further afield – making a greater difference for more pupils and families beyond the Thames View Estate. We are currently building Fords View Primary: a 2 form-entry Primary School, located on the Beam Park Development, due to open in 2021.

My staff and I are dedicated to getting it right for you and your family. Please be reassured that we will try our very hardest to give your child the best learning experience possible and offer you exemplary customer service and family support.

Together with your valued support and careful parenting, your child will leave our School exceptionally well prepared for the next Stage in their Education: great British Citizens – empowered, confident, leaders of the future, compassionate, articulate & reasoned, tolerant and masters in Literacy and Numeracy.

Paul Jordan,
Headteacher, Thames View Infants;
CEO, TVI Learning.

Introduction

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered Early Years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

The Early Years Foundation Stage (EYFS) framework supports an integrated approach to early learning and gives all professionals a set of common principles and commitments to deliver high quality early education to all children.

As well as being the core document for all professionals working in the foundation years, the EYFS Framework gives families the confidence that, regardless of where they choose for their child's early education, they can be assured that the same statutory commitments and principles will underpin their child's learning and development experience.

At Thames View Infants we understand the value of early experiences and we hope that this booklet will be a useful guide for our families. We also know that the most powerful tool for learning is the strong and trusting connections we develop with our children, their families and the community we live in. When we work together, we know that children will flourish and thrive and we seek to create a positive and vibrant start to the school experience. We only get one chance at starting school, at Thames View Infants we don't take that responsibility lightly.

We use the Department for Education's (DfE) Early Years Foundation Stage Statutory Framework (EYFS) (originally published 31st March 2018), Development Matters in the Early years Foundation Stage (EYFS) (published 2012), and the Early Years Foundation Stage Profile Handbook (2018). This ensures that children learn and achieve their best through careful planning and assessment of children based on the detailed plans that are available to you in this booklet and on our school website.

What you will find within these pages is a detailed guide to the Nursery and Reception provision and what you can expect in terms of learning, teaching, topics, activities, visits and experiences.

I hope you find this a useful document. If you do have any questions, whether they are about this document, your child's learning or any aspect of "school life", please do come and see us - the more we talk, the more our children benefit.

Yours sincerely

Claire Smith
Deputy Headteacher

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All the information presented in this booklet is available on the School's website

Purpose of this Booklet

This booklet is intended to provide information on what the Early Years Foundation Stage (EYFS) is, and how it is organised and delivered at Thames View Infants (TVI).

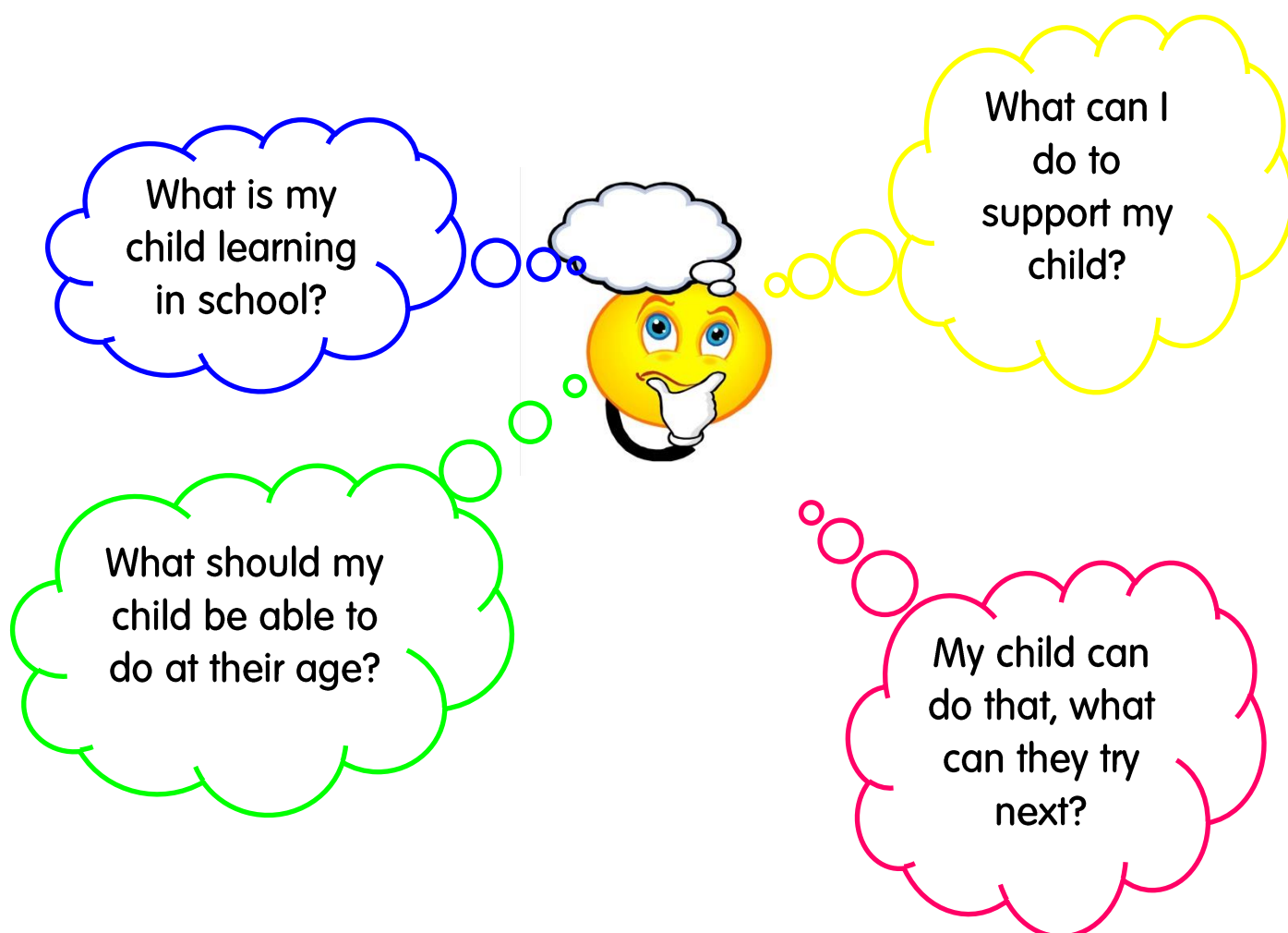
It will briefly explain and describe why EYFS was introduced by the Department for Education (DfE), and how it forms the basis for the curriculum provided for our youngest learners. As part of this, the booklet will outline the expectations of what children should learn during their time in EYFS, and the expectations at the end of the Reception when children leave at the age of 5 and begin in Key Stage 1. The EYFS curriculum is designed to provide children with a secure foundation before moving into Year 1 where learning starts to become more formal in structure.

We will then focus on what this looks like at TVI in practice. Examples of learning, children's experiences and outcomes, and how we collect and analyse the children's learning will help provide a picture of part of what ensures all children, no matter what their starting point, achieve their best.

The planning is also summarised to show how individual lessons and activities support children's learning across the curriculum. It attempts to explain how much of the learning is inter-connected.

How to use this booklet

Parents often ask us...



- Use the **Early Years Foundation Stage Overview** and **How This Looks at Thames View Infants** sections to find out how we organise teaching and learning at TVI and how we assess children.
- Use the **Early Learning Goals (ELGs)**, to find out what skills and knowledge your child should have by the end of the year.
- Use the **Yearly Overview**, to find out which topics are being covered each term.
- Use the **Medium Term Plans**, to find out what your child is learning in greater detail.

Early Years Foundation Stage (EYFS) Overview

The Early Years Foundation Stage (EYFS) was created in 2012 with the purpose of providing children with a broad ranging and comprehensive early education. Schools use the Department for Education's (DfE) *Early Years Foundation Stage Statutory Framework (EYFS)* (updated 31st March 2018), *Development Matters in the Early Years Foundation Stage (EYFS)* (published 2012), and the *Early Years Foundation Stage Profile Handbook (2018)*.

It outlines the expectations for learning across seven areas of learning:

1. Communication and Language
2. Physical Development
3. Personal, Social, and Emotional Development
4. Literacy
5. Maths
6. Understanding the World
7. Expressive Arts and Design

There are three Prime areas of Learning:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development

These underpin the core learning and development of a child. Without a solid grounding in these areas a child will find it difficult to excel in the other "Specific Areas of Learning", which will in turn affect their future educational progress and attainment.

Good Level of Development

Children are judged to have made a "Good Level of Development" (GLD) if they attain an Early Learning Goal in the "Prime Areas of Learning", plus Literacy and Maths. If children reach a "Good Level of Development" then they are believed to be well prepared for the next stage in their learning and are even expected to achieve well in their GCSE's.

| Areas of Learning | | |
|---|----------------------------|--|
| Communication and Language | Prime Areas of Learning | Areas assessed for a Good Level of Development (GLD) |
| Physical Development | | |
| Personal, Social, and Emotional Development | | |
| Literacy | Specific Areas of Learning | |
| Maths | | |
| Understanding the World | | |
| Expressive Arts and Design | | |

EYFS Assessment

EYFS practitioners are required to make assessments primarily based on observing a child's daily activities and events, recording learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. This helps us to understand their level of attainment, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

There are 3 main forms of assessment in settings:

1. Day-to-day Formative Assessment – to inform teaching on an ongoing basis
2. In-setting Summative Assessment – to understand a child's performance at the end of a period of teaching
3. National Statutory Summative Assessment – to understand a child's performance in relation to national expectations and comparisons.

The EYFS Profile

The Profile collates examples and evidence of the child's learning journey through the EYFS. The profile is used to:

- monitor a child's progress
- identify any wider trends across cohorts and the year group
- inform teaching and learning
- inform parents of their child's progress

In addition, information is also shared with teachers in Key Stage 1 to support a child's transition into Year 1 helping to set an appropriate and responsive curriculum.

Profiles contain assessment materials collected by:

- teachers and teaching assistants from the class and year group
- parents and carers
- the child themselves

The profile builds a reliable and accurate assessment for the end of the EYFS using information collected from a wide range of situations and learning experiences over time.

The Profile contributes to an accurate National Data set relating to the National Expectations of achievement at the end of the EYFS.

High Quality Interactions

EYFS practitioners have to have a good understanding of the EYFS framework (curriculum and expectations) in order to make accurate and reliable observations. They must organise the provision to provide a successful environment for all the children and place high importance on quality adult interactions. Practitioners must also understand the individual child and how they best learn.

Effective Characteristics of Learning

Children who learn effectively:

- are willing to have a go
- are involved and concentrating
- have their own ideas
- choose ways to do things
- find new ways of doing things
- enjoy achieving what they set out to do

For children to learn effectively, and when their learning becomes secure, they will demonstrate this skill independently without requiring frequent and direct adult support. Children learning independently give us the confidence that their understanding, learning and level of skill is secure and they are ready to move on. See the Appendix for a summary of the Characteristics of Effective Learning.

Links in the area of learning

Areas of learning, and therefore the Early Learning Goals (ELG), are often interlinked. These may also be related to the "Characteristics of Effective Learning". Children will often demonstrate their understanding in several different areas of learning at the same time.

For example, writing a sentence would cover at least the following three areas:

- Communication and Language – listening, understanding and saying the words
- Physical Development – holding and using a pencil
- Literacy – understanding the words, sounds and language to form and write the sentence

End of Year Expectations and How We Report

Assessments

All children in Nursery and Reception are assessed on-entry. These assessments are called 'baselines' and they are used to determine a child's progress from this point onwards. All staff in the EYFS continuously monitor every the children's progress by making 'Formative Assessments' on a daily basis. Subsequent formal 'Summative Assessments' are then performed at the end of each term.

Although the Government does not prescribe how ongoing assessment is undertaken, at TVI each child has their learning catalogued in a profile folder. This comprises of a selection of hard copy examples of written or drawn work, anecdotal notes, long and short observations and photos. The profile is divided up into the different areas of learning whilst still allowing for evidence to be cross referenced across different areas as necessary.

Nursery

By the end of the Nursery year (three to four years old) the expectation is that children should reach a developmental level of 40-60 chronological months across all areas of learning. The developmental stage the children reach at the end of Nursery are not reported to the DfE or the Local Authority. However, they do form the 'On Entry Baseline' for the children who transfer to Reception. This is the level that children begin the year at when they enter Reception. Children who do not attend Nursery at TVI have an individual baseline assessment taken during their first two weeks of Reception.

Evidence collected during Nursery in the profile folders is added to in Reception – in order to document the continued development of the child.

Reception

Reception Assessments are reported to the Local Authority and the DfE and, at the end of the Reception year, we report to parents on their child's success at school

As highlighted in the previous section, by the end of Reception, it is expected that children should achieve the Early Learning Goal (ELG) in all areas of learning.

Early Learning Goals

The Ages and Stages Profiles culminate in an Early Learning Goal Statement. This outlines the expectation for children to reach by the end of the Reception year when a child is 5 years old. The ELG's are referenced throughout this document but are collated in the appendix.

The Department for Education does not explicitly set a curriculum for schools and nurseries to follow. However, the Ages and Stages Profiles provide a framework upon which establishments can build their own curriculum.

The ELG's are the statutory requirements that children are expected to achieve by the age of 5. As providers of education it is our job to, not only provide the education, but to also evidence the progress and achievements of the children in our care.

Early Learning Goals for the Prime Areas and Aspects

Communication and Language (CL)

| Aspects | | |
|---|--|---|
| Listening and Attention | Understanding | Speaking |
| Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. | Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. |

Physical Development (PD)

| Aspects | |
|--|---|
| Moving and Handling | Health and Self Care |
| Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. |

Personal, Social and Emotional Development (PSED)

| Aspects | | |
|---|--|--|
| Making Relationships | Self Confidence and Self Awareness | Managing Feelings and Behaviour |
| Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. | Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. | Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |

Early Learning Goals for the Specific Areas and Aspects

| Literacy (L) | |
|---|--|
| Aspects | |
| Reading | Writing |
| Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |

| Maths (M) | |
|--|--|
| Aspects | |
| Numbers | Shape, Space and Measure |
| Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |

| Understanding the World (UW) | | |
|---|---|--|
| Aspects | | |
| People and Communities | The World | Technology |
| Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. |

| Expressive Arts and Design (EAD) | |
|--|---|
| Aspects | |
| Exploring and Using Media and Materials | Being Imaginative |
| Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |

Some children will exceed the expectations. Below is a list of statements that we use to determine if children have started to work beyond the ELG and are now working within the National Curriculum (Key Stage 1) Level of Development.

Exceeding Statements for the Prime Areas and Aspects

| Communication and Language (CL) | | |
|---|--|--|
| Aspects | | |
| Listening and Attention | Understanding | Speaking |
| Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly. | After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence. | Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events. |

| Physical Development (PD) | |
|---|--|
| Aspects | |
| Moving and Handling | Health and Self Care |
| Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size. | Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces. |

| Personal, Social and Emotional Development (PSED) | | |
|--|--|--|
| Aspects | | |
| Making Relationships | Self Confidence and Self Awareness | Managing Feelings and Behaviour |
| Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. | Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want. | Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour. |

Exceeding Statements for the Specific Areas and Aspects

| Literacy (L) | |
|---|--|
| Aspects | |
| Reading | Writing |
| Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read. | Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing. |

| Maths (M) | |
|---|---|
| Aspects | |
| Numbers | Shape, Space and Measure |
| Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. | Children estimate, measure, weigh and compare and order objects and talk about properties, position and time. |

| Understanding the World (UW) | | |
|--|---|--|
| Aspects | | |
| People and Communities | The World | Technology |
| Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. | Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation. | Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train. |

| Expressive Arts and Design (EAD) | |
|--|---|
| Aspects | |
| Exploring and Using Media and Materials | Being Imaginative |
| Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. | Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others. |

Reporting

At the end of Reception it is a statutory requirement for the progress and attainment of all Reception children to be reported to the Department for Education (DfE).

This takes the form of a numerical value being attributed to each area of learning for each child based upon their final attainment.

ELG1 for children who are currently working below ELG expectations

ELG2 for children who have achieved the Early Learning Goal in that area

ELG3 for children who are exceeding the ELG and are working towards Key Stage 1 expectations

| Development Matters "Age and Stage" | Reported Level |
|--|---|
| Birth to 11 months | Emerging - Below Expected Reported as "ELG1" |
| 8 to 20 months | |
| 16 to 26 months | |
| 22 to 36 months | |
| 30 to 50 months | |
| 40 to 60 months | |
| Early Learning Goal | Expected Reported as "ELG 2" |
| Exceeding (Working within National Curriculum) | Exceeding - Above Expected Reported as "ELG 3" |

Within school the assessments we record at the end of the Reception year form the basis for the child's entry into Key Stage 1. Assessments are taken in Writing and Reading to provide a direct "Development Stage" that the school uses to assess children entering into, and then during, Key Stage 1.

In the Appendix you will find the document used to share a child's attainment at the end of Reception with Parents/Carers. This lists the ELG statements for each aspect. Teachers highlight the reported level that each particular child attained by the end of Reception (ELG - Emerging/Expected/Exceeding).

On the following page you will find a diagrammatical explanation of the School's Development Stages. This shows how the EYFS reporting (ELG - Emerging/Expected/Exceeding) fits into our assessment system for KS1: TVI's Development Stages.

TVI Framework for Learning Overview

All Thames View Infants the below framework is used to signpost & measure children's learning as they *Develop*, *Secure* and then *Master* the National Curriculum End of Year/Key Stage Expectations within KS1. It illustrates TVI KS1 Developmental Stages, against EYF's Early Learning Goals, End of Year Expectations within the National Curriculum and Reading Continuum "Book Bands". It is purposefully distorted to reflect equivalence in outcomes between Year 1 and Year 2 – useful for those subjects where learning is more linear in nature, for example within writing and reading. Old NC Levels, representing an entirely different assessment system, are indicated as an appropriate reference point during an initial introductory period.

| Development Stages within Year 1 | | Development Stages within Year 2 | |
|----------------------------------|-----------------------------|----------------------------------|------|
| OLD Levels | TVI Pupils' Progress Points | Stage Descriptor / Colour | Code |
| W- | 1 | Approaching | 2A1 |
| | 2 | | 2A2 |
| | 3 | | 2A3 |
| W | 4 | Emerging | 2A4 |
| | 5 | | 2A5 |
| | 6 | | 2A6 |
| W+/1C | 7 | Developing | 2E1 |
| | 8 | | 2E2 |
| | 9 | | 2E3 |
| 1A | 10 | Secure | 2D1 |
| | 11 | | 2D2 |
| 2B | 12 | | 2D3 |
| | 13 | Mastery | 2S1 |
| | 14 | | 2S2 |
| 2A | 15 | | 2S3 |
| | 16 | Exceptional | 2M1 |
| | 17 | | 2M2 |
| | 18 | | 2M3 |
| | 19 | Exceptional | 2X1 |
| | 20 | | 2X2 |
| | 21 | | 2X3 |

| Development Stages within Year 1 | | Development Stages within Year 2 | |
|----------------------------------|-----------------------------|----------------------------------|------|
| OLD Levels | TVI Pupils' Progress Points | Stage Descriptor / Colour | Code |
| W- | 1 | Approaching | 2A1 |
| | 2 | | 2A2 |
| | 3 | | 2A3 |
| W | 4 | Emerging | 2A4 |
| | 5 | | 2A5 |
| | 6 | | 2A6 |
| W+/1C | 7 | Developing | 2E1 |
| | 8 | | 2E2 |
| | 9 | | 2E3 |
| 1A | 10 | Secure | 2D1 |
| | 11 | | 2D2 |
| 2B | 12 | | 2D3 |
| | 13 | Mastery | 2S1 |
| | 14 | | 2S2 |
| 2A | 15 | | 2S3 |
| | 16 | Exceptional | 2M1 |
| | 17 | | 2M2 |
| | 18 | | 2M3 |
| | 19 | Exceptional | 2X1 |
| | 20 | | 2X2 |
| | 21 | | 2X3 |

| Development Stages within Year 1 | | Development Stages within Year 2 | |
|----------------------------------|-----------------------------|----------------------------------|------|
| OLD Levels | TVI Pupils' Progress Points | Stage Descriptor / Colour | Code |
| W- | 1 | Approaching | 2A1 |
| | 2 | | 2A2 |
| | 3 | | 2A3 |
| W | 4 | Emerging | 2A4 |
| | 5 | | 2A5 |
| | 6 | | 2A6 |
| W+/1C | 7 | Developing | 2E1 |
| | 8 | | 2E2 |
| | 9 | | 2E3 |
| 1A | 10 | Secure | 2D1 |
| | 11 | | 2D2 |
| 2B | 12 | | 2D3 |
| | 13 | Mastery | 2S1 |
| | 14 | | 2S2 |
| 2A | 15 | | 2S3 |
| | 16 | Exceptional | 2M1 |
| | 17 | | 2M2 |
| | 18 | | 2M3 |
| | 19 | Exceptional | 2X1 |
| | 20 | | 2X2 |
| | 21 | | 2X3 |

Reported End of Yr. 2 Attainment is indicated **thus** For example, **Yr. 2 Secure** would be reported nationally as **Expected** within the end of KS1 Teacher Assessments.

Indicates Development Stage transfer at the end of year for the majority of pupils/applicable subjects

End of KS1 Reporting

Beyond KS1, at the end of Year 2, children's learning is reported against the National Curriculum End of Year Expectations using the following phrases:

- Working Below the Standard (PKS),
- Working Towards the Expected Standard (WTS),
- Working at the Expected Standard (EXP),
- Working at Greater Depth (GD).

The TVI Development Stages sit alongside these standards and the below diagram helps to illustrate the relationship between the two systems.

TVI Development Stages:

| |
|---|
| Working at a particularly Early Stage of Learning/pre-National Curriculum and Significantly below End-of-Year Expectations – up to 2 academic years behind chronological age-related expectations |
| Working below End-of-Year Expectations and at an Early Stage of Learning – up to an academic year behind chronological age-related expectations |
| Working Below End-of-Year Expectations |
| Working Securely at End-of-Year Expectations |
| Working at a Greater Depth |
| Working Exceptionally |

National Standards:

Below the Standard

Working
Towards

Expected

Greater
Depth

TVI's Development Stages is a system used and developed solely by our Trust: other schools use different assessment systems. Please see the KS1 version of this booklet for information.

What This Looks Like at Thames View Infants (TVI)

Our role

As practitioners in the EYFS, whether Teachers or Teaching Assistants, we are charged with ensuring our children receive an 'Outstanding' provision, carefully tailored, adapted, and reviewed to meet their needs. We aim to ensure children are exposed to a vibrant, safe, happy, challenging and supportive experience that develops a lifelong love and thirst for learning that subsequently allows them to thrive as adults.

As part of the Assessments undertaken for each child, we create a profile to collate and analyse each child's progress. Within this folder we keep key information about each child; a selection of their work demonstrating their skills and progress, a range of anecdotal observations, long and short observations collected by staff, comments from parents regarding their child's learning experiences at home and detailed analysis of the Ages and Stages development bands. This knowledge and personal connection with children and their families ensures that the provision in class and across the school, not only meets their needs, but fosters progress and growth over time.

Children with Special Educational Needs Disabilities (SEND)

At Thames View Infants every child in our community has the opportunity to reach their full potential. To this end we aim to provide a learning environment that is inclusive and adaptable to children's needs and a curriculum that is broad, balanced and differentiated. We endeavour to orchestrate a depth of provision with embraces personalised opportunities for all our pupils through high quality teaching and learning experiences.

We embrace and celebrate the fact that every child is different and, therefore, the educational need of every child is different. Whilst ensuring that there is equitable access for all, we strive to treat our families as individuals based on our understanding of their needs, their wishes and their personal journey to this point.

At different times some children and their families require some extra help and support in order for them to thrive. Some children need support for a specific area for a short period of times; others may need longer term more specialised support and intervention from a range of services.

At Thames View Infants we have an Inclusion Team that supports Class Teachers, Parents and Carers to ensure that the needs of their children are met. Furthermore, we also have access to a range of professionals who offer us more specific advice where needs are more complex or a child is struggling with a particular aspect of their learning and development.

There is detailed information about the SEND process, support and provision available in our "Information Report" which is available in the policy section of our website. Since the provision is tailored to meet the specific needs of the children which change over time, the report is adapted and revised annually.

Before children start at TVI

Getting Ready for School

All children, whether starting Nursery or Reception, are invited to visit our school in the Summer Term before they start in September. In Nursery, children and Parents/Carers are invited to a short visit so that they can get to know the staff, the setting and to meet some of the children that will become their friends. This visit also gives the staff a chance to start building positive and trusting bonds with families which are essential to ensure a successful start to a child's schooling.

In Reception, many children transfer from our Nursery. A careful transition is planned for the children and activities take place throughout the year.

- children take part in all the school events and activities like the Easter Bonnet Parade, celebration assemblies, Christmas Nativity and many other exciting times
- children visit the school for activities during the week like games in the hall and visiting the garden
- in the Summer Term children visit their new classes and teachers in Reception
- Teachers and EYFS staff visit the Nursery to get to know the children in a familiar setting

For those children that are new to the school in Reception, we offer a series of 3 afternoons where we look at "Getting Ready for Reception". Over these three consecutive weeks we invite families and their children to visit, each week a different topic; uniform, school meals, a tour, activities, teaching and learning and meet the staff. It is a relaxed 'stay and play' style session where we can get to know each other, answer all those questions parents and carers have about starting school and often we find this eases the worries. During these sessions we also let you know different ways that you can help over the summer to make starting school a breeze. It's a huge milestone, starting school, something we all remember, at Thames View Infants we want to make sure that our children and their families look back on it with a smile and with pride.

Home Visits

Before children start school we make a home visit. This allows children to meet their new Teachers and Teaching Assistants in a familiar environment and also provides an opportunity for parents to complete the registration forms and ask staff any questions. There is always a lot of paper work, we need emergency contacts, details of previous settings. The more information we have about your child the better we can tailor the provision. Paperwork takes time and while the adults are busy talking and writing, your child will be playing with a Teacher or Teaching Assistant from their class. This gives us an invaluable opportunity to get to know your child a little bit and hear what they are looking forward to when they start at TVI. They will draw a picture that will then be displayed in their classroom and we will bring a small selection of activities from school. The first day is always hard, mostly for Parents/Carers. Starting full-time school signals a different era for your child, they are beginning to be more independent and this can be an emotional moment. If you are worried about your child starting school the home visit is the time to discuss it with us so we can help you and your child to manage this with as little anxiety as possible.

Nursery

Children enter Nursery the September after their third birthday. Children are allocated a place through our own admissions procedure which is available on our website.

All children attend Nursery on a part time basis that totals 15 hours contact time during a week. The day consists of a three hour session; either 8:45am-11:45am, or 12:30pm to 3:30pm.

Our Nursery caters for 78 children over two sessions during the day. Children are split into two classes within the Nursery of 19 and 20 children in each session. The learning environment is shared by both classes, but there are two separate areas designated for each class to sit for directed teaching and snack time.



The Nursery Day

| Timings | Morning Session | Timings | Afternoon Session |
|----------------|---|-----------------|---|
| 8:45am | Welcome Self-registration and activities | 12:30 pm | Welcome self-registration and activities |
| 9:00am | Teaching session Stories, Songs, Rhymes, Games | 12:45 pm | Teaching session Stories, Songs, Rhymes, Games |
| 9:20am | Activity Time Teacher led /child led activities | 1:05 pm | Activity Time Teacher led /child led activities |
| 11:15am | Tidy up Time | 3:00 pm | Tidy up Time |
| 11:25am | Snack Time Includes a story or song session | 3:10 pm | Snack Time Includes a story or song session |
| 11:45am | Home Time | 3:30pm | Home Time |



Educational visits:

In the summer term the Nursery children partake in two educational visits. The first links with the topic on "Transport" in Term 3A, the second on the topic "Mini-beasts" in Term 3B.

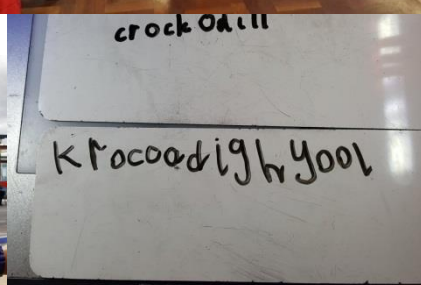


Reception

Children enter Reception the September after their fourth birthday. Admissions are conducted through the Local Authority (London Borough of Barking and Dagenham). It is worth noting that attendance at the TVI Nursery does not guarantee a place at TVI Reception.

Children attend on a full time basis in line with the rest of the school. The day begins at 8:55am and ends at 3:15pm. Lunch is provided (currently free under the government's Universal Free School Meals initiative). A tapered entry into Reception is provided to support children settling into their new environment, with a welcome days, home visits, and half days in the first week.

TVI is a four form entry school, with vacancies for 120 children each year in Reception. Each class is based in a separate classroom and there is a large outdoor learning space shared by all four classes. The dining room/hall is shared with the rest of the school but the classrooms and outdoor space is exclusively for our reception children. This ensures consistency and a quality EYFS focused learning environment.



A Reception Day

Below is a typical Reception class timetable from Terms 2 and 3.

During their first week of school, children only attend on a part time half-day basis. Once attending full time thereafter the timetable builds. Initially only including a 20 minute Topic Teach we gradually increase the daily schedule adding first ICT, Music and Circle Time, then Maths, Shared/Guided Reading and Language Support Groups, Letters and Sounds, and finally PE.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--|--|--|--|--|
| 8:55-9:10 | Register/Partner Read and Changing Books | Register/Partner Read and Changing Books | Register/Partner Read and Changing Books | Register/Partner Read and Changing Books | Register/Partner Read and Changing Books |
| 9:10 - 9:30 | Topic Teaching inc Shared Read | Topic Teaching inc Shared Read | Topic Teaching inc Shared Read | Topic Teaching inc Shared Read | Topic Teaching inc Shared Read |
| 9:30-10 | Teacher Led – Shared/Guided Read | Teacher Led – Shared/Guided Read | Teacher Led – Shared/Guided Read | Teacher Led – Shared/Guided Read | Teacher Led – Shared/Guided Read |
| | TA Led –Language Support Group | TA Led –Language Support Group | TA Led –Language Support Group | TA Led –Language Support Group | TA Led –Language Support Group |
| 10-10:20 | Letters and Sounds | Letters and Sounds | Letters and Sounds | Letters and Sounds | Letters and Sounds |
| 10:20-11:30 | Teacher Led – Guided Write | 10:15-11:15 PE - HALL | Teacher Led – Guided Write | Teacher Led – Guided Write | Teacher Led – Guided Write |
| | Free Flow Access (Work Time) | | Free Flow Access (Work Time) | Free Flow Access (Work Time) | Free Flow Access (Work Time) |
| 11:30-11:45 | ICT | Music | ICT | Music | Circle Time |
| 11:45-12:45 | LUNCH | | | | |
| 12:45-1 | Assembly | | | | |
| 1:00-1:15 | Maths | Maths | Maths | Maths | Maths |
| 1:15-1:30 | Teacher Led – Maths Session | Teacher Led – Maths Session | Teacher Led – Maths Session | Teacher Led – Maths Session | Teacher Led – Maths Session |
| | TA Led – Focused Support Group – Maths Session | TA Led – Focused Support Group – Maths Session | TA Led – Focused Support Group – Maths Session | TA Led – Focused Support Group – Maths Session | TA Led – Focused Support Group – Maths Session |
| 1:30-2:45 | Free Flow Access (Work Time) | Teacher Led – Guided Write | Free Flow Access (Work Time) | Free Flow Access (Work Time) | Free Flow Access (Work Time) |
| | | Free Flow Access (Work Time) | | | |
| 2:45 - 3:15 | Tidy up and Story/Song Time | Tidy up and Story/Song Time | Tidy up and Story/Song Time | Tidy up and Story/Song Time | Tidy up and Story/Song Time |

Educational Visits:

Reception children enjoy two educational visits. The first enhances the “farm” topic in Term 3A. The second forms part of the “Journeys” topic in Term 3B.



Medium Term Plans

Nursery

Yearly Topic Overview

| Term | 1A | 1B | 2A | 2B | 3A | 3B |
|-------|-----------------------|-------|---------|--------|-----------|-------------|
| Topic | My Family and Friends | Bears | My Body | Sounds | Transport | Mini-beasts |

Medium Term Plans

The following pages contain the medium term plans for Nursery. They are organised into half-termly blocks and show all the learning intentions covered during that half term. The learning intentions are organised into the areas of learning. Some learning intentions will appear in at least one area of learning, depending on whether the learning crosses over into different areas of learning.

All the Medium term plans are also available on the school website

www.thamesviewinfants.org/learning

Nursery, Term 1A

| Topic: My Family and Friends | |
|---|--|
| Summary of learning | |
| The first term of Nursery is geared towards introducing daily routines and supporting the development of a child's core skills. Children are encouraged to separate from their parent or carer, and come into the Nursery independently and confidently. Teaching time evolves around reading new or familiar stories | |
| Free-flow Activities | Overview of Term 1A |
| <ul style="list-style-type: none"> ○ Role play – Home corner ○ Climbing frame ○ Sand tray ○ Small world (e.g. train set) ○ Fine motor activities (e.g. drawing, cutting, mark making) ○ Messy play (e.g. playdough, shaving foam, Jelly, dry beans/pasta, custard) ○ Book corner ○ Graphics table ○ Creative area ○ Mark making activities including painting ○ Sorting and matching objects ○ Construction blocks and bricks ○ Interactive counting games on the touch screen after teaching time | <ul style="list-style-type: none"> • Home visits • Establishing routines • Separating from main carer confidently • Focus on independent skills (e.g. dressing, choosing activities, snack time) • Developing social skills • Settling into routines • Becoming familiar with the environment and adults in Nursery • Choosing indoor and outdoor activities • Learning new songs to sing and move to • Beginning to learn how to count and recognise numbers • Building mark making skills • Listening to stories • Beginning to respond to others with actions, words and sentences • Nursery baseline assessments |
| Stories read in Term 1A: | |
| <ul style="list-style-type: none"> ○ Dear Zoo, by Rod Campbell ○ Where's Spot, by Rod Campbell ○ Titch, by Pat Hutchins ○ Brown Bear, Brown Bear, by Eric Carle. ○ Polar Bear, Polar, Bear, by Eric Carle ○ We're Going on a Bear Hunt, by Michael Rosen ○ I Want My Dinner/Sister/Mummy/Potty, by Tony Ross | |
| Songs introduced in Term 1A: | |
| <ul style="list-style-type: none"> ○ Hello How Are You? ○ Pass the Penguin/Parrot Around the Ring, ○ Five Little Sausages Sizzling in a Pan, ○ Five Little Men in a Flying Saucer, ○ Five Little Speckled Frogs, ○ Five Currant Buns in a Bakers Shop | |

| Learning Intentions during freeflow | | Learning Intentions during teaching time | |
|--|--|---|--|
| Communication and Language | | | |
| <ul style="list-style-type: none">• I can talk about what I like and don't like• I can explore making marks and patterns• I can talk as I pretend and role play• I can make a range of different marks using my hands and tools and I can talk about them.• I can talk about my family, my home and my favourite things as well as what I don't like | | <ul style="list-style-type: none">• I can join in with the songs• I can say hello to my friends• I can listen to a short story• I can talk about a story | |
| Physical Development | | | |
| <ul style="list-style-type: none">• I can explore the climbing equipment• I can make shapes and patterns with the playdough• I can move around without bumping into things• I can try to use scissors or tear the paper I need• I can hold and use a pencil and paint brush.• I can try to use the toilet by myself• I can get a drink or snack from the snack table if I want one• I can make a range of different marks using my hands and tools and I can talk about them. | | <ul style="list-style-type: none">• I can join in with the actions to the song• I can try new food• I can eat and drink my snack on my own | |
| Personal, Social and Emotional Development | | | |
| <ul style="list-style-type: none">• I can explore my new class• I can say my name• I can recognise my own picture• I can say hello and smile at my friends and teachers• I can go to the toilet on my own• I can find my name brick for self-registration• I can say if my hands are clean or dirty• I can ask a friend or adult for help when I need it• I can talk about what I like and don't like | | <ul style="list-style-type: none">• I can say goodbye to my parent/carer• I can say hello to my friends and my teacher• I can learn about how to behave• I can eat and drink my snack on my own• I can join in with counting all my friends | |
| Literacy | | | |
| <ul style="list-style-type: none">• I can make a range of different marks using my hands and tools and I can talk about them.• I like to read books and share them with others• I can talk about a story | | <ul style="list-style-type: none">• I can listen to a short story• I can talk about a story | |
| Maths | | | |
| <ul style="list-style-type: none">• I can use and explore numbers and counting (more and less/big and small)• I can explore shapes and patterns• I am starting to sort and match objects• I can join in with a number song• I can make shapes and patterns with the playdough | | <ul style="list-style-type: none">• I can join in with counting all my friends• I can join in with a number song• I can count objects and sounds | |
| Understanding the World | | | |
| <ul style="list-style-type: none">• I can explore the toys and activities in my new class• I can talk about my family, my home and my favourite things as well as what I don't like• I can use my senses to explore and talk about what I can see, hear, touch, smell and taste | | <ul style="list-style-type: none">• I can use the touch screen to complete a counting game and match the number | |
| Expressive Arts and Design | | | |
| <ul style="list-style-type: none">• I can explore different materials• I can explore paints and painting• I can pretend and use my imagination when I am playing• I can try to use scissors or tear the paper I need• I can join in with a number song• I can make shapes and patterns with the playdough | | <ul style="list-style-type: none">• I can join in and learn simple songs• I can join in with a number song• I can join in with the actions to the song | |

Nursery, Term 1B

| Topic: Bears | |
|--|--|
| Summary of learning | |
| <p>The first term of Nursery is geared towards introducing daily routines and supporting the development of a child's core skills. Children are encouraged to separate from their parent or carer and come into the Nursery independently and confidently. Teaching time evolves around reading new or familiar stories. Children develop communication skills that enable them to listen and respond to adults and other children.</p> | |
| Freeflow Activities | Overview of Term 1B |
| <ul style="list-style-type: none"> ○ Role play – Home corner ○ Climbing frame ○ Sand tray ○ Small world (e.g. train set) ○ Fine motor activities (e.g. drawing, cutting, mark making) ○ Messy play (e.g. playdough, shaving foam, Jelly, dry beans/pasta, custard) ○ Book corner ○ Graphics table ○ Creative area ○ Mark making activities including painting ○ Sorting and matching objects ○ Construction blocks and bricks ○ Interactive counting games on the touch screens after teaching time ○ Active throwing and catching games outside | <ul style="list-style-type: none"> • Embedding routines • Separating from main carer confidently • Focus on independent skills (e.g. dressing, choosing activities, snack time) • Developing social skills • Beginning to take turns and share • Settling into routines • Becoming familiar with the environment and adults in Nursery • Choosing indoor and outdoor activities • Learning new songs to sing and move to • Beginning to learn how to count and recognise numbers • Developing mark making skills • Using a variety of creative materials • Listening to stories and recalling information • Beginning to respond to others with actions, words and sentences • Preparing for, and performing in, Nativity concert for parents |
| Stories read in Term 1B: | |
| <ul style="list-style-type: none"> ○ Whatever Next, by Jill Murphy ○ Waking Through the Jungle, by Julie Lacome ○ Dear Zoo, by Rod Campbell ○ Have You Seen the Crocodile? By Colin West ○ Brown Bear, Brown Bear, What do You See? By Eric Carle ○ This is the Bear, by Sarah Hayes ○ Threadbear, by Mick Inkpen | |
| Songs introduced in Term 1B: | |
| <ul style="list-style-type: none"> ○ I Went to the Forest ○ Little Bunnies ○ Punchinello ○ Teddy Bear ○ We are Sitting Very Still ○ Kangaroo Jump ○ Down in the Jungle ○ Monkey Monkey ○ 1, 2, 3, 4, 5, One I Caught a Fish Alive! ○ When Santa Got Stuck up the Chimney ○ Other 'Christmas' Songs | |

| Learning Intentions during freeflow | Learning Intentions during teaching time |
|---|---|
| Communication and Language | |
| <ul style="list-style-type: none"> • I can listen and respond to talk and songs • I can work together with my friends to carry out instructions to complete a task. • I can stop, start and move in response to a simple instruction • I can talk about events from a familiar story • I can talk about things I like and don't like • I can share my own ideas and experiences • I can talk about my family and things I like • I can tell someone about the marks I make • I can talk about healthy food (that is good for me) • I can talk about more, less, full empty • I can talk about the changes I see when chocolate melts and resets • I can move in response to a simple instruction | <ul style="list-style-type: none"> • I can join in with the songs • I can listen and respond to others • I can talk about what I know about bears • I can say goodbye to my parent/carer • I can say hello to my friends and my teacher • I can listen to a short story • I can talk about a story • I can join in with repeated phrases from the story |
| Physical Development | |
| <ul style="list-style-type: none"> • I can make small and big movements with a variety of resources • I can move safely in the space • I can explore different ways of moving to the sounds and music I hear • I can explore different foods – tastes and textures • I can talk about healthy food (that is good for me) • I know I need to wash my hands before I touch food • I can move in response to a simple instruction • I can use a range of small/large equipment (scissors, glue, rolling pins, mark making tools) • I can throw a ball to my friend and I try and catch it • I can throw a ball at a target • I can change into welly boots on my own • I can thread a lace around a shape • I can attempt to draw basic 2D shapes • I can use glue spreaders to stick things together • I am starting to draw pictures and representations of objects, animals and people | <ul style="list-style-type: none"> • I can join in with the actions to the song • I can try new food • I can eat and drink my snack on my own |
| Personal, Social and Emotional Development | |
| <ul style="list-style-type: none"> • I can listen and respond to talk and songs • I can work together with my friends to carry out instructions to complete a task • I can talk about things I like and don't like • I can share my own ideas and experiences • I can play a game with adult support, taking turns and sharing • I can share and take turns with toys and dressing up | <ul style="list-style-type: none"> • I can say goodbye to my parent/carer • I can say hello to my friends and my teacher • I can learn about how to behave • I can join in with the listening game • I can wait for my turn in the game • I can say hello to my friends • I can join in with counting all my friends |
| Literacy | |
| <ul style="list-style-type: none"> • I can talk about events from a familiar story • I can use language from the story when re-telling • I can make marks on paper • I can tell someone about the marks I make • I am starting to draw pictures and representations of objects, animals and people | <ul style="list-style-type: none"> • I can listen to a short story • I can talk about a story • I can join in with repeated phrases from the story |

Maths

- I can name simple shapes
- I can make a pattern with shapes
- I can match objects
- I can count to find out how many there are
- I can sort objects in different ways
- I can use 1:1 correspondence when counting up to two objects
- I can record "how many" and "what" using marks
- I can show awareness of heavy/light, lot of/a little
- I can talk about how many ingredients to add.
- I can count to 6 to move the right amount of spaces for the game
- I can talk about more, less, full empty
- I can begin to use direction language
- I can recognise and select basic 2D shapes
- I can thread a lace around a shape
- I can attempt to draw basic 2D shapes

- I can join in with counting all my friends
- I can join in with a number song
- I can count objects and sounds
- I can use the touch screen to complete a counting game and match the number

Understanding the World

- I can use construction equipment to represent objects during play
- I can become familiar with a range of ICT programmes
- I can use the mouse to make actions happen on screen
- I can identify various animals
- I can begin to use tape player to play/record
- I can press the button to record myself singing
- I can use tools to dig and explore the garden
- I can talk about ingredients, to add
- I can talk about the changes I see when chocolate melts and resets
- I can draw a picture of me and my family
- I can talk about my family and things I like

- I can use the touch screen to complete a counting game and match the number
- I can talk about what I know about bears
- I can meet and learn about the school pet

Expressive Arts and Design

- I can make big movements with a variety of resources
- I can make different patterns and markings using mark making tools
- I am starting to draw pictures and representations of objects, animals and people
- I can explore two different painting techniques
- I can use materials and begin to join them together
- I can explore different ways of moving to the sounds and music I hear
- I can use construction equipment to represent objects during play
- I can use specific characters of jungle animals during role play
- I can use a variety of creative materials and techniques like collage, paint, printing
- I can participate in a game on the computer or plasma screen using the touch screen or the mouse.
- I can use my imagination to recreate events I have seen during teaching time.
- I can tell someone about the marks I make
- I can make prints
- I can mix paints to make a new colour.
- I can use glue spreaders to stick things together
- I can talk about the changes I see when chocolate melts and resets
- I can sing my favourite song
- I can share and take turns with toys and dressing up
- I am starting to draw pictures and representations of objects, animals and people

- I can join in and learn simple songs
- I can join in with actions to the songs
- I can join in with the songs
- I can join in with the actions to the song
- I can join in with a number song

Nursery, Term 2A

| Topic: My Body | |
|--|--|
| Summary of learning | |
| The second term of Nursery continues the development of a child's core skills once routines are established. Children become more confident and skilled at engaging in a wider range of activities. Teaching time evolves around new and familiar stories, songs and activities. Children begin to refine their communication skills that enable them to listen and respond to adults and other children. A week of activities related to Chinese New Year also feature this half term. | |
| Freeflow Activities | Overview of term 2A |
| <ul style="list-style-type: none"> ○ Role play – Castle ○ Climbing frame ○ Sand tray ○ Small world (e.g. train set) ○ Fine motor activities (e.g. drawing, cutting, mark making) ○ Messy play (e.g. playdough, shaving foam, Jelly, dry beans/pasta, custard) ○ Book corner ○ Graphics table ○ Creative area ○ Mark making activities including painting, printing, drawing, collage and tracing ○ Sorting and matching objects ○ Construction blocks and bricks ○ Interactive counting games on the touch screens after teaching time ○ Dressing up and role play ○ Active throwing and catching games outside | <ul style="list-style-type: none"> • Embedding routines • Separating from main carer confidently • Focus on independent skills (e.g. dressing, choosing activities, snack time) • Developing social skills • Taking turns and sharing • Making friends • Settling into routines • Choosing indoor and outdoor activities • Learning new songs to sing and move to • Learning how to count and recognise numbers • Learning about shapes • Developing mark making skills • Using a variety of creative materials • Listening to stories and recalling information • Acting out characters from stories using actions, voices and materials • Using describing words in our sentences • Respond to others with actions, words and sentences • Learning some basic cooking skills, trying new foods and flavours • Using technology; toys, computers and gadgets |
| Stories read in term 2A: | |
| <ul style="list-style-type: none"> ○ Darkness Slipped In, by Ella Burfoot ○ Incy Wincy Spider by, Keith Chapman ○ Titch, by Pat Hutchins ○ Knock, Knock, Who's There? Sally Grindley and Anthony Browne ○ Mei Ling's Hicucups, by David Mills | |
| Songs introduced in Term 2A: | |
| <ul style="list-style-type: none"> ○ If I Were a Giant ○ Let Me Sing Hello to You ○ Two Big Gorillas ○ I Can ○ Princess Song ○ I Went to the Forest ○ Roar Like a Dragon ○ Hairy Scary Castle ○ Stamp and Clap ○ Kangaroo Jump ○ Monkey, Monkey ○ Chinese New Year is Here Again | |

| Learning Intentions during freeflow | | Learning Intentions during teaching time | |
|---|--|--|--|
| Communication and Language | | | |
| <ul style="list-style-type: none">I can talk about my holiday and what happenedI can say goodbye to my parent/carerI can talk about what is happening and what might happen next in a story by using the picturesI can choose my favourite story and say why I like itI can talk about the pictures in the bookI can talk about the process of cookingI can follow instructions for movementI can use observation skills to copy appropriate features as closely as possibleI can follow instructions for making a fruit kebab patternI can begin to suggest ideas and explain the reasons behind them | | <ul style="list-style-type: none">I can join in with the songsI can say hello to my friendsI can listen and respond to othersI can share experiences with othersI can use describing wordsI can make different sounds and voices with my voiceI can listen carefully to different soundsI can play a remembering gameI can talk about how I feelI can listen to a short storyI can talk about a storyI can talk about my experiencesI can talk about my family | |
| Physical Development | | | |
| <ul style="list-style-type: none">I can use one handed tools with increasing accuracy to complete an activity and achieve an effectI can roll playdough and cut shapesI can hold a pencil and write lettersI can begin to write my nameI can cut along a lineI can make marks, shapes and patternsI can follow instructions for movementI can use the climbing frame, bikes and other large resources safelyI can jump and land safely with bendy kneesI can use the mouse and touch screen to make choicesI can decide if I am hungry and need something to eatI can spread a topping on my toast/breadI can begin to name different parts of the bodyI can begin to understand that some foods are a good for our bodies (healthy eating)I can demonstrate knowledge of hygiene requirementsI can dress myself | | <ul style="list-style-type: none">I can join in with the actions to the songI can try new foodI can eat and drink my snack on my ownI can identify clothes to keep us warmI can play an instrument quietly and loudlyI can move like a (Chinese) dragon | |
| Personal, Social and Emotional Development | | | |
| <ul style="list-style-type: none">I can remember the nursery routineI can say goodbye to my parent/carerI can look after and wash babies gentlyI can concentrate on activities that I chooseI can demonstrate pride in my workI can work with a friend | | <ul style="list-style-type: none">I can say goodbye to my parent/carerI can say hello to my friends and my teacherI can learn about how to behaveI can join in with the listening gameI can wait for my turn in the gameI can talk about how I feel | |
| Literacy | | | |
| <ul style="list-style-type: none">I can tell a story by looking at the picturesI can talk about what is happening and what might happen next in a storyI can choose my favourite story and say why I like itI can recall a story and talk about a characterI can recognise letters e.g. the first letter of my nameI can hold a pencil and write letters or make marksI can begin to write my nameI can talk about the pictures in the bookI can play a part in the story of <i>Knock, Knock, Who's There?</i> | | <ul style="list-style-type: none">I can listen to a short storyI can talk about a storyI can recall a storyI can join in with repeated phrases from the storyI can make predictions about a story | |
| Maths | | | |
| <ul style="list-style-type: none">I can count objects and sounds to 5I can recognise colours and shapesI can use simple mathematical language to describe sizeI can match, sort and countI can use numbers in play and songs/rhymes. | | <ul style="list-style-type: none">I can join in with counting all my friendsI can join in with a number songI can count objects and soundsI can sort different sizesI can remember different shapesI can match pairs | |

| | |
|--|---|
| <ul style="list-style-type: none"> • I can count the number of objects and find the corresponding number to 5 • I can make a repeating pattern • I can describe and fit different shapes together • I can begin to understand the concept of pairs • I can name and describe 2D shapes • I can match 2D shapes • I can roll playdough and cut shapes • I can count how many coins I can put in my lucky red envelope • I can count to 10 • I can use directional language • I can program a "BEEBOT" to move from 1 place to another on a plan | <ul style="list-style-type: none"> • I can use the touch screen to complete a counting game and match the number |
| Understanding the World | |
| <ul style="list-style-type: none"> • I can use the mouse/touch screen to make choices • I can use keyboard to manoeuvre objects on screen • I can count the number of objects on the screen and find the corresponding number • I can program a "BEEBOT" to move from 1 place to another on a plan • I can talk about my holiday and what happened • I can show awareness of changes to materials • I can begin to look closely at resources, make observations and talk about what is seen • I can notice changes in a cooking process • I can play with small world toys | <ul style="list-style-type: none"> • I can use the touch screen to complete a counting game and match the number • I can talk about my experiences • I can talk about my family |
| Expressive Arts and Design | |
| <ul style="list-style-type: none"> • I can make marks, shapes and patterns • I can trace a pattern • I can use tools to achieve an effect • I can copy details from skeleton pictures and models to create own picture • I can roll playdough and cut shapes • I can use different ways of joining paper together to make an envelope • I can use a variety of materials to decorate a dragon head for dancing with • I can build and construct using blocks • I can role play using props • I can look after and wash babies gently • I can play a part in the story of <i>Knock, Knock, Who's There?</i> • I can explore and make sounds with different musical instruments • I can dance and use my imagination to move to music | <ul style="list-style-type: none"> • I can join in and learn simple songs • I can describe different sounds • I can join in with the beat/rhythm • I can pretend to be a character from the story • I can identify different sounds • I can play an instrument quietly and loudly • I can move like a dragon • I can join in with the songs • I can make different sounds and voices with my voice • I can join in with the actions to the song • I can listen carefully to different sounds • I can join in with a number song |

Nursery, Term 2B

| Topic: Sounds | |
|--|--|
| Summary of learning | |
| The second term of Nursery continues the development of a child's core skills once routines are established. Children become more confident and skilled at engaging in a wider range of activities. Teaching time evolves around new and familiar stories, songs and activities. Children begin to refine their communication skills that enable them to listen and respond to adults and other children. Activities focus on Easter towards the end of the term. | |
| Freeflow Activities | Overview of directed teaching time |
| <ul style="list-style-type: none"> • Role play – Shops • Climbing frame • Sand tray • Small world (e.g. train set) • Fine motor activities (e.g. drawing, cutting, mark making) • Messy play (e.g. playdough, shaving foam, Jelly, dry beans/pasta, custard) • Book corner • Graphics table • Creative area • Mark making activities including painting • Sorting and matching objects • Construction blocks and bricks • Interactive counting games on the touch screens after teaching time • Active throwing and catching games outside | <ul style="list-style-type: none"> • Embedding routines • Separating from main carer confidently • Focus on independent skills (e.g. dressing, choosing activities, snack time) • Developing social skills • Taking turns and sharing • Making friends • Settling into routines • Choosing indoor and outdoor activities • Learning new songs to sing and move to • Learning how to count and recognise numbers • Learning about shapes • Refining mark making skills, beginning to make letter shapes • Using a variety of creative materials • Listening to stories and recalling information • Acting out characters from stories using actions, voices and materials • Using words to talk about my experiences • Respond to others with actions, words and sentences • Learning some basic cooking skills and tasting new foods and flavours • Using technology; toys, computers and gadgets • Preparing for, and performing in, Easter bonnet parade |
| Stories read in Term 2B: | |
| <ul style="list-style-type: none"> ○ Cinderella, a traditional tale ○ Princess and the Pea, a traditional tale ○ Goldilocks and the Three Bears, a traditional tale ○ The Three Little Pigs, a traditional tale ○ Sleeping Beauty, a traditional tale ○ Lullabyhullabaloo, by Mick Inkpen ○ The Blue Balloon, by Mick Inkpen | |
| Songs introduced in Term 2B: | |
| <ul style="list-style-type: none"> ○ Princess is Sleeping ○ I Have a Blue Balloon ○ Out in the Garden ○ We Are Sitting Very Still ○ Through the Teeth ○ If I Were a Giant ○ Pass the Crown Around the Ring ○ Roar Like a Dragon ○ One Balloon ○ I Have a Blue Balloon | |

| Learning Intentions during freeflow | Learning Intentions during teaching time |
|--|---|
| Communication and Language | |
| <ul style="list-style-type: none"> • I can talk about what changes when we cook food • I can use words and sentences to express myself • I can talk about what I want to do • I can listen to adults and my friends • I can use words to answer questions • I can talk about the story using the pictures to help • I can talk about the main character, the princess • I can re-tell a story using language from the story, using illustrations and listening to an adult • I can talk about changes to materials and talking about what is happening when they change • I can make marks and talk about them • I can use talk to act in a role • I can talk about favourite foods • I can talk about healthy food and making healthy choices and can try what I have cooked • I can talk about what happens to my body when I exercise | <ul style="list-style-type: none"> • I can join in with the songs • I can say hello to my friends • I can listen and respond to others • I can share experiences with others • I can use describing words • I can use different voices • I can make different sounds with my voice • I can listen carefully to different sounds • I can play a remembering game • I can talk about different healthy and unhealthy foods • I can talk about how I feel • I can say what food I like and dislike • I can talk about my family |
| Physical Development | |
| <ul style="list-style-type: none"> • I can lift and carry objects safely • I can explore ways of moving along a pathway • I can move in different ways around the outdoor area avoiding objects and other people • I can talk about what happens to my body when I exercise • I can make mix ingredients together • I can talk about healthy food and making healthy choices and can try what I have cooked • I can talk about favourite foods • I can show awareness of food and hygiene • I know how to be careful and safe around hot objects • I can use one handed tools with increasing accuracy • I can make simple vertical and horizontal marks on a large and small scale • I can use my hands to carefully complete a task • I can use paint brushes or pastels to create my own story character or setting • I can carefully decorate a picture • I can use scissors safely and accurately to cut out the shape I need • I can begin to make some letter shapes • I can write or mark make a sound for their character in a speech bubble | <ul style="list-style-type: none"> • I can join in with the actions to the song • I can try new food • I can eat and drink my snack on my own • I can identify clothes to keep us warm • I can play and instrument quietly and loudly • I can move like a dragon • I can copy and make different shapes with my body • I can talk about different healthy and unhealthy foods |
| Personal, Social and Emotional Development | |
| <ul style="list-style-type: none"> • I can understand that property and resources needs to be treated with care and respect • I can listen to adults and my friends • I can use words to answer questions • I can dress up and enjoy interacting with one another • I can lift and carry large blocks safely • I can try new activities in the nursery • I can choose the things I need to make or play with • I can tidy up when I am finished playing/working | <ul style="list-style-type: none"> • I can say goodbye to my parent/carer • I can say hello to my friends and my teacher • I can learn about how to behave • I can join in with the listening game • I can wait for my turn in the game • I can talk about how I feel • I can join in with the game • I can say what food I like and dislike • I can eat and drink my snack on my own |

Literacy

- I can talk about and sequence the story using the pictures to help using language from the story
- I can talk about the main characters in a story
- I can enjoy stories about a princess and a prince.
- I can role play my fairy tale ideas
- I can make marks and talk about them
- I can recognise some letters and can begin to make some letter shapes
- I can write or mark make a sound for their character in a speech bubble
- I can write a message in a card
- I can write my name
- I can re-tell a story using language from the story, using illustrations and listening to an adult

- I can listen to a short story
- I can talk about a story
- I can recall a story
- I can join in with repeated phrases from the story
- I can make predictions about a story
- I can learn new words and use them when talking about stories
- I can pretend to be a character from the story

Maths

- I can count to find out how many
- I can match how many to a numeral
- I can count jewels on my biscuit or crown
- I can recognise numbers and can count 1-6
- I can begin to use the language of size
- I can carry on a pattern and match shapes
- I can use 3D materials to create a model
- I can use shapes to complete a matching, sorting or pattern game
- I can make a pattern
- I can make a castle with "hammer and nails" shapes and name the shapes
- I can name simple 2D shapes
- I can use simple positional language

- I can join in with counting all my friends
- I can join in with a number song
- I can count objects and sounds
- I can sort different sizes
- I can sort different shapes
- I can remember different shapes
- I can match pairs
- I can use the touch screen to complete a counting game and match the number

Understanding the World

- I can use a mouse with increasing accuracy to place objects on the screen
- I can use click and drag to move objects on the screen
- I can press a button on the screen to make an action happen or play a game
- I can use the print button
- I can talk about changes to materials
- I can talk about what changes when we cook food
- I can sort materials and objects
- I can show awareness of the role food plays in traditional/religious event

- I can use the touch screen to complete a counting game and match the number
- I can talk about my experiences
- I can talk about my family
- I can make different animal sounds

Expressive Arts and Design

- I can make simple vertical and horizontal marks on a large and small scale
- I can use 3D materials to create a representation or model using a range of joining techniques
- I can create a picture, model, collage using my imagination and I can use different materials and ways of fixing things
- I can build with big blocks
- I can explore clay, squashing and squeezing
- I can show an interest in mark making
- I can decorate a picture
- I can use paint brushes or pastels to create my own story character or setting
- I can make items from the castle
- I can talk about changes to materials
- I can dress up as kings and queens and enjoy interacting with one another
- I can use resources to play in an office
- I can role play my fairy tale ideas
- I can use scissors safely and accurately to cut out the shape I need.
- I can use talk to act in a role play

- I can join in and learn simple songs
- I can describe different sounds
- I can join in with the beat/rhythm
- I can pretend to be a character from the story
- I can identify different sounds
- I can play an instrument quietly and loudly
- I can move like a dragon
- I can talk about different foods
- I can make different sounds with my voice
- I can listen carefully to different sounds
- I can copy and make different shapes with my body
- I can join in with a number song

Nursery, Term 3A

| Topic: Transport | |
|---|--|
| Summary of learning | |
| The final term of Nursery builds on the work completed earlier in the year. Children's skills are developed further in readiness for starting Reception. During Term 3A children experience an educational visit to explore the theme of transport. | |
| Freeflow Activities | Overview of directed teaching time |
| <ul style="list-style-type: none"> ○ Role play – café and travel agents ○ Climbing frame ○ Sand tray ○ Small world (e.g. train set) ○ Fine motor activities (e.g. drawing, cutting, mark making) ○ Messy play (e.g. playdough, shaving foam, Jelly, dry beans/pasta, custard) ○ Book corner ○ Graphics table ○ Creative area ○ Mark making activities including painting ○ Sorting and matching objects ○ Construction blocks and bricks ○ Interactive counting games on the touch screens after teaching time ○ Outside 'sports day' style games | <ul style="list-style-type: none"> • Embedding routines • Separating from main carer confidently • Focus on independent skills (e.g. dressing, choosing activities, snack time) • Developing social skills • Taking turns and sharing • Making friends • Settling into routines • Choosing indoor and outdoor activities • Learning new songs to sing and move to • Learning how to count and recognise numbers • Learning about shapes • Refining mark making skills, beginning to make letter shapes • Using a variety of creative materials • Listening to stories and recalling information • Acting out characters from stories using actions, voices and materials • Using words to talk about my experiences • Respond to others with actions, words and sentences • Learning some basic cooking skills, tasting new foods and flavours • Using technology; toys, computers and gadgets • Going on an educational visit to learn about journeys |
| Stories read in Term 3A | |
| <ul style="list-style-type: none"> ○ Titch, by Pat Hutchins ○ The Train Ride, by June Crebbin ○ Puffer Train, by Mary Murphy ○ Dig, Dig, Digging, Margaret Mayo | |
| Songs introduced in term 3A | |
| <ul style="list-style-type: none"> ○ London Bridge ○ Punchinello ○ Let me Sing ○ Little Bunnies | |

| Learning intentions during freeflow | Learning intentions during teaching time |
|--|--|
| Communication and Language | |
| <ul style="list-style-type: none"> • I can talk about own experiences • I can talk about my own experiences in context to the book/story/conversation. • I can talk about what I know and what I think will happen • I can talk about what I am doing and (with support) modify my creations • I can begin to use vocabulary associated with specific roles • I can listen to an adult and my friends • I can listen to and follow simple instructions • I can use words and sentences to express myself • I can recognise some letters and hear different sounds • I can use words to help me remember where things are on the board, top, middle, bottom etc. | <ul style="list-style-type: none"> • I can join in with the songs • I can say hello to my friends • I can listen and respond to others • I can share experiences with others • I can use describing words • I can use different voices • I can make different sounds with my voice • I can listen carefully to different sounds • I can play a remembering game • I can talk about going on a visit • I can talk about different vehicles • I can listen carefully to the sounds and say what I can hear • I can talk about different foods • I can talk about healthy and unhealthy foods • I can join in with the listening game • I know different ways to say hello to others • I can listen to a short story • I can talk about a story • I can talk about my family |
| Physical Development | |
| <ul style="list-style-type: none"> • I can play write using templates • I can balance objects using my fingers • I can experiment with drawing big and small shapes • I can hold a pencil with a strong grip to write clearly • I can make a mark to record my idea, label or name • I can write about what I think and what I like • I can draw lines and circles • I can draw lines and cut along them (with support) • I can throw the bean bag into a goal. • I can move slowly and carefully • I can lift large blocks safely • I can draw my face using a mirror to copy features • I can handle cooking equipment • I can move in different ways around the outdoor area • I can balance and follow a pathway • I can roll and spin and use the new resource safely | <ul style="list-style-type: none"> • I can join in with the actions to the song • I can try new food • I can eat and drink my snack on my own • I can identify clothes to keep us warm • I can play an instrument quietly and loudly • I can move like a dragon • I can copy and make different shapes with my body • I can talk about different foods • I can talk about healthy and unhealthy foods • I can copy movements |
| Personal, Social and Emotional Development | |
| <ul style="list-style-type: none"> • I can make appropriate choices in my play • I can look after and play with our new resources • I can finish my piece of work. • I am starting to share my "toys" and games with other children – use the timer to take turns • I can try new things • I can talk about the emotions I see in the game • I can talk about and describe the times when I feel the same emotions as in the game • I can work with an adult and share resources • I can help to tidy up and wash up and know why this is important when cooking • I can roll and spin and use the new resource safely | <ul style="list-style-type: none"> • I can say goodbye to my parent/carer • I can say hello to my friends and my teacher • I can learn about how to behave • I can join in with the listening game • I can wait for my turn in the game • I can talk about how I feel • I can join in with the game • I can say what food I like and dislike • I know different ways to say hello to others |

| Literacy | |
|---|--|
| <ul style="list-style-type: none"> I can write using templates I can represent what I can see in different ways I can talk about the story, using illustrations and listening to an adult I can recognise some letters and hear different sounds I can say what letters are in my name I can draw lines and circles I can write about what I think and what I like I can experiment with mark making I can draw my face using a mirror to copy features I can write my name using a pencil I can make a mark to record my idea, label or name I can hold a pencil with a strong grip to write clearly I can talk about how to read a book, turn the pages I can behave like a reader I can read some simple words | <ul style="list-style-type: none"> I can listen to a short story I can talk about a story I can recall a story I can join in with repeated phrases from the story I can make predictions about a story I can learn new words and use them when talking about stories I can tap out the rhythm from the words I can make my mouth move in different ways depending on the sound I make I can listen carefully to the sounds and say what I can hear I can pretend to be a character from the story I can role play a scenario from the story |
| Maths | |
| <ul style="list-style-type: none"> I can count the number of spots on the dice I can sort resources of like kind I can use mathematical language like full empty, and positional language I can recognise numerals and count out corresponding objects and groups of objects I can record how many using tally marks I can order using positional language I can measure ingredients I can count and recognise some numbers to 5/10 I can recognise shapes in the environment I can name simple 2D shapes | <ul style="list-style-type: none"> I can join in with counting all my friends I can join in with a number song I can count objects and sounds I can sort different sizes I can sort different shapes I can remember different shapes I can match pairs I can count and match numbers |
| Understanding the World | |
| <ul style="list-style-type: none"> I can press buttons to make things happen I can control a computer using a mouse or keyboard I can use a camera to take a picture I can use the microphone to sing a song I can talk about own experiences To talk about what I can see, taste, touch and know I know that plants grow from seeds and there are lots of fruits and vegetables that have seeds in them I can identify different modes of transport I can remember how to plant a seed I know how to look after seeds I can talk about a recent experience I can explore the ways in which water move I can talk about my journey to school I can talk about where I live and who lives there I can measure ingredients | <ul style="list-style-type: none"> I can use the touch screen to complete a game or activity I can talk about my experiences I can talk about my family I can make different animal sounds I can talk about how plants grow I can talk about differences I have observed I can talk about a journey I have been on I can talk about going on a visit I can talk about different vehicles I can distinguish materials from how they feel and look |
| Expressive Arts and Design | |
| <ul style="list-style-type: none"> I can role play familiar experiences using appropriate narratives and vocabulary I can use available resources to create props to support role play I can use resources to complete my picture I can make a secondary colour from 2 primary colours I can experiment with drawing big and small shapes I can modify my creations and talk about it I can use the microphone to sing a song I can make a costume to perform in I can experiment with mark making I can draw my face using a mirror to copy features I can select appropriate materials to stick and complete my picture I can explore different media. and textures and use marks using tools I can move in different ways around the outdoor area I can dance and use my imagination when moving | <ul style="list-style-type: none"> I can join in and learn simple songs I can describe different sounds I can join in with the beat/rhythm I can pretend to be a character from the story I can identify different sounds I can play and instrument quietly and loudly I can move like a dragon I can talk about different foods I can copy a beat or rhythm I can role play a scenario from the story I can make different sounds with my voice |

Nursery, Term 3B

| Topic: Mini-beasts | |
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| Summary of learning | |
| The final half term prepares children for the transition to Reception. The topic 'mini-beasts' explores the environment and living things. Children participate in an educational visit to learn more about mini-beasts. Learning refines the core skills in communication, physical and PSED which will enable children to succeed at learning to read and write in Reception. | |
| Freeflow Activities | Overview of directed teaching time |
| <ul style="list-style-type: none"> ○ Role play – Home corner ○ Climbing frame ○ Sand tray ○ Small world (e.g. train set) ○ Fine motor activities (e.g. drawing, cutting, mark making) ○ Messy play (e.g. playdough, shaving foam, Jelly, dry beans/pasta, custard) ○ Book corner ○ Graphics table ○ Creative area ○ Mark making activities including painting ○ Sorting and matching objects ○ Construction blocks and bricks ○ Interactive counting games on the touch screens after teaching time ○ Outside 'sports day' games | <ul style="list-style-type: none"> • Embedding routines • Separating from main carer confidently • Focus on independent skills (e.g. dressing, choosing activities, snack time) • Developing social skills • Taking turns and sharing • Making friends • Settling into routines • Choosing indoor and outdoor activities • Learning new songs to sing and move to • Learning how to count and recognise numbers • Learning about shapes • Beginning to recognise and name familiar letters • Refining mark making skills, beginning to make letter shapes • Using a variety of creative materials • Listening to stories and recalling information • Acting out characters from stories using actions, voices and materials • Using words to talk about my experiences • Respond to others with actions, words and more complex sentences • Learning some basic cooking skills, tasting new foods and flavours • Using technology; toys, computers and gadgets • Going on an educational visit to learn about mini-beasts |
| Stories read in Term 3B: | |
| <ul style="list-style-type: none"> ○ The Very Hungry Caterpillar, by Eric Carle ○ The Very Quiet Cricket, by Eric Carle ○ Sharing a Shell, Julia Donaldson ○ If We Had a Sailboat, by Jonathan Emmett ○ Engines, Engines, by Lisa Bruce ○ Island Counting, by Frane Lessac ○ Once Upon a Tide, by Tony Mitton <p>A range of Non-Fiction texts including:</p> <ul style="list-style-type: none"> ○ Seaside Senses ○ At the Airport | |
| Songs introduced in Term 3B: | |
| <ul style="list-style-type: none"> ○ Here is the Ostrich ○ Circle Song ○ Monkey, Monkey ○ Make a Circle ○ Bobby Shafto ○ We're All Going on a Summer Holiday | |

| Learning Intentions during freeflow | Learning Intentions during teaching time |
|--|---|
| Communication and Language | |
| <ul style="list-style-type: none"> • I can talk about familiar experiences in the context of role play, book, story, or conversation • I can talk about favourite sandwich fillings • I can observe and talk about images on the screen • I can use sentences to talk to my friend; I can give and follow some instructions • I can discuss colour, shapes, patterns • I can talk about what I like and dislike and my own choices • I can show awareness of heavy/light, lot of/a little • To talk about what they are doing and (with support) modify their creations • I can talk about what will happen • I can talk about what I know and what I think • I can talk about the weather and what happens when it rains or the sun shines | <ul style="list-style-type: none"> • I can join in with the songs • I can say hello to my friends • I can say goodbye to my parent/carer • I can listen and respond to others • I can share experiences with others • I can use describing words • I can use different voices • I can make different sounds with my voice • I can listen carefully to different sounds • I can play a remembering game • I can talk about going on a visit • I can talk about different mini-beasts • I can describe what I can see • I can listen carefully to sounds and say what I can hear • I can name different instruments and describe their sounds • I can listen carefully to describing words and identify the fruit • I can talk about going on holiday • I can talk about different foods • I can talk about healthy and unhealthy foods • I can talk about how I feel • |
| Physical Development | |
| <ul style="list-style-type: none"> • I can crawl, creep, run, etc in, on, under and through large equipment in an obstacle course • I can play games where I have to balance, throw, run in and out • I can ride a bike • I can roll, squash and squeeze play dough and clay into the shape I need • I can use scissors to cut out a picture • I can make a mark to record my idea, label or name on paper • I can balance objects using my fingers • I can hold a pencil/pen/paintbrush to make accurate marks/drawings • I can use cooking tools appropriately • I can use scissors and one handed tools to decorate, cut out and stick • I can make finger prints with a controlled movement • I can use appropriate hand control to pour ingredients into bowl, mix • I can try new flavours • I can talk about what they like and dislike about food and flavours • I can eat and drink independently • I can show awareness of healthy foods | <ul style="list-style-type: none"> • I can join in with the actions to the song • I can try new food • I can eat and drink my snack on my own • I can play an instrument quietly and loudly • I can move like a dragon • I can copy and make different shapes with my body • I can talk about different foods • I can talk about healthy and unhealthy foods • I can copy movements • I can move like a caterpillar • I can respond to different sounds • I can identify different fruit • I can use my sense of touch to identify fruit |

Personal, Social and Emotional Development

- I can use sentences to talk to my friend
- I can follow instructions and complete a team game with my friends
- I can share the Nursery toys with my friends.
- I can work with an adult and concentrate for a long period of time on what I am doing
- I can choose from a selection of resources
- I can discuss my own choices
- I can talk about what I like and dislike
- I can try new flavours
- I can join in with the party
- I can join in confidently with dancing

- I can say goodbye to my parent/carer
- I can say hello to my friends and my teacher
- I can learn about how to behave
- I can join in with the listening game
- I can wait for my turn in the game
- I can talk about how I feel
- I can join in with the game
- I can say what food I like and dislike
- I know different ways to say hello to others
- I can make different movements to different sounds

Literacy

- I can make a mark to record my idea, label or name
- I can talk about how to read a book, turn the pages
- I can behave like a reader
- I can talk about the pictures and what is happening
- I can read some simple words
- I can say what sound I see
- I can talk about my own experiences in context to the book/story/conversation
- I can recognise the initial letter of my first name
- I can build better fine and gross motor skills
- I can give meaning to the marks I make
- I can hold a pencil/pen/paintbrush to make accurate marks/drawings.
- I can talk about what I am writing/drawing

- I can listen to a short story
- I can talk about a story
- I can recall a story
- I can join in with repeated phrases from the story
- I can make predictions about a story
- I can learn new words and use them when talking about stories
- I can tap out the rhythm from the words
- I can make my mouth move in different ways depending on the sound I make
- I can listen carefully to sounds and say what I can hear
- I can match things that begin with the same sound

Maths

- I can count accurately up to 6 (or above)
- I can count out to 5/10
- I can recognise and match some numbers to 5/10
- I can count different objects in a set
- I can count out objects from a group
- I can count and match spots on the die
- I can match shapes
- I can make simple pattern
- I can match objects by colour and name them
- I can use mathematical language like full empty, and positional language to support their building
- I can join in with a maths game cooperatively
- I can follow a map around the setting and find the creatures (links to our tropical wings visit)

- I can join in with counting all my friends
- I can join in with a number song
- I can count objects and sounds
- I can sort different sizes
- I can sort different shapes
- I can remember different shapes
- I can match pairs
- I can count and match numbers
- I can make a repeating pattern
- I can use a die to complete a puzzle
- I can count the number of sounds
- I can use directions to move the 'Beebot'

Understanding the World

- I can talk about favourite sandwich fillings
- I can use mouse/touch screen to move or select an object on screen
- I can observe and talk about images on the screen
- I can click on icons to choose an activity
- I can use a tape recorder/karaoke machine singing along into the microphone
- I can use metal detectors to find hidden treasure
- I can press a button to make the walkie-talkie work
- I can discuss the features of insects/mini beasts
- I can talk about my own experiences in context to the book/story/conversation
- I can begin to talk about changes – what is happening to the caterpillars
- I can talk about mini-beasts I can see
- I can observe and discuss the different features and colours of live caterpillars and butterflies
- I can remember how to plant a seed
- I can talk about what will happen
- I know how to look after seeds and plants
- I can talk about what I know and what I think
- I can talk about the environment around me
- I can talk about the weather and what happens when it rains or the sun shines
- I can choose and print a favourite photo

- I can use the touch screen to complete a game or activity
- I can talk about my experiences
- I can talk about my family
- I can make different animal sounds
- I can talk about how plants grow
- I can talk about differences I have observed
- I can talk about a journey I have been on
- I can talk about going on a visit
- I can talk about different mini-beasts
- I can distinguish materials from how they feel and look
- I can be creative using the computer
- I can talk about the life cycle of a butterfly
- I can name parts of a caterpillar
- I can use a 'Beebot' to get to a target
- I can identify different fruit
- I can listen carefully to describing words and identify the fruit
- I can talk about going on holiday

Expressive Arts and Design

- I can talk about familiar experiences in the context of role play
- I can select dressing up clothing to support role play
- I can paint using brushes and sponges
- I can create a picture using my imagination
- I can explore a range of materials
- I can make a picture using things I have observed and collected
- I can make my play dough or clay look like an insect or mini beast.
- To be able to represent a creature using different materials
- I can fold paper and use scissors to create a symmetrical butterfly
- I can make finger prints with a controlled movement
- I can make different rhythms, beats and sounds with instruments
- I can experiment with sounds
- I can use a tape recorder/karaoke machine singing along into the microphone
- I can dance and use my imagination when moving

- I can join in and learn simple songs
- I can describe different sounds
- I can join in with the beat/rhythm
- I can pretend to be a character from the story
- I can identify different sounds
- I can play an instrument quietly and loudly
- I can move like a dragon
- I can talk about different foods
- I can copy a beat or rhythm
- I can role play a scenario from the story
- I can be creative using the computer
- I can name different instruments and describe their sounds
- I can make different sounds with my voice
- I can copy movements
- I can move like a caterpillar
-

Medium Term Plans

Reception

Yearly Topic Overview

| | Autumn Term | | Spring Term | | Summer Term | |
|--|---|--|--|--|--|---|
| | 1A | 1B | 2A | 2B | 3A | 3B |
| Topic Teach and Freeflow | Mice | Sun, Moon & Stars | Homes & Buildings | Bears | Farms | Journeys |
| Literacy | | "Letters and Sounds" Phases Two, Three, Four, Five" | | | | |
| | | Practising sounds | Guided Writing | Guided Writing | Guided Writing | Guided Writing |
| Maths | Sorting 2D shapes, counting to 10, counting groups, comparing lengths | Comparing numbers, counting to 10, sorting 2D shapes, measuring time, recognise coins, recognising numbers to 20 | Taking away, counting to 20, estimating, positional language, adding numbers | Comparing lengths, matching shapes, comparing heavy and light, comparing numbers to 20, counting forwards and backwards, sorting 3D shapes | Recognising coins, recognising hours, counting objects to 20, estimating, counting on and back, directions | Counting to 100, adding numbers together, taking away, recognising coins, recognising days of the week, recognising numbers |
| Technology (an aspect within UW) | Using ICT Mouse control | | Using a keyboard and a mouse Controlling devices | | Typing words and sentences Programming a robot Entering information | |
| Music (an aspect within EAD) | Music Express Special people, Our senses, Moving patterns | Music Express Our senses, Working world, Growth and change | Music Express Working world, Our senses, Special people | Music Express Going places, Growth and change, Special people | Music Express Working world, Growth and change, Moving patterns | Music Express Growth and change, Working world, Our senses |
| PE (A lesson taught within PD) | Games | Gymnastics Travelling Games | Dance Unit 1 Games | Gymnastics Travelling Games | Dance Unit 2 Games | Gymnastics Stretching & Curling Games |
| Circle Time (a lesson within PSED) | New Beginnings | Getting On & Falling Out | Going For Goals | New Beginnings | Getting On & Falling Out | Going For Goals |

Medium Term Plans

The following pages contain the medium term plans for Reception. They show all the learning covered during the year in directed teaching time and in free-flow.

These are organised into areas of learning, split and sequenced into each half-term. This shows the progression of learning across the year. Some 'Learning Intentions' will appear in different 'Areas of Learning' where it crosses over multiple 'Aspects'.

All the Medium term plans are also available on the school website

www.thamesviewinfants.org/learning

Guide to understanding the medium term plans in this section

The plans are colour coded. Each learning intention in the 'directed teaching' column appears in a certain colour. This helps the reader identify where the learning is taking place and highlights how most 'Learning Intentions' cross over into different areas. This also demonstrates how children are learning across many areas at the same time.

| Key to colours: The specific directed teaching or lesson where learning intention appears | | | | | | | |
|---|-------|----|-----|------|------------------|---------|-------|
| IFS* | MUSIC | PE | ICT | PSHE | LETTERS & SOUNDS | WRITING | MATHS |

Some learning intentions are repeated in subsequent half terms. Only new learning is included in the medium term plans. This reflects how the curriculum builds and shows progress in the teaching and learning that takes place.

*IFS refers to the daily 20 minute main teaching segment within Reception, also known as "Topic Teach".

Reception Medium Term Plans

**Communication and Language
(CL)**

Reception

Communication and Language (CL)

Term 1A

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I can learn the Circle Time rules I can understand the class rules, rewards and consequences I can understand my feelings I know when I feel angry or scared I understand that feelings can make us behave differently I can say why I am special, I can talk about similarities and differences I can talk about my experience on the PC's I can learn a new song and keep to the beat I can learn a new song and add actions I can use instruments to make the teddies actions I can copy the beat and keep to the rhythm I can learn a new song and actions I can change the order of the words in a song I can copy a beat and keep the rhythm and learn new greetings in different languages I am beginning to recognise and name simple 2D shapes I am starting to talk about the properties of simple 2D shapes I can order numbers 1-10, I can say which number is next I can talk about what number comes next and I am starting to add one more I can talk about long and short and I am starting to sort out long objects from short objects I can sound out words and use the sounds I know to spell I can remember how to spell 'tricky' (high frequency) words I can name and make the sounds for: s, a, t, p, l, n, m, d, g, o, c, k | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can take on a role and work with my friends to make up a story I can listen carefully to a story I can listen to instructions and play a game with my friends I can tell a teacher what I want to say and write I can retell a story (Kipper's Toybox) I can talk about what I like to eat I can learn a new song <h4>Freeflow</h4> <ul style="list-style-type: none"> I can learn the rules and expectations I can listen to my teacher and my friends I can listen to a story I can talk about how to behave I can listen and follow instructions I know how to talk politely to my friends and adults I can play a remembering game I can talk about different animals I can remember what group I am in I can listen to the class puppet I can learn new story vocabulary I can join in with the word from the story I can talk about what mice like to eat I can talk about what I know about mice I can talk about how we are different to mice I can talk about my senses I can talk about nocturnal animals I can identify and match different sounds I can describe different textures (rough and smooth) I can talk about a pet I have or would like to have I can talk about sounds I can hear in my home I can talk about how mice move I can describe what fireworks looks like I can make different sounds like a firework I can talk about how to look after pets |

Reception

Communication and Language (CL)

Term 1B

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I can play a game together with my friends I can learn how to make new friends I can begin to learn how to resolve a conflict when I play To know how to resolve a conflict and work well with my friends I know what I can do if I feel upset I can understand what to do when I feel angry and how I can sort it out I can make-up when I have fallen out with a friend I can think of ways to sort things out when I don't agree with someone I can express my feelings when I am angry I know how to be friendly I can say sorry when I have been unkind I can take turns when I play a game I can wait for my turn to say something in the classroom I can ask for help when I am stuck I can draw shapes and talk about it I can listen to different instruments I can make actions and sounds like a robot I can choose the instrument to make a quiet or loud noise I can learn to sing and dance our Christmas song, and perform it! I am starting to learn some new Christmas songs to sing with the school I can count a set of objects and talk about which has more and less I can count how many there are up to 10 I can name simple 2D shapes... I can talk about their properties...(what makes a square a square) I can name simple 2D shapes... I can say which shape come next in a repeating pattern I can talk about different times of the day and what happens I can talk about different days of the week I can count out how many pennies I need to buy what I want I can count to 20, I can put numbers in the right order I can find a number and say what it is I can talk about what number comes next I can sound out words and use the sounds I know to spell I can name and make the sounds for: s, a, t, p, l, n, m, d, g, o, c, k I can say my sounds and write it I can sort objects out I know how to blend I know my tricky words I can hear sounds at the start of words of words. I can say the sounds in the word, blend then read High frequency words I can blend the sounds together to read the word. I can read a word and match it to a picture | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can recall and retell a story using story language I can listen to and follow instructions I can talk about the sun, moon and stars I can share what I already know with my friends I can play a remembering game with shapes I can identify environmental sounds I can explain the differences between day and night I understand why rhythmical drawing helps my writing I understand why heat comes from the sun and not the moon I can identify the initial sound in a word I understand where shadows come from I can describe and sort different textured materials I can use correct vocabulary I can discuss light and dark I understand how we might move in space I can use positional language to direct my friends I can think of a sentence to write I can talk about how we might get into space I can talk confidently with my friends I can talk about things I can see in space I can remember everything in the picture I can play Chinese whispers with my friends <h4>Freeflow</h4> <ul style="list-style-type: none"> I can pretend to the characters in Peace at Last I can retell a familiar book, using pictures to help me I can hear the initial sound in a word I can begin to blend sounds together I can talk about the story I have just listened to I can listen to and identify sounds I hear outside I can listen to instructions and play a game I can collect autumn leaves and talk about them I can talk about what is happening I can play a parachute game and listen to instructions I can name and describe what materials I can see I can count a set of objects and say which has more or less I can talk about which group has more or less |

Reception

Communication and Language (CL)

Term 2A

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow | | | | |
|--|--|-------------|---|----------|---|
| <ul style="list-style-type: none">I can talk about when I was youngerI can understand how we learn new thingsI can talk about how it feels to play a game, take turns, and manage disappointmentI can set a goal for myself and talk about what I want to achieveI can talk about how we can work together to finish a taskI can tell you what I like doing and learningI can tell you what a goal isI can set a goal for myselfI can tell you what I want to achieve and how I am going to do soI can say what I am going to do nextI can tell you what I have done and the things that worked wellI can think of an action which creates a noiseI can make different sounds on instruments using different actions.I can copy another's actionI can remember a chantI can use a litter sound maker to keep the beatI can make different machine actions to keep the beatI can learn a new song and remember the actionsI can make movements and sounds like a robot in time to the musicI can create sounds using different paper and describe the soundI can create different sounds using paperRecognise repeated sounds and sound patterns and match movements to musicI can pick a number and start counting from there to 20I can estimate how many cars there areI can count and talk about more and lessI can say where the coloured square is on the gridI can explain where the teddy isI can count to 20, I can put numbers in the right order and work out which ones are missingI can count out the right number of objects up to 10I can remember how to spell 'tricky' (high frequency) wordsI can write the words I say in my sentenceI can record my ideas using pictures, symbols and familiar lettersI can tell the story of The Three Little PigsI can use sounds to spell the words I say in my sentenceI can tell the story of the three little pigsI can use sounds to spell the words I say in my sentenceI can write a sentence using my sounds to spell some wordsI can hear and recognise some sounds in wordsI can write a sentence using my sounds to spell some wordsI can read a word and match it to a picture | <table><tr><th>Topic Teach</th></tr><tr><td><ul style="list-style-type: none">I can describe differences between buildingsI can talk about different parts of a houseI can name different types of buildingsI can talk confidentlyI can talk to my partnerI can talk about my house or homeI can play a remembering gameI can segment words into syllablesI can hear, identify and match rhyming wordsI can think of my own rhyming wordsI can listen to the sound and respond with a movementI can talk about events that happen at different times of the dayI can use time sequence vocabularyI can talk about what I might find in a kitchenI can talk about how I find and make food in the kitchenI can listen to the beats on the instrument and identify the numberI know about different building materials and why they are usedI can explain my ideas confidently using a sentenceI can explain what I can see in a videoI can describe how bricks are made and usedI can retell a story (The Three Little Pigs) using role playI can sort building materials from other everyday materials and explain what they are used forI can talk about what we saw when we went for a walk to look at buildingsI can talk about how and where we sleepI can describe my bedtime routineI can blend sounds together to read a wordI can talk about celebrations I enjoy at homeI can explain how to cook a stir-fryI can think of what my own 'dream house' would be like</td></tr><tr><th>Freeflow</th></tr><tr><td><ul style="list-style-type: none">I can role play in a Post OfficeI can programme a 'Beebot' to move along a pathI can role play in a building site officeI can tell a story with a puppetI can dress up and make a story with my friendsI can follow instructions to play a game with my friendsI can talk about the sounds I make with instrumentsI can take an object away and say how many are leftI can say how many objects to use to make a groupI can count two groups and say how many altogetherI can press the correct button to record my voiceI can say how ingredients changed with heating and coolingI can follow simple instructions to make rice crispy cakes</td></tr></table> | Topic Teach | <ul style="list-style-type: none">I can describe differences between buildingsI can talk about different parts of a houseI can name different types of buildingsI can talk confidentlyI can talk to my partnerI can talk about my house or homeI can play a remembering gameI can segment words into syllablesI can hear, identify and match rhyming wordsI can think of my own rhyming wordsI can listen to the sound and respond with a movementI can talk about events that happen at different times of the dayI can use time sequence vocabularyI can talk about what I might find in a kitchenI can talk about how I find and make food in the kitchenI can listen to the beats on the instrument and identify the numberI know about different building materials and why they are usedI can explain my ideas confidently using a sentenceI can explain what I can see in a videoI can describe how bricks are made and usedI can retell a story (The Three Little Pigs) using role playI can sort building materials from other everyday materials and explain what they are used forI can talk about what we saw when we went for a walk to look at buildingsI can talk about how and where we sleepI can describe my bedtime routineI can blend sounds together to read a wordI can talk about celebrations I enjoy at homeI can explain how to cook a stir-fryI can think of what my own 'dream house' would be like | Freeflow | <ul style="list-style-type: none">I can role play in a Post OfficeI can programme a 'Beebot' to move along a pathI can role play in a building site officeI can tell a story with a puppetI can dress up and make a story with my friendsI can follow instructions to play a game with my friendsI can talk about the sounds I make with instrumentsI can take an object away and say how many are leftI can say how many objects to use to make a groupI can count two groups and say how many altogetherI can press the correct button to record my voiceI can say how ingredients changed with heating and coolingI can follow simple instructions to make rice crispy cakes |
| Topic Teach | | | | | |
| <ul style="list-style-type: none">I can describe differences between buildingsI can talk about different parts of a houseI can name different types of buildingsI can talk confidentlyI can talk to my partnerI can talk about my house or homeI can play a remembering gameI can segment words into syllablesI can hear, identify and match rhyming wordsI can think of my own rhyming wordsI can listen to the sound and respond with a movementI can talk about events that happen at different times of the dayI can use time sequence vocabularyI can talk about what I might find in a kitchenI can talk about how I find and make food in the kitchenI can listen to the beats on the instrument and identify the numberI know about different building materials and why they are usedI can explain my ideas confidently using a sentenceI can explain what I can see in a videoI can describe how bricks are made and usedI can retell a story (The Three Little Pigs) using role playI can sort building materials from other everyday materials and explain what they are used forI can talk about what we saw when we went for a walk to look at buildingsI can talk about how and where we sleepI can describe my bedtime routineI can blend sounds together to read a wordI can talk about celebrations I enjoy at homeI can explain how to cook a stir-fryI can think of what my own 'dream house' would be like | | | | | |
| Freeflow | | | | | |
| <ul style="list-style-type: none">I can role play in a Post OfficeI can programme a 'Beebot' to move along a pathI can role play in a building site officeI can tell a story with a puppetI can dress up and make a story with my friendsI can follow instructions to play a game with my friendsI can talk about the sounds I make with instrumentsI can take an object away and say how many are leftI can say how many objects to use to make a groupI can count two groups and say how many altogetherI can press the correct button to record my voiceI can say how ingredients changed with heating and coolingI can follow simple instructions to make rice crispy cakes | | | | | |

- I can segment and blend the sounds together to read the word
- I can read and write a sentence

- I can use a microphone to retell a story
- I can role play in a (Chinese) restaurant
- I can follow instructions to make a stir-fry
- I can take an object away and say how many are left
- I can use positional language to say where I am putting things in the dolls house
- I can make a pattern and say where I am putting each shape
- I can play a maths game with an adult
- I can add two groups together and say how many

Reception

Communication and Language (CL)

Term 2B

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|---|
| <ul style="list-style-type: none"> I can talk about feeling happy and what makes me feel happy I know what it is to feel excited I can understand why I might feel proud I can talk about what I like doing I know how to share I can understand how to manage my upset feelings I can tell you the things I like doing and the things I don't like doing I can say how I feel when I am feeling proud I can tell when I am feeling excited I can tell or show how I feel when I am excited I can say and show you when I am feeling good and happy I can tell or show what feeling proud looks like I can stay still and quiet for a short time I can relax with help I can say what I need I can stand up for my own needs and rights without hurting others I can make different sounds with my voice I can make the correct sound to match the picture prompt I can make different pitch sounds with my voice I can make a high, medium, and low growl I can keep a beat and take turns I can create new lines for the song I can follow a beat and think of ways to play instruments I can make a loud and soft sound I can follow a beat and make instruments sound like water I can compare which is the longest and the shortest and explain how I know I can sort objects and say why I have chosen to sort them that way I can match objects and say why I have chosen to match them that way I can say which shapes fit into the space, or was used to make that picture I can sort out what is heavier and what is lighter and what is the same (balances) I can say which number is further along the number line than the other I can say if someone is older or younger depending on their age I can say which number is the biggest and will build the tallest tower I can say what is one less than a number to 20 I can say which number comes before a number on the number line (up to 20) I can say what number comes before another number and I know how to take 1 away and find out how many are left I can say how many biscuits are left when you take one away | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can talk about different bears I can explain what I know about bears I can identify and sort objects by their initial sounds I can use positional language I can identify smells and explain where I might have smelt them before I can remember a story and sequence events in the correct order I understand mother bears need to look after their cubs I can talk about why bears might live near rivers I can explain how bears catch salmon jumping in the river I can take turns in a conversation I can talk about how bears keep warm in winter I can use correct vocabulary to describe natural resources I can explain the differences between bear and human tracks and prints I can share what I know about different types of bears I can talk about different habitats I can describe differences between different types of bears I know how we can fish, and how bears catch fish I can listen to and identify different everyday sounds I can learn about new musical instruments and describe the sounds they make I can remember how we made porridge I can talk about Easter and why it is important to Christians I can talk about rabbits and how they move I can play 'follow my leader' <h4>Freeflow</h4> <ul style="list-style-type: none"> I can retell the story of Goldilocks and the Three Bears I can write and talk about what I did on the weekend I can follow instructions to make a pancake I can turn equipment off because I understand the batteries will run out I can use a microphone I can role play in the building site office I can talk about what I am doing when I make up a story I can retell the We're Going on a Bear Hunt story using resources I can look closely at paw prints and describe what I can see I can use different language at different times I can follow instructions to make flapjack/Angel Delight I can follow instructions and make a chocolate nest I can make a long and short snake and talk about what I have done I can sort objects according to their size and talk about what I have done I can use words like larger and smaller to describe sets of objects |

- I can say which 3D shape is a cube and talk about the face and the corners it has
- I can name a cube, cuboid and a pyramid and I can talk about what they look like
- I can match and name 3D shapes and talk about what they look like
- I can sound out longer words
- I can read, spell, and write high frequency words

- I can say which number comes before another on a number line

Reception

Communication and Language (CL)

Term 3A

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I can talk about feeling happy, sad and angry I can talk about how I feel if I lose something or someone I know how to sort something out if I think it isn't fair I can tell when I am feeling sad or angry I can show someone when I am feeling sad, angry or happy I can tell you how it feels when things are unfair I can tell you how I feel if I am missing someone or have lost someone or something I care about I can talk about how I can feel better when I am feeling sad or missing someone I can tell is someone is happy, sad or angry I can tell you what is fair and unfair I can tell you when things are fair or unfair I can move with imagination when listening to a piece of music I can describe the sound an instrument makes I can listen to a musical story from another culture To describe their own actions and the actions of others using appropriate vocabulary I can count out the right amount of money to buy something from the shop I can talk about the time and say what time important things happen during the day I can tell what time it is (on the hour) I can talk about morning and afternoon I can talk about what I do at the weekend and what time things happen I can count and order numbers to 20 I can estimate how many there are in a group, then I can label and count to check I can move from one place to the next following and giving instructions like forward, back I can recognise numbers 0-9 and I can match a number to a group that I have counted I can use time sequence vocabulary I can use adjectives to describe what I am writing about Letters and Sounds (see previous) | Topic Teach |
| | <ul style="list-style-type: none"> I can talk about the differences between farm and wild animals I can share what I already know about farms I can use descriptive language to talk about farm animals I can retell and describe the events in a story I understand that we keep cows for their milk and meat I can talk about why we keep hens I can talk about how wheat is grown, milled and made into bread I can retell the story by putting the pictures in the correct order and talking about it I can talk about what is sold in a farm shop and why it is different to a supermarket I can listen to a description and name the animal I can match pictures to instructions for baking I can describe how horses can help on the farm I understand what a dairy product is I can talk about what dairy products I eat or drink I can describe the differences between types of farms I can think of lots of describing words for a vegetable with my partner I can discuss and explain my own experiences I can talk using full sentences I can say which foods I like or dislike I can describe the taste of different fruits and vegetables I can talk about what we saw on our visit I understand what plants need to grow and how we look after them I can use positional language to describe the position of an item I can play a game on the computer and explain what to do next I can talk about what I think I will see on the farm I can join in with phrases in a story I can talk about why a farmer needs a tractor I can recall my experiences on the farm |
| | Freeflow |
| | <ul style="list-style-type: none"> I can play shops, 'buying' with money using number language I can talk about the rule I need to remember in school I can pretend to work as a vet I know what sick animals need to make them better I can use resources to build scene and make a story I know how to look after animals and crops I can write down ingredients to make a recipe in the mud kitchen and explain why chose them I can retell a story and use complex words and sentences to describe it I can use mathematical language in my play |

| | |
|--|--|
| | <ul style="list-style-type: none">• I can use a walkie-talkie to talk to my friends• I can make a map and talk about the directions and places I have put on it |
|--|--|

Reception

Communication and Language (CL)

Term 3B

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|---|
| <ul style="list-style-type: none"> I can talk about how I feel when something changes I can think of ways we can manage change I am beginning to understand how to manage a sudden event or change I know how to manage sudden events I know I can plan ahead to help manage change I can tell you what I can do now that I couldn't do when I started school/nursery I can tell you how I've changed I can remember feelings I have had, and why I felt like that I can sometimes tell you how change makes me feel When I feel bad, I know that it helps to do something different I know that sometimes when people are not very nice to me it is because they don't feel very good inside I know how to help someone when they are feeling sad I can tell you what I did with my class/group to make the outdoor area/classroom/setting better I can show my friends how to play the game I can pick our Dance-a-thon song and learn to sing and dance to it! To talk about the dance and explain why they liked it To recognise the changes that occur in their bodies when they are active Work co-operatively with a partner I can count to one hundred; I can say what is before and after a given number I can count on 2 from a given number (up to 20) I can say the days of the week in the right order and I can put events in the right order I know the difference between the weekdays and the weekend I can say numbers more and less than a given number I can place a number in line where I think it should go thinking about whether it is larger or smaller than a given number I can count up and down from a given number I can talk about numbers, I can write numbers up to 20 I can use adjectives to describe what I am writing about and make my writing more interesting I can segment to write phonetically plausible words | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can talk about a journey I have been on I can talk about what I did on my holiday I can learn about railway stations and talk about my own experiences I can use the sounds to make CVC words on the computer I can use descriptive language to describe going on a train journey I can identify and say the syllables in a word I can talk about going on a bus journey I can talk about why cycling is good for us I can talk about my experiences of different types of boats I can talk about travelling by air I can play I spy I can describe what I might see on a car journey I know what I need to do before I set off on a car journey to stay safe I can observe and talk about different features of a car I know what different parts of a car are used for I know what road signs mean I can use positional language to describe where things are I can discuss how we can use a map to find out way I can use descriptive language to describe different vehicles I can talk about what I might see when I go on a journey I can explain what I saw and did on our journey I can discuss different types of sea travel I can listen to what my friends say and remember what they said I can give instructions to give directions I can use accurate vocabulary to describe differences between transport I can explain how boats move with or without wind power I can talk about what will happen next year I can ask questions about year 1 <h4>Freeflow</h4> <ul style="list-style-type: none"> I can role play in a ticket office, talking on the phone, taking messages, writing reports, talking to passengers and selling tickets I can role play in a garage, fixing vehicles, and working in an office to book appointments I can use my manners I can be kind to my friends I can make a pathway and talk about which way I am going I can role play The Little red hen and Rosie's Walk using story language I can write down my recipe and say why I chose those ingredients I can talk about what I am doing with my friends |

| | |
|--|---|
| | <ul style="list-style-type: none">• I can time activities and talk about who/what was quicker or slower• I can dress up, use my imagination, and sing and dance• I can retell something that happened in my favourite story and write it down• I can count out money, I can buy things from a shop, I can recognise and say when I have enough |
|--|---|

Reception

Medium Term Plans

Physical Development (PD)

Reception

Physical Development (PD)

Term 1A

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|---|
| <ul style="list-style-type: none"> I can draw a picture of an animal using 2paint I can draw a picture of myself using 2paint I can use the mouse to click an object on the screen and make something happen I can click and drag and make something move I can play the maths game, clicking dominoes and moving them to the right place I can use the mouse on the computer to play a game. I can talk about my experience on the PC's We can click and drag puzzle piece and drag it into the right place to complete a puzzle in Jigworks I can learn a new song and keep to the beat I can learn a new song and add actions I can use instruments to make the teddies actions I can learn a new song and actions I can copy the beat and keep to the rhythm I can copy a beat and keep the rhythm and learn new greetings in different languages I can throw a ball/bean bag I can run, walk, hop, jump and stop I can throw a ball to my friends I can catch a ball that is thrown I can throw bean bag in hoop, walk with bean bag on your head, run and collect bean bags in a basket I can ride a bike using the pedals I can stop and go and I ride carefully so me and other children are safe | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can join in with actions in the song I can perform actions to different instruments I can talk about my senses I can spread cheese on a cracker I can use a knife to cut a cucumber I can try different food I can use my senses to describe different textures (rough and smooth) I can move like a mouse I can move like a firework <h4>Freeflow</h4> <ul style="list-style-type: none"> I can make marks and give them meaning. I can write my name I can draw around my hand and cut it out I can use a mouse to click and drag I can investigate texture and mark making I can use play-dough to make objects I can roll, squash, and squeeze play-dough I can use scissors and glue to cut and stick I can throw and catch a ball, hoop or bean bag I can use tools to play and make things with sand I can make choices about what I want to eat I can try new foods I can use a knife and fork I can draw around different shapes to make a picture I can thread a bead onto string I can use pegs to make a pattern I can hold a pencil correctly I can draw my pet or a pet I would like to have I can ride a bike using pedals I can draw a picture of my 'ted' I can make my own Rangoli patterns using sand, plasticine or mark making tools I can make a firework pattern I can draw a mehndi pattern I can make a diva lamp using clay I can make patterns and shapes in my dances I can ride my bike carefully so my friends and I are safe I can make an animal mask |

Reception

Physical Development (PD)

Term 1B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I can use our mouse skills and graphic tablet skills (fine motor) to create a fireworks picture I can use our mouse skills to make a firework pattern using the following I can play the maths game, clicking jigsaw pieces and drag them to the correct place. I can find the letters on the keyboard to type my name I can use the arrows keys to play a game (up, down, left, right) I can draw shapes and talk about it I can practice my mouse skills by making a snowman or Christmas tree I can copy a beat and learn new greetings in different languages I can make a beat using my body I can move my body to music I can make actions like a robot I can make actions and sounds like a robot I can choose the instrument to make a quiet or loud noise I can learn to sing and dance our Christmas song, and perform it! I am starting to learn some new Christmas songs to sing with the school Travel in different directions safely – forwards, sideways, backwards (safely) Travel on feet in different ways (hop, bounce, etc.) Travel in different ways on hands and feet Travel high as far away from the ground as possible Travel low – as close to the ground as possible Travel with as much of the body as possible touching the floor or apparatus Be aware of space around the body and in immediate environment Use simple floor work – large/small, quietly/heavily, springy/flat Be aware of different parts of the body – identifying them and making them work in different ways Balance bean bags on different body parts Jump, hop etc. over bean-bags on the floor Pass bean bags round the different body parts Aiming by under arm throwing at a target I can write left to write across the page I can form my letters correctly I can write to the end of the line I am learning to write my letters: s, a, t, p, l, n, m, d, g, o, c, k Guided writing (see previous) | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can respond to instruments with different actions I can sing good morning to my friends I understand why rhythmical drawing helps my writing <h4>Freeflow</h4> <ul style="list-style-type: none"> I can write 's, a, t, p' in a variety of media I can draw a pictures of the bears from Peace at Last and label them I can make different marks (lines, dots, zigzags etc) I can draw shapes related to sun, moon and stars and label them I can make a planet with papier mache I can make peppermint cream in planet shapes I can paint my planet I can paint a picture of a sun, moon, or stars I can use different materials to make a sun, moon, or star I can use chalk to draw the night sky I can make shapes with my body when I dance I can throw ball to my friends and catch a ball that is thrown I can ride a bike using the pedals I can stop and go carefully so me and other children are safe in the playground I can use the mud kitchen to make recipes I can build with large and small bricks I can make a sun, moon and stars collage using different materials I can run, hop, jump, walk and stop I can make the role play corner into a rocket/space station I can use cutting tools I can print a pictures I can move my body to music I can trace letters we have been learning I can draw an alien I can use scissors and glue to make a picture I can mix colours to paint a picture I can write and draw about what I will see in space I can write a Christmas list for Father Christmas I can make a calendar I can make a Christmas card I can learn how to dance to our Christmas song I can count how many and write the number I can print a shape pattern |

Reception

Physical Development (PD)

Term 2A

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|---|
| <ul style="list-style-type: none"> I can practice my mouse skills and graphic tablet skills to make a map I can practice my mouse skills and graphic tablet skills to order numbers to 20 in a square I can use the mouse to click on the correct numeral I can practice my mouse skills to click and build a house I can play with the program that is on the screen; I will not change the program, and I will use the timer I can make a map on Easi-teach by clicking and dragging the mouse. I can print my map I can use a printer without adult support I can draw a picture on the computer using the mouse I can program a 'Beebot' to turn left, right, forwards and backwards to get to the right place I can write numerals to 10/20 in the right order I can think of an action which creates a noise I can make different sounds on instruments using different actions. I can copy another's action I can make different machine actions to keep the beat I can create sounds using different paper and describe the sound I can create different sounds using paper To travel about the space with increased control and co-ordination To copy simple shapes and create some of their own To travel on feet in a variety of ways showing different rhythms and speeds To perform short dances within a planned structure Roll and receive Pat and bounce Kick and dribble I can use a capital letter at the beginning, and a full stop at the end of my sentence I can write left to write across the page I can form my letters correctly I can write the words I say in my sentence I can record my ideas using pictures, symbols and familiar letters I can write a sentence using my sounds to spell some words I can use sounds to spell the words I say in my sentence I can hear and recognise some sounds in words. I can write a sentence using my sounds to spell some words I'm beginning to know how to write a letter I can read and write a sentence Write each letter correctly when following a model | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can listen to the sound and respond with a movement I can hop/jump the corresponding number of time to a number card I can write a sentence I can label house doors with numbers I can write my name on an envelope I can join in with a Dragon Dance I can perform a Lion Dance <h4>Freeflow</h4> <ul style="list-style-type: none"> I can write about what I did in my holidays I can draw a house and write a number on the door I can estimate a number and start to write it I can click a computer mouse to make something happen I can explore collage with different materials I can make a pattern with pegs I can thread a pattern using beads and string I can make a pattern with shape tiles I can use playdough to make objects I can explore the climbing frame I can ride the bike safely around the track I can write the numbers I have found I can make marks and create my own pictures I can draw a map of how I come to school I can experiment with letters and sounds I can explore different vegetables, their taste, texture I can cut out the shapes I need for my house I can draw or make a collage of the soup I made I can move, collect, carry and balance I can draw around different shapes to make a picture I can trace around patterns to practice my handwriting I can draw my house and label it on the computer I can chose resources to make a mask I can join different materials together I can practise my fine motor skills I can write labels I can make my own den I can paint a picture of what I can see I can write a letter to my family I can label building plans I can write a letter for Chinese New Year in a red envelope I can write down what I need in a Chinese restaurant I can use scissors to make a Chinese lantern I can fold paper to make a red envelope I can use scissors and fold paper to make a Chinese dragon |

Reception

Physical Development (PD)

Term 2B

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|---|
| <ul style="list-style-type: none"> I can stay still and quiet for a short time I can relax with help I can add two numbers together (using software) I use the keyboard to type a simple label then put my label in the right place by clicking and dragging I can click the mouse to make the scanner work I can remember the pin numbers I can use the mouse to find one more and one less, to 10 I can play a sound game on the computer I can cut a longer and a shorter piece of string I can add to make the scale weigh more than, take away to make it lighter and balance I can say which number is the biggest and will build the tallest tower I can follow a beat and think of ways to play instruments I can follow a beat and make instruments sound like water Travel along the floor/apparatus, taking weight on; Feet, Hands and feet Sliding (front, back, side, different body parts) 1 foot to 2 feet jumping Explore travelling high and low and join movements together Role sideways – curled and stretched Learn the correct weight transference from jumping to rolling Balance and travel with feet higher than head Transfer the above skills to simple apparatus Step in/out and jump over a hoop "Hoola Hoop" around body parts Balance, twirl, roll and spin with quoits Throw, catch and pass a quoit Play aiming games I can remember how to spell 'tricky' (high frequency) words I can write on the line I will write two sentences I can sound out longer words Guided writing (see previous) | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I understand how bears and we use our senses to look for food I can talk about how bears keep warm in winter I can create movements to different instruments I can label a picture using my sounds <h4>Freeflow</h4> <ul style="list-style-type: none"> I can write and talk about what I did on the weekend I can write a sentence using my sounds to spell words I can practise writing CVC words I can design a poster for Goldilocks I can pick up and place small objects I can roll and mould play-dough into shapes I can thread using beads and laces I can use pastels, pencils and crayons to create texture I can paint a picture of the Three Bears I can use my imagination when painting I can write my name on my picture I can use large blocks to build a path I can throw and kick a ball to my friends I can explore instruments and make my own dance I can write a letter I can try and make a boat that floats I can talk about the changes that happen to ingredients when you cook them I can write a shopping list of things I need for the bear cave I can make a card for the bears I can write a sentence to match the picture I can make an Easter card for my family I can make an Easter hat I can draw around my hands and feet and use them to measure things around the class I can record my measurements using numerals |

Reception

Physical Development (PD)

Term 3A

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|---|
| <ul style="list-style-type: none"> I can relate addition to combining two sets of numbers I can click and drag pictures using the graphics tablet I can use the graphics tablet to insert an instrument into a pattern I can use the 2explore program to make a musical sentence I can record my pattern and play it back I can put the right number of animals in the field I can move the object into the right place using 2simple go I can save my work by typing my name I can use the 2publish program to write and illustrate what I know about an animal I can write numbers to 10, then 20 I can write a numeral I can move from one place to the next following and giving instructions like forward, back I can move with imagination when listening to a piece of music I can move to a beat I can make quiet actions to the song I can use instruments to make scary sounds To respond to a wide range of stimuli To explore ideas and select movements to make simple dances within a planned structure To recognise repeated rhythms and sound patterns and match movements to the music Push the ball along with hand and bat Pass the ball around the body Balance the ball on the bat – stationary and walking Hit the ball along the ground with the bat Throw and catch a small ball I will write two sentences and begin to connect my sentences together I can use time sequence vocabulary I can use adjectives to describe what I am writing about Guided writing (see previous) | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can use my phonic knowledge to label a picture I can join in with rhythmical drawing I can describe the taste of different fruits and vegetables I can say which foods I like or dislike <h4>Freeflow</h4> <ul style="list-style-type: none"> I can use resources to build scene and make a story I can click and drag using the graphics tablet I can use a pincer grip to pick up small objects I can use my imagination to make a farm animal I can be creative using a variety of materials I can fill a bucket to make a sandcastle I can mark make to create my own picture I can practise the sounds I know so far and write them I can write a sign, label, or list for the shop I can write about my favourite farm animal I can make a collage using paint and different materials to make a representation of a landscape I can write about a farm animal or farm I can use a range of mark making tools accurately I can think of a character and write a story about them with a beginning, middle, and an end I can make a character for my story I can paint a picture of the place my story is set I can make a puzzle using a picture from our visit, cutting out jigsaw pieces I can mould, squash and squeeze playdough and plasticine into shapes and patterns I can record numbers I can write about what I saw and liked on the farm I can make my own number line I am starting to write numbers to 10 I can make a map and talk about the directions and places I have put on it |

Reception

Physical Development (PD)

Term 3B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|--|
| <ul style="list-style-type: none"> I can use the electronic toys by pressing the right buttons to make them work I can use the 2publish program to write and illustrate what I know about transport I can click the button to stop and start the wheel I can open an activity from the website and choose a game to play – I can show my friends how to play the game I will know how to find images on 'Google' I will know how to 'copy and paste' an image into PowerPoint I will know how to 'copy and paste' an image into PowerPoint or other program I am using I am starting to record what I do in a number sentence I can talk about numbers, I can write numbers up to 20 I can make movements for a stormy sky dance I can use my hands to make thunder sounds I can make different sounds with real objects I can pick our Dance-a-thon song and learn to sing and dance to it! I can learn our Dance-a-thon dance, and perform it! Balance 'curled up' on different parts of the body. Travel in different curled-up positions Stretch out balances on different parts of the body – high and low Travel in different stretched-out positions – high and low (on and off of apparatus) Feel the differences between stretching and curling Join together balances Transfer the above skills to simple apparatus To recognise and show different shapes with their bodies To choose different movements and link them appropriately To remember and perform short phrases and patterns of movement To talk about the dance and explain why they liked it. To recognise the changes that occur in their bodies when they are active I can use connectives to join my sentences together I can use adjectives to describe what I am writing about and make my writing more interesting I can use everything I've learnt about writing when I write for different reasons I can write a simple story using my sounds to spell some words Guided writing (see previous) | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can join in with a song and actions confidently I can make different movements to a variety of instruments I can make different actions I can use to make boats move I can make phonetically plausible attempts at labelling pictures I know what I need to do before I set off on a car journey to stay safe I know what road signs mean I can remember a sequence of movements and copy them I can label a photo from our visit <h4>Freeflow</h4> <ul style="list-style-type: none"> I can role play in a ticket office, talking on the phone, taking messages, writing reports, talking to passengers and selling tickets I can write a timetable for my holiday I can write about and label different modes of transport I can use different resources to make a scene I can use a keyboard to type letters and words I can make a range of mark making tools accurately I can be creative and use a range of resources to model and make pictures I can mould clay and use tools to make patterns I can write down my recipe and say why I chose those ingredients I can fill a bucket and build a sandcastle and make a building site I can make phonetically plausible attempts at labelling pictures I can write a list of rhyming words I can spell by segmenting the words I am trying to write longer word using my sounds I can write a poem about a vehicle I can move indifferent ways around obstacles I can dress up, use my imagination, and sing and dance I can retell something that happened in my favourite story and write it down I can use a range of resources to make a flag I can writ some questions to ask a child from Year 1 I can learn and practise a new dance I can begin to write my own number sentences adding numbers together |

Reception Medium Term Plans

**Personal, Social and Emotional
Development
(PSED)**

Reception

Personal, Social, and Emotional Development (PSED)

Term 1A

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|---|
| <ul style="list-style-type: none"> I can learn the Circle Time rules I can understand the class rules, rewards and consequences I can understand my feelings I know when I feel angry or scared I understand that feelings can make us behave differently I can say why I am special, I can talk about similarities and differences I know I belong to my class/group I know the people in my class/group I like belonging to my class/group I know that people in my class/group like me I like the ways we are all different I can tell you something special about me I can tell if I am happy, sad, angry or scared I can let you know if I am happy, sad, angry or scared I know that it's OK to have any feeling but that it's not OK to behave in ways that hurt others I know that everybody in the world has feelings I can share in a group I can take turns in a group I can join in with other children's play I know how to be kind to new or visiting people I know what to do in my classroom/setting I know the class rules I know the Circle Time Rules I know the Circle Time skills I can stop and go and I ride carefully so me and other children are safe I can throw a ball to my friends | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can learn the rules and expectations I can join in with a new song I can choose what activity I want to do I can talk about how to behave I know how to talk politely to my friends and adults <h4>Freeflow</h4> <ul style="list-style-type: none"> I can take on a role and work with my friends to make up a story I know I am safe and adults are here to help me I can listen to instructions and play a game with my friends I can get a drink or snack if I am thirsty or hungry I can make choices about what I want to eat I can work with my friends to make a firework picture I can dress up and make a story with friends |

Reception

Personal, Social, and Emotional Development (PSED)

Term 1B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|--|
| <ul style="list-style-type: none"> I can play a game together with my friends I can learn how to make new friends I can begin to learn how to resolve a conflict when I play To know how to resolve a conflict and work well with my friends I know what I can do if I feel upset I can understand what to do when I feel angry and how I can sort it out I can play with other children I know how to be friendly I can say sorry when I have been unkind I can work in a group with other children I can take turns when I play a game I can wait for my turn to say something in the classroom I can share a toy I can ask for help when I am stuck I can express my feelings when I am angry I can make myself feel better when I feel angry I can make-up when I have fallen out with a friend I can think of ways to sort things out when I don't agree with someone I can tell when I am feeling angry I can tell when other people are feeling angry I can choose the instrument to make a quiet or loud noise I can learn to sing and dance our Christmas song, and perform it! I am starting to learn some new Christmas songs to sing with the school Travel in different directions safely – forwards, sideways, backwards (safely) | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can join in with a song and learn the actions I can share what I already know with my friends I can use positional language to direct my friends I can talk confidently with my friends I can play Chinese whispers with my friends I can pass a clap around the ring <h4>Freeflow</h4> <ul style="list-style-type: none"> I can throw ball to my friends and catch a ball that is thrown I can stop and go carefully so me and other children are safe in the playground I can listen to instructions and play a game I can work with my friends to make a firework picture I can play a parachute game and listen to instructions I can share the bikes I know where to take the bikes when I have finished I understand the rules about how to use the ipod I can play a matching game |

Reception

Personal, Social, and Emotional Development (PSED)

Term 2A

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I can talk about when I was younger I can understand how we learn new things I can talk about how it feels to play a game, take turns, and manage disappointment I can set a goal for myself and talk about what I want to achieve I can talk about how we can work together to finish a task I know how to set and achieve my goals I know that I can do more things now than I could when I was younger I know that I will be able to do more things when I am older I know that we are all good at different things I can tell you what I like doing and learning I can try new things in my learning I can tell you what a goal is I can set a goal for myself I can tell you what I want to achieve and how I am going to do so I can say what I am going to do next I can focus my attention and start a task I can sustain my attention I can work hard to achieve my goal I know that working hard is important to reaching my goal I can tell you what I have done and the things that worked well I can use a printer without adult support I can find the program I am looking for I know what to do if I get stuck I will not change the program, and I will use the timer I can copy another's action To copy simple shapes and create some of their own To perform short dances within a planned structure Roll and receive an object | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can sing hello to my friends I can talk to my partner I can explain my ideas confidently using a sentence I can join in with a Dragon Dance I can perform a Lion Dance in front of my friends <h4>Freeflow</h4> <ul style="list-style-type: none"> I can role play in a Post Office I can tell a story with a puppet I can dress up and make a story with my friends I can role play in a building site office I can throw or kick a ball to my friends I can explore the climbing frame I can ride the bike safely around the track I can play a maths game with my friends I can use a printer without adult support I can role play in a (Chinese) restaurant I can share and take turns I can play a maths game with an adult |

Reception

Personal, Social, and Emotional Development (PSED)

Term 2B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
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| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|--|
| <ul style="list-style-type: none"> I can talk about feeling happy and what makes me feel happy I know what it is to feel excited I can understand why I might feel proud I can talk about what I like doing I know how to share I can understand how to manage my upset feelings I can tell you the things I like doing and the things I don't like doing I can say how I feel when I am feeling proud I can tell when I am feeling excited I can tell or show how I feel when I am excited I can say and show you when I am feeling good and happy I can tell or show what feeling proud looks like I can stay still and quiet for a short time I can relax with help I can say what I need I can stand up for my own needs and rights without hurting others Play aiming games | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can talk confidently about what I know I understand mother bears need to look after their cubs I can take turns in a conversation I can express my own ideas and opinions I can talk about mine and others' feelings I can talk about how bears keep warm in winter I can play a game against a friend I can play 'follow my leader' <h4>Freeflow</h4> <ul style="list-style-type: none"> I can retell the story of Goldilocks and the Three Bears I can choose a resource and create a story I can turn equipment off because I understand the batteries will run out I can use different materials and costumes to make my own story, dance or show I can have a teddy bears picnic with my friends I can sing a range of number songs using resources |

Reception

Personal, Social, and Emotional Development (PSED)

Term 3A

Key to colours:

The specific directed teaching or lesson where learning intention appears

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| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
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| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|---|
| <ul style="list-style-type: none"> I can talk about feeling happy, sad and angry I know why sometimes I feel lonely I am beginning to understand how I feel when I lose something or someone I can talk about how I feel if I lose something or someone I know what is fair and unfair I know how to sort something out if I think it isn't fair I can tell when I am feeling sad or angry I can show someone when I am feeling sad, angry or happy I can tell you how it feels when things are unfair I can tell you how I feel if I am missing someone or have lost someone or something I care about I am beginning to understand that if someone leaves me they can still love me I can remember someone I care about even if they are not there I can talk about how I can feel better when I am feeling sad or missing someone I can tell is someone is happy, sad or angry I can tell you what is fair and unfair I can tell you when things are fair or unfair I know some ways I can make things fair I can talk about what I do at the weekend and what time things happen To describe their own actions and the actions of others using appropriate vocabulary | Topic Teach |
| | <ul style="list-style-type: none"> I can think of lots of describing words for a vegetable with my partner |
| | Freeflow |
| | <ul style="list-style-type: none"> I can mix colours and paint independently I can check my construction is safe I can talk about the rule I need to remember in school I can move around the climbing frame safely I can ride the bikes being careful of my friends I can independently choose a book and read it I can use a walkie-talkie to talk to my friends |

Reception

Personal, Social, and Emotional Development (PSED)

Term 3B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I can talk about how I feel when something changes I can think of ways we can manage change I am beginning to understand how to manage a sudden event or change I know how to manage sudden events I know I can plan ahead to help manage change I can understand that it is ok to have different feelings when experiencing change I can tell you what I can do now that I couldn't do when I started school/nursery I can tell you how I've changed I can remember feelings I have had, and why I felt like that I can sometimes tell you how change makes me feel When I feel bad, I know that it helps to do something different I know that sometimes when people are not very nice to me it is because they don't feel very good inside I know how to help someone when they are feeling sad I can tell you what I did with my class/group to make the outdoor area/classroom/setting better I can show my friends how to play the game I will know how to decide which program I will need to write the information I want to share with my friends and teacher I can pick our Dance-a-thon song and learn to sing and dance to it! I can learn our Dance-a-thon dance, and perform it! Work co-operatively with a partner To remember and perform short phrases and patterns of movement To talk about the dance and explain why they liked it To recognise and show different shapes with their bodies | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can talk about why cycling is good for us I know what I need to do before I set off on a car journey to stay safe I know what road signs mean I can discuss how we can use a map to find out way I can talk about what will happen next year I know how to deal with changes I can ask questions about year 1 <h4>Freeflow</h4> <ul style="list-style-type: none"> I can role play in a ticket office, talking on the phone, taking messages, writing reports, talking to passengers and selling tickets I can use my manners I can be kind to my friends I can listen to others I can remember the rules and how to play I can use a camera to take pictures of things I am interested in I can role play in a garage, fixing vehicles, and working in an office to book appointments I can give and listen to instructions with others I can talk about what I am doing with my friends I can share a tablet/ipod and take turns I can writ some questions to ask a child from Year 1 I am confident when I talk about numbers, I can find one more or less |

Reception Medium Term Plans

**Literacy
(L)**

Reception

Literacy (L)

Term 1A

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I can copy a beat and keep the rhythm and learn new greetings in different languages Sound discrimination activities, listening and speaking development throughout provision in line with Phase 1 phonics activities (see Letters and Sounds Phase 1 overview) | Topic Teach |
| | <ul style="list-style-type: none"> I can listen to a story I can identify the first sound of a word I can recall and retell a story I can listen to the number of syllables in my name I can learn new story vocabulary I can identify rhyming words I can join in with the word from the story I can segment the sounds in a word I can blend sounds into a word I can join in with a rhyme |
| | Freeflow |
| | <ul style="list-style-type: none"> I can make marks and give then meaning. I can write my name I can read a familiar book and retell the story using pictures I can listen carefully to a story I can investigate texture and mark making I can hold a pencil correctly I can tell a teacher what I want to write I can retell a story (Kipper's Toybox) I can hear the initial sound in a word |

Reception

Literacy (L)

Term 1B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|--|
| <ul style="list-style-type: none"> I can find the letters on the keyboard to type my name I can order the days of the week I can write left to write across the page I can form my letters correctly I can write to the end of the line I can sound out words and use the sounds I know to spell I can remember how to spell 'tricky' (high frequency) words I can name and make the sounds for: s, a, t, p, l, n, m, d, g, o, c, k I am learning to write my letters: s, a, t, p, l, n, m, d, g, o, c, k I can say my sounds and write it I can sort objects out I know how to blend I know my tricky words | Topic Teach |
| | <ul style="list-style-type: none"> I can recall and retell a story using story language I can identify and clap the number of syllables in a word I understand why rhythmical drawing helps my writing I can identify the initial sound in a word I can think of a sentence to write I can think of my own rhyming words I can remember everything in the picture I can tell a story using story language |
| | Freeflow |
| | <ul style="list-style-type: none"> I can pretend to be the characters in Peace at Last I can write 's, a, t, p' in a variety of media I can draw a pictures of the bears from Peace at Last and label them I can make different marks (lines, dots, zigzags etc) I can draw shapes related to sun, moon and stars and label them I can hear the initial sound in a word I can begin to blend sounds together I can listen carefully to a story I can talk about the story I have just listened to I can use a keyboard to type my name I can make patterns and marks on paper I can trace letters we have been learning I can draw a picture of me in space and label it I can write and draw about what I will see in space I can make words from the letters I have learnt already I can write a Christmas list for Father Christmas |

Reception

Literacy (L)

Term 2A

Key to colours:

The specific directed teaching or lesson where learning intention appears

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| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
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| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|--|
| <ul style="list-style-type: none"> I can draw my house and label it with my name using 2 publish; I can print my picture I am beginning to record numbers I can estimate how many and record my estimate on a white board I can remember a chant I can learn a new song I can use a capital letter at the beginning, and a full stop at the end of my sentence I can remember how to spell 'tricky' (high frequency) words I can write the words I say in my sentence I can tell the story of the three little pigs I can form my letters correctly I can hear and recognise some sounds in words I can record my ideas using pictures, symbols and familiar letters I can say the sound a letter makes in a word I can segment and blend the sounds together to read the word I can read and write a sentence | Topic Teach |
| | <ul style="list-style-type: none"> I can make large movements when we do rhythmical drawing I can discuss a story I can segment words into syllables I can hear, identify and match rhyming words I can think of my own rhyming words I can group words that begin with the same sound I can think of words that begin with the same sound (alliteration) I can differentiate and sort objects by initial sounds I can listen to a story and talk about it I can retell a story (The Three Little Pigs) using role play I can write a sentence I can write my name on an envelope I can blend sounds together to read a word I can sequence the animals from the Chinese New Year story |
| | Freeflow |
| | <ul style="list-style-type: none"> I can write about what I did in my holidays I can tell a story with a puppet I can dress up and make a story with my friends I can experiment with letters and sounds I can trace around different patterns to practice my handwriting I can draw my house and label it on the computer I can practise my fine motor skills I can write labels I can give meaning to my writing I can use a microphone to retell a story I can write a letter to my family I can choose a resource to tell a story I can label building plans I can write a letter for Chinese New Year in a red envelope I can write down what I need in a Chinese restaurant |

Reception

Literacy (L)

Term 2B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
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| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I use the keyboard to type a simple label then put my label in the right place by clicking and dragging I can use 2publish to draw a picture of a bear and write some information about it I can use a printer without adult support I can make different sounds with my voice I can make the correct sound to match the picture prompt I can learn a new song and repeat the words I can write on the line I will write two sentences I can sound out longer words Letters and sounds (see previous) | Topic Teach |
| | <ul style="list-style-type: none"> I can join in with rhythmical drawing I understand why rhythmical drawing is important to help us write I can identify and sort objects by their initial sounds I can label a picture using my sounds I can use sentences to retell a story |
| | Freeflow |
| | <ul style="list-style-type: none"> I can retell the story of Goldilocks and the Three Bears I can write a sentence using my sounds to spell words I can practise writing CVC words I can design a poster for Goldilocks I can choose a resource and create a story I can write my own name on my picture I can use different materials and costumes to make my own story, dance or show I can write a letter I can retell the We're Going on a Bear Hunt story using resources I can write a shopping list of things I need for the bear cave I can make a card for the bears I can draw my favourite bear and write a sentence about it I can write a sentence to match the picture I can choose a book in the reading corner I can read a story using the words and sounds I know I can label the Three Bears food |

Reception

Literacy (L)

Term 3A

Key to colours:

The specific directed teaching or lesson where learning intention appears

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| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
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| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|---|
| <ul style="list-style-type: none"> I can save my work by typing my name I can use the 2publish program to write and illustrate what I know about an animal I can write a numeral I can estimate how many there are in a group, then I can label and count to check I can learn a new song I can listen to a musical story from another culture I will write two sentences and begin to connect my sentences together I can sound out longer words I can use time sequence vocabulary I can use adjectives to describe what I am writing about I can write a sentence using my sounds to spell some words Letters and Sounds (see previous) | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can retell and describe the events in a story I can use my phonic knowledge to label a picture I understand how rhythmical drawing helps our writing I can retell the story by putting the pictures in the correct order and talking about it I can match pictures to instructions for baking I can think of my own rhyming words I can use a computer to create my own story I understand a story has a beginning, middle, and an end I can listen to a story carefully I can join in with phrases in a story <h4>Freeflow</h4> <ul style="list-style-type: none"> I can write about what I did in the holidays I can experiment with mark making I can use resources to build scene and make a story I can follow and trace a pattern I can practise the sounds I know so far and write them I can write a sign, label, or list for the shop I can write about my favourite farm animal I can write about a farm animal or farm I can use a range of mark making tools accurately I can think of a character and write a story about them with a beginning, middle, and an end I can make a character for my story I can paint a picture of the place my story is set I can retell a story and use complex words and sentences to describe it I can independently choose a book and read it I can write about what I saw and liked on the farm I can use 2Publish to draw a picture and write a sentence about my visit to the farm |

Reception, Term 3B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|---|
| <ul style="list-style-type: none"> I can use the 2publish program to write and illustrate what I know about transport I can label the picture by clicking the right word onto it I will know how to find images on 'Google' I will know how to decide which program I will need to write the information I want to share with my friends and teacher I will know how to 'copy and paste' an image into PowerPoint I am starting to record what I do in a number sentence I can use connectives to join my sentences together I can use adjectives to describe what I am writing about and make my writing more interesting I can use everything I've learnt about writing when I write for different reasons I can write a simple story using my sounds to spell some words I can write a story with a beginning a middle and an ending Letters and Sounds (see previous) | Topic Teach |
| | <ul style="list-style-type: none"> I can use the sounds to make CVC words on the computer I can tell a story using story language I can play I spy I can make phonetically plausible attempts at labelling pictures I know what road signs mean I can label a photo from our visit I can remember how to use my spelling strategies I can choose a favourite story I can retell and talk about my favourite stories |
| | Freeflow |
| | <ul style="list-style-type: none"> I can write a timetable for my holiday I can role play in a ticket office, talking on the phone, taking messages, writing reports, talking to passengers and selling tickets I can make a book about a vehicle I would like to travel in I can write about and label different modes of transport I can use a computer to learn more about living things I can use 2Simple to draw and write about my favourite vehicle I can use a keyboard to type letters and words I can make a range of mark making tools accurately I can role play The Little red hen and Rosie's Walk using story language I can make marks and practise writing sounds I know from Letters and Sounds I can make phonetically plausible attempts at labelling pictures I can write a list of rhyming words I can think of a sentence or caption for a picture I can spell by segmenting the words I am trying to write longer word using my sounds I can write a poem about a vehicle I can use Google to find out information I can use magnetic letters to make words I can retell something that happened in my favourite story and write it down I can writ some questions to ask a child from Year 1 |

Reception

Medium Term Plans

Maths

(M)

Reception

Maths (M)

Term 1A

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|--|
| <ul style="list-style-type: none"> I can play the maths game, clicking dominoes and moving them to the right place I can identify and name a variety of shapes We can click and drag puzzle piece and drag it into the right place to complete a puzzle in Jigworks I am beginning to recognise and name simple 2D shapes I am starting to talk about the properties of simple 2D shapes I am starting to sort shapes depending on their properties I can order numbers 1-10, I can say which number is next I can talk about what number comes next and I am starting to add one more I am starting to count 2 groups to find out how many altogether I can talk about long and short and I am starting to sort out long objects from short objects I can learn a new song and keep to the beat I can copy the beat and keep to the rhythm | Topic Teach |
| | <ul style="list-style-type: none"> I can count the number of beats on an instrument I can play a remembering game I can count how many mice have been taken away I can sing a counting song |
| | Freeflow |
| | <ul style="list-style-type: none"> I can sort objects by colour I can match pictures and number I can count how many in a set I can make a long and short snake I can fill containers of different sizes I can use tools to play and make things with sand I can draw around different shapes to make a picture I can play a matching game I can make a repeating pattern I can use pegs to make a pattern I can name simple 2D shapes I can describe the properties of simple shapes I can count and match the spots on dominoes I can count and order numbers I can write a number label I know that the last number I say is how many in a set I can count to 20 I can make long and short lines, towers, snakes I can say which group/quantity has more or fewer/less |

Reception

Maths (M)

Term 1B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|--|
| <ul style="list-style-type: none"> I can use the arrows keys to play a game (up, down, left, right) I can program a 'Beebot' to travel around the planets I can draw shapes and talk about it I can count a set of objects and talk about which has more and less I can recognise numbers to 10 and match them I can sort shapes by looking at their properties I can name simple 2D shapes... I can talk about their properties...(what makes a square a square) I can name simple 2D shapes... I can say which shape come next in a repeating pattern I can talk about different times of the day and what happens I can put pictures of things that happen during the day into the right order I can talk about different days of the week I can order the days of the week I can count how many coins are in the purse up to 10 I can count how many coins are in the purse up to 10 and I can buy a toy with my pennies I can count how many pennies there are in a 2p, 5p, 10p, and 20p coin I can count out how many pennies I need to buy what I want I can count to 20, I can put numbers in the right order. I can talk about the number that comes before and after a given number I can find a number and say what it is I can find a number on a number line I can pick a number and start counting from there to 20 I can find the missing numbers on a number line to 20 I can talk about what number comes next I can make a beat using my body Travel in different directions safely – forwards, sideways, backwards (safely) | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can count in order (backwards) I can identify and clap the number of syllables in a word I can play a remembering game with shapes I can identify long and short snakes I can explain the differences between day and night I can make and remember a pattern I can count to 20 and back I can use positional language to direct my friends I can remember everything in the picture <h4>Freeflow</h4> <ul style="list-style-type: none"> I can draw shapes related to sun, moon and stars and label them I can make a pattern by threading objects on to string I can fit a puzzle together I can make shapes in shaving foam I can program a 'Beebot' to travel in different directions I can make a calendar I can count a set of objects and say which has more or less I can count spots on a dominoes and match the right number I can talk about which group has more or less I can count how many and write the number I can draw around shapes and cut them out I can print a shape pattern I can match shapes I can play a matching game I can make a repeating pattern I can count the right amount of coins I need to buy something in the shop |

Reception

Maths (M)

Term 2A

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I know that I can do more things now than I could when I was younger I know that I will be able to do more things when I am older I can say what I am going to do next I can practice my mouse skills and graphic tablet skills to order numbers to 20 in a square I can use the mouse to click on the correct numeral I will not change the programme and I will use the timer I can add two numbers together I can take away from a set of objects and know how many are left I can talk about the number that comes before and after a given number I can pick a number and start counting from there to 20 I can find the missing numbers on a number line to 20 I can talk about what number comes next I can estimate how many cars there are I can count and talk about more and less I can estimate how many marbles there are in the jar I am beginning to record numbers I can estimate how many and record my estimate on a white board I can say where the coloured square is on the grid I can explain where the teddy is I can program a 'Beebot' to turn left, right, forwards and backwards to get to the right place I can count out the right number of objects up to 10 I can write numerals to 10/20 in the right order I can add two more to numbers up to 20 I can add 1, 2, 3 to a number up to 12 I can make 6 by adding two numbers together I can work out how many spots a lady bird has altogether by adding I can make 8 by counting on I can make 7 by adding two numbers together I can add two numbers to find out how many altogether I can sing a song and keep the beat I can use a litter sound maker to keep the beat I can make different machine actions to keep the beat To travel on feet in a variety of ways showing different rhythms and speeds | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can sequence events I can talk about events that happen at different times of the day I can use time sequence vocabulary I can match shapes by identifying the silhouette I can roll a dice and say how many altogether I can listen to the beats on the instrument and identify the number I can hop/jump the corresponding number of time to a number card I can remember where the object is I can describe my bedtime routine I can label house doors with numbers I can sequence animals from the Chinese New Year story <h4>Freeflow</h4> <ul style="list-style-type: none"> I can draw a house and write a number on the door I can estimate a number and start to write it I can order numbers to 20 I can programme a 'Beebot' to move along a path I can make a pattern and then take a photo of it I can thread a pattern using beads and string I can make a pattern with pegs and shape tiles I can write the numbers I have found I can fill and empty different containers I can play a maths game with my friends I can take an object away and say how many are left I can say how many objects to use to make a group I can count two groups and say how many altogether I can draw a map of how I come to school I can click the right numeral I can cut out the shapes I need for my house I can draw around different shapes to make a picture I can use 2D and 3D shapes to make a house or building I can take an object away and say how many are left I can make a number line I can estimate how many and write the number I can put the numbers in the right order and match the correct amount of objects I can use positional language to say where I am putting things in the doll's house I can make a pattern and say where I am put each shape I can play a maths game with an adult I can throw a die and make a tower using that many blocks |

Reception

Maths (M)

Term 2B

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|---|
| <ul style="list-style-type: none"> I can stay still and quiet for a short time I can click the mouse and drag an object to the right place on the screen I can click on a box to put the number in the right order I can click the mouse to make the scanner work I can remember the pin numbers I can use the mouse to find one more and one less, to 10 I can sort which is long and which is short I can compare which is the longest and the shortest and explain how I know I can cut a longer and a shorter piece of string I can match objects and say why I have chosen to match them that way I can say which shapes fit into the space, or was used to make that picture I can investigate and find shapes on everyday objects I can count how many sides the shapes have altogether I can sort out what is heavy and what is light I can sort out what is heavier and what is lighter and what is the same (balances) I know that even though something is the same size it can be heavy or light I can add to make the scale weigh more than, take away to make it lighter and balance I can say which number is further along the number line than the other I can say if someone is older or younger depending on their age I can match numbers in the right order (to 20) I can say which number is the biggest and will build the tallest tower I can say what is one less than a number to 20 I can say which number comes before a number on the number line (up to 20) I can say what number comes before another and I know how to take 1 away and find out how many are left I can say which 3D shape is a cube and talk about the face and the corners it has I can name a cube, cuboid and a pyramid and I can talk about what they look like I can match and name 3D shapes and talk about what they look like I can make a high, medium, and low growl Travel along the floor/apparatus, travelling high and low and join movements together Travel along the floor/apparatus, Sliding (front, back, side, different body parts) Step in/out and jump over a hoop | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can sort different size bears into small, medium, and big I can play a remembering game I can use positional language I can remember a story and sequence events in the correct order I can name different parts of a fish when they are missing in the picture I can count the number of sounds I hear I can count a number of objects into a basket <h4>Freeflow</h4> <ul style="list-style-type: none"> I can use bricks to make tall and short buildings I can experiment with heavy and light loads I can count how many altogether I can put the numbers in the correct place I can sing a range of number songs using resources I can use paints to make paw prints and patterns I can make a long and short snake and talk about what I have done I can sort objects according to their size and talk about what I have done I can draw around my hands and feet and use them to measure things around the class I can record my measurements using numerals I can make a shape picture I can match numbers and pictures I can sort heavy and light objects into groups I can experiment making heavy and light loads I can use words like larger and smaller to describe sets of objects I can count and recognise numbers to 20 I can count backwards from a given number I can say which number comes before another on a number line I can find out how many are left if one is taken away I can make a 3D shape I can find shapes in the environment |

Reception

Maths (M) Term 3A

Key to colours:

The specific directed teaching or lesson where learning intention appears

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| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow | | | | |
|---|---|-------------|--|----------|---|
| <ul style="list-style-type: none">• I can remember the pin numbers• I can use the mouse to find one more and one less, to 10• I can relate addition to combining two sets of numbers• I can click and drag pictures using the graphics tablet• I can use the graphics tablet to insert an instrument into a pattern• I can record my pattern and play it back• I can put the right number of animals in the field.• I can move the object into the right place using 2simple go• I can use the mouse and click to choose the right numbers, I can use 1 more than• I am starting to recognise and name coins, I am starting to understand how much each coin is worth• I can count out the right amount of money to buy something from the shop• I can talk about the time and say what time important things happen during the day• I can tell what time it is (on the hour)• I can talk about morning and afternoon• I can talk about what I do at the weekend and what time things happen• I can count out a set of objects to 10, then 20• I can count to find out how many are in a set• I can estimate how many there are in a group, then I can label and count to check• I can write a numeral• I can estimate how many spots there are on a ladybird• I can count to find out how many and I can write a numeral to record that numeral• I can subtract by counting back and add by counting forwards• I can move from one place to the next following and giving instructions like forward, back• Recognise and make simple shapes with their bodies• To recognise repeated rhythms and sound patterns and match movements to the music | <table><tr><th>Topic Teach</th></tr><tr><td><ul style="list-style-type: none">• I can sort farm and wild animals• I can play a remembering game and remember a pattern• I can identify the correct number to 10• I can match the numeral with a number card I am holding• I can use positional language to describe the position of an item• I know how to use money to play a game</td></tr><tr><th>Freeflow</th></tr><tr><td><ul style="list-style-type: none">• I can play shops, 'buying' with money and using number language• I can experiment with heavy and light loads• I can write down ingredients to make a recipe in the mud kitchen• I can make a puzzle using a picture from our visit, cutting out jigsaw pieces• I can identify objects that float and sink• I can mould, squash and squeeze playdough and plasticine into shapes and patterns• I can use mathematical language in my play• I can record numbers• I am starting to solve mathematical problems• I can tell the time (on the hour)• I can make my own number line• I can make a map and talk about the directions and places I have put on it</td></tr></table> | Topic Teach | <ul style="list-style-type: none">• I can sort farm and wild animals• I can play a remembering game and remember a pattern• I can identify the correct number to 10• I can match the numeral with a number card I am holding• I can use positional language to describe the position of an item• I know how to use money to play a game | Freeflow | <ul style="list-style-type: none">• I can play shops, 'buying' with money and using number language• I can experiment with heavy and light loads• I can write down ingredients to make a recipe in the mud kitchen• I can make a puzzle using a picture from our visit, cutting out jigsaw pieces• I can identify objects that float and sink• I can mould, squash and squeeze playdough and plasticine into shapes and patterns• I can use mathematical language in my play• I can record numbers• I am starting to solve mathematical problems• I can tell the time (on the hour)• I can make my own number line• I can make a map and talk about the directions and places I have put on it |
| Topic Teach | | | | | |
| <ul style="list-style-type: none">• I can sort farm and wild animals• I can play a remembering game and remember a pattern• I can identify the correct number to 10• I can match the numeral with a number card I am holding• I can use positional language to describe the position of an item• I know how to use money to play a game | | | | | |
| Freeflow | | | | | |
| <ul style="list-style-type: none">• I can play shops, 'buying' with money and using number language• I can experiment with heavy and light loads• I can write down ingredients to make a recipe in the mud kitchen• I can make a puzzle using a picture from our visit, cutting out jigsaw pieces• I can identify objects that float and sink• I can mould, squash and squeeze playdough and plasticine into shapes and patterns• I can use mathematical language in my play• I can record numbers• I am starting to solve mathematical problems• I can tell the time (on the hour)• I can make my own number line• I can make a map and talk about the directions and places I have put on it | | | | | |

Reception

Maths (M)

Term 3B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I can tell you what I can do now that I couldn't do when I started school/nursery I can count to one hundred; I can say what is before and after a given number I can add two numbers together I can count and label a set of objects up to 10 I can count on 2 from a given number (up to 20) I can add numbers together by counting on I can know that adding two numbers that are the same is called double I can make the number 10 or 20 in lots of different ways I can take away a set of objects and count back on a number line to find how many left I can take away a set of objects and count to find out how many are left I am starting to record what I do in a number sentence I can recognise coins up to 10p and I can work out how many pennies in each coin I can add coins together to find out how much money I have I can add coins to pay for the things I want to buy I can add up how much my shopping will cost and I will work out if I have enough money I can buy something using the coins I have I can say the days of the week in the right order and I can put events in the right order I know the difference between the weekdays and the weekend I can use the computer program to help me learn the days of the week I can say numbers more and less than a given number I can place a number in line where I think it should go thinking about whether it is larger or smaller than a given number I can count up and down from a given number I can talk about numbers, I can write numbers up to 20 Travel in different stretched-out positions – high and low (on and off of apparatus) Be able to distinguish between different shapes- stretched, curled, wide and thin To recognise and show different shapes with their bodies To remember and perform short phrases and patterns of movement | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can recognise groups of items and count in my head I can count a group of items to check how many I can discuss how we can use a map to find out way I can respond to a number with the correct number of claps I can remember a sequence of movements and copy them I can count to 30 using different voices I can give instructions to give directions I can roll two dice and add them together <h4>Freeflow</h4> <ul style="list-style-type: none"> I can mould clay and use tools to make patterns I can chose the right shapes, colours and tools that I need to make my vehicle I can make a car roll down a hill I can use a remote control car I can use a computer program to make a map I can time activities and talk about who/what was quicker or slower I am beginning to understand how long a minute is I can compare how much a container holds I can begin to write my own number sentences adding numbers together I can find one more or one less using a number line I can count how many are left when I have taken some away I can count out money, I can buy things from a shop, I can recognise and say when I have enough I can order days of the week I can add two groups together and say how many altogether I can subtract two groups together and say how many are left I am confident when I talk about numbers, I can find one more or less |

Reception Medium Term Plans

**Understanding the World
(UW)**

Reception

Understanding the World (UW)

Term 1A

Key to colours:

The specific directed teaching or lesson where learning intention appears

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| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|--|
| <ul style="list-style-type: none"> I can say why I am special, I can talk about similarities and differences I know I belong to my class/group I know the people in my class/group I like belonging to my class/group I know that people in my class/group like me I like the ways we are all different I can tell you something special about me I know that everybody in the world has feelings I know how to be kind to new or visiting people I can draw a picture of an animal using 2paint I can draw a picture of myself using 2paint I can use the mouse to click an object on the screen and make something happen I can click and drag and make something move I can play the maths game, clicking dominoes and moving them to the right place I can identify and name a variety of shapes I can use the mouse on the computer to play a game I can talk about my experience on the PC's We can click and drag puzzle piece and drag it into the right place to complete a puzzle in Jigworks I can copy a beat and keep the rhythm and learn new greetings in different languages | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can learn how to paint a picture using a computer mouse I can talk about an experience I have had I can talk about different animals I can describe different jungle animals I can compare different animals I can talk about how we are different to mice I can talk about what mice like to eat I can talk about what I know about mice I can talk about nocturnal animals I can describe different textures (rough and smooth) I can talk about a pet I have or would like to have I understand animals have different habitats I know how we can look after pet mice I can talk about sounds I can hear in my home I can talk about how mice move I can talk about how to look after pets <h4>Freeflow</h4> <ul style="list-style-type: none"> I can explore small world toys I can use a mouse to click and drag I can use a mouse to draw a picture I can make something happen on the screen by clicking the mouse I can explore natural resources I can talk about what I like to eat I can talk about Diwali and other celebrations I can learn about why food is important in celebrations I can find some letters on my keyboard |

Reception

Understanding the World (UW)

Term 1B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I can learn how to make new friends I can think of ways to sort things out when I don't agree with someone I can use our mouse skills and graphic tablet skills (fine motor) to create a fireworks picture I can use our mouse skills to make a firework pattern using the following I can play the maths game, clicking jigsaw pieces and drag them to the correct place. I can find the letters on the keyboard to type my name I can use the arrows keys to play a game (up, down, left, right) I can program a 'Beebot' to travel around the planets. I can draw shapes and talk about it I can use the mouse to click and drag I can practice my mouse skills by making a snowman or Christmas tree I can talk about different times of the day and what happens I can put pictures of things that happen during the day into the right order | Topic Teach |
| | <ul style="list-style-type: none"> I can talk about the sun, moon and stars I can share what I already know with my friends I can identify environmental sounds I can explain the differences between day and night I understand why heat comes from the sun and not the moon I understand where shadows come from I can describe and sort different textured materials I know that there are different planets I can use correct vocabulary I can discuss light and dark I understand how we might move in space I understand how we can get into space I can talk about things I can see in space I can remember everything in the picture I can learn about why Christmas is important to some people |
| | Freeflow |
| | <ul style="list-style-type: none"> I can make a planet with papier mache I can make peppermint cream in planet shapes I can use a keyboard to type my name I can make a small word scene with cars, trains and other resources I can use the mud kitchen to make recipes I can collect autumn leaves and talk about them I can make a picture using found autumn leaves I can explore the habitats on our planet earth I can talk about what is happening I can use the mouse and keyboard to play a game on the computer I can talk about what I can see in the environment I can imagine what it might be like to be on the moon I can draw an alien I can explore a moonscape in the builders tray I can program a 'Beebot' to travel in different directions I can write and draw about what I will see in space I can name and describe what materials I can see I can take a photo with a camera |

Reception

Understanding the World (UW) Term 2A

Key to colours:

The specific directed teaching or lesson where learning intention appears

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| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
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| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I can talk about when I was younger I know that I can do more things now than I could when I was younger I know that I will be able to do more things when I am older I know that we are all good at different things I can tell you what I like doing and learning I can tell you what I want to achieve and how I am going to do so I can tell you what I have done and the things that worked well I can practice my mouse skills and graphic tablet skills to make a map I can practice my mouse skills and graphic tablet skills to order numbers to 20 in a square I can use the mouse to click on the correct numeral I can practice my mouse skills to click and build a house I can play with the program that is on the screen; I will not change the program, and I will use the timer I can draw my house and label it with my name using 2 publish; I can print my picture I can make a map on Easi-teach by clicking and dragging the mouse. I can print my map I can use a printer without adult support I can add two numbers together I can use an ICT game/app to help me learn I can find the program I am looking for I know what to do if I get stuck I can draw a picture on the computer using the mouse I can program a 'Beebot' to turn left, right, forwards and backwards to get to the right place I can program a 'Beebot' to go and find his friends I can program the 'Beebot' to help put the numbers in the right order I can think of an action which creates a noise I can use a litter sound maker to keep the beat I can make movements like a robot in time to the music I can make some sounds like a robot I can create sounds using different paper and describe the sound I can create different sounds using paper I can learn a new (Chinese New Year) song | <h3>Topic Teach</h3> <ul style="list-style-type: none"> I can describe differences between buildings I can talk about different parts of a house I can name different types of buildings I can talk about my house or home I can talk about what happens at different times of the day I can talk about what I might find in a kitchen I can talk about how I find and make food in the kitchen I know about building materials and why they are used I can explain what I can see in a video I can describe how bricks are made and used I can sort building materials from other everyday materials and explain what they are used for I can talk about what we saw when we went for a walk to look at buildings I understand why we need homes I can talk about how and where we sleep I can describe my bedtime routine I understand how letters get delivered I can learn about Chinese New year I can talk about celebrations I enjoy at home I can explain how to cook a stir-fry <h3>Freeflow</h3> <ul style="list-style-type: none"> I can role play in a Post Office I can write about what I did in my holidays I can programme a 'Beebot' to move along a path I can click a computer mouse to make something happen I can make a pattern and then take a photo of it I can play with small world trains and cars I can explore different vegetables, their taste and texture I can click the right numeral I can press the correct button to record my voice I can draw or make a collage of the soup I made I can take pictures of different buildings in the local area I can choose a game to play on the PC, ipod or tablet I can draw my house and label it on the computer I can say how food changed with heating and cooling I can make a map on easiteach I can use a microphone to retell a story I can paint a picture of what I can see I can make my own den I can write a letter to my family I can investigate bubbles in water I can investigate different textures I can label building plans I can use a printer without adult support I can follow instructions to make a stir-fry I know about Chinese New year |

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| | <ul style="list-style-type: none">• I can use scissors and fold to make a Chinese dragon• I can use scissors to make a Chinese lantern• I can use positional language to say where I am putting things in the doll's house |
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Reception

Understanding the World (UW)

Term 2B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|--|
| <ul style="list-style-type: none"> I can talk about feeling happy and what makes me feel happy I can talk about what I like doing I can tell you the things I like doing and the things I don't like doing I can use a printer without adult support I can add two numbers together (using software) I can click the mouse and drag an object to the right place on the screen I can click on a box to put the number in the right order I use the keyboard to type a simple label then put my label in the right place by clicking and dragging I can use 2publish to draw a picture of a bear and write some information about it I can click a button to make an action happen I can click and drag an item to the right place I can click the mouse to make the scanner work I can remember the pin numbers I can use the mouse to find one more and one less, to 10 I can play a sound game on the computer I can compare which is the longest and the shortest and explain how I know I can investigate and find shapes on everyday objects I can sort objects and say why I have chosen to sort them that way I can match objects and say why I have chosen to match them that way I can say if someone is older or younger depending on their age I can make a high, medium, and low growl (like a bear) | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can talk about different bears and explain what I know about bears I can describe what I can see in a video I understand bears have a good sense of smell I can identify smells and explain where I might have smelt them before I understand mother bears need to look after their cubs I can learn about why bears make dens I can talk about why bears might live near rivers I can name different parts of a fish when they are missing in the picture I can explain how bears catch salmon jumping in the river I understand how we use our senses to look for food I can talk about how bears keep warm in winter I can use correct vocabulary to describe natural resources I can explain the differences between bear and human tracks and prints I understand we learn by copying I can share what I know about different types of bears I can talk about different habitats I can describe differences between different types of bears I know how we can fish, and how bears catch fish I can listen to and identify different everyday sounds I know about bears sense of taste I can remember how we made porridge I can talk about Easter and why it is important to Christians I can talk about rabbits and how they move I know where honey comes from <h4>Freeflow</h4> <ul style="list-style-type: none"> I can write and talk about what I did on the weekend I can follow instructions to make a pancake I can find out about the different types of bears I can use a mouse to click and drag I can use a mouse to make something happen I can use a microphone I can turn equipment off because I understand the batteries will run out I can explore music from other cultures and genres I can make a small world with cars, trains and other resources I can try and make a boat that floats I can talk about the changes that happen to ingredients when you cook them I can look closely at paw prints and describe what I see I can print my picture I can play game about bears on the computer I can follow instructions to make porridge/ flapjack etc I can find out about bears and explore with all my senses |

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| | <ul style="list-style-type: none">• I can remember how we made porridge• I can make an Easter card for my family• I can follow instructions and make a chocolate nest• I can find shapes in the environment |
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Reception

Understanding the World (UW)

Term 3A

Key to colours:

The specific directed teaching or lesson where learning intention appears

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| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|---|
| <ul style="list-style-type: none"> I am beginning to understand how I feel when I lose something or someone I can talk about how I feel if I lose something or someone I can tell you how I feel if I am missing someone or have lost someone or something I care about I am beginning to understand that if someone leaves me they can still love me I can remember someone I care about even if they are not there I can talk about how I can feel better when I am feeling sad or missing someone I can relate addition to combining two sets of numbers I can click and drag pictures using the graphics tablet I can use the graphics tablet to insert an instrument into a pattern I can use the 2explore program to make a musical sentence I can record my pattern and play it back I can put the right number of animals in the field. I can move the object into the right place using 2simple go I can save my work by typing my name I can use the mouse and click to choose the right numbers, I can use 1 more than I can use the mouse to draw by clicking and dragging I can use the 2publish program to write and illustrate what I know about an animal I can count out the right amount of money to buy something from the shop I can talk about what I do at the weekend and what time things happen I can talk about the time and say what time important things happen during the day I can make the sound of a storm I can listen to a musical story from another culture | Topic Teach |
| | <ul style="list-style-type: none"> I can share what I already know about farms I can talk about the differences between farm and wild animals I can learn about sheep and why farmers keep them I can talk about how farmers look after sheep and use sheep dogs I can use descriptive language to talk about different farm animals I understand that we keep cows for their milk and meat I can talk about why we keep hens I can talk about how wheat is grown, milled and made into bread I can talk about what is sold in a farm shop and why it is different to a supermarket I can listen to a description and name the animal I can sequence the order we need to bake bread in I can match pictures to instructions for baking I can describe how horses can help on the farm I understand what a dairy product is I can talk about what dairy products I eat or drink I can think of lots of describing words for a vegetable with my partner I can discuss and explain my own experiences I can describe the taste of different fruits and vegetables I can describe the differences between types of farms I can say which foods I like or dislike I can talk about what we saw on our visit I understand what plants need to grow and how we look after them I can sort food that is grown, and food that is made I can play a game on the PC and explain what to do next I can use a computer to create my own story I can talk about why a farmer needs a tractor I can recall my experiences on the farm |
| | Freeflow |
| | <ul style="list-style-type: none"> I can find out about farms ready for the visit I can click and drag using the graphics tablet I can program a Beebot to move around a farm I can make a small world with trains, cars and resources I can pretend to work as a vet I know what sick animals need to make them better I can build a farm with fields and fences I know how to look after animals and crops I can write about a farm animal or farm I can plant grass seeds to make a 'field' I can plant different beans and understand that seeds grow into plants I can write about what I saw and liked on the farm I can use 2Publish to draw a picture and write a sentence |

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| | <p>about my visit to the farm</p> <ul style="list-style-type: none">• I can use a walkie-talkie to talk to my friends• I can make a map and talk about the directions and places I have put on it |
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Reception

Understanding the World (UW)

Term 3B

Key to colours:

The specific directed teaching or lesson where learning intention appears

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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|--|
| <ul style="list-style-type: none"> I can talk about how I feel when something changes I can tell you what I can do now that I couldn't do when I started school/nursery I can tell you how I've changed I can remember feelings I have had, and why I felt like that I can tell you what I did with my class/group to make the outdoor area/classroom/setting better I know that sometimes when people are not very nice to me it is because they don't feel very good inside I can use the electronic toys by pressing the right buttons to make them work I can use the 2publish program to write and illustrate what I know about transport I can label the picture by clicking the right word onto it I can click the button to stop and start the wheel I can follow instructions of a game I can click to make something happen I can open an activity from the website and choose a game to play – I can show my friends how to play the game I will know how to find images on 'Google' I will know how to 'copy and paste' an image into PowerPoint I will know how to 'copy and paste' an image into PowerPoint or other program I am using I will know how to decide which program I will need to write the information I want to share with my friends and teacher I know the difference between the weekdays and the weekend I can use the computer program to help me learn the days of the week I can make movements for a stormy sky dance I can use my hands to make thunder sounds | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can talk about a journey I have been on I can talk about what I did on my holiday I can learn about railway stations and talk about my own experiences I can use the sounds to make CVC words on the computer I can use descriptive language to describe going on a train journey I can talk about going on a bus journey I can talk about my experiences of different types of boats I can talk about travelling by air I can describe what I might see on a car journey I know what I need to do before I set off on a car journey to stay safe I can observe and talk about different features of a car I know what different parts of a car are used for I know what road signs mean I can discuss how we can use a map to find out way I can use descriptive language to describe different vehicles I can talk about what I might see when I go on a journey I can explain what I saw and did on our journey I can discuss different types of sea travel I can play a game on the computer I can use accurate vocabulary to describe differences between transport I can explain how boats move with or without wind power I can talk about what will happen next year <h4>Freeflow</h4> <ul style="list-style-type: none"> I can role play in a ticket office, talking on the phone, taking messages, writing reports, talking to passengers and selling tickets I can make a book about vehicles I would like to travel in I can write about and label different modes of transport I can explore the world around me I can explore living things I can use a magnifying glass to look closely I can use a computer to learn more about living things I can make electronic toys work by pressing the right button I can use 2Simple to draw and write about my favourite vehicle I can use a camera to take pictures of things I am interested in I can use a keyboard to type letters and words I can complete a game on the PC I can role play in a garage, fixing vehicles, and working in an office to book appointments I can explore planting and growing I can write down my recipe and say why I chose those |

| | |
|--|--|
| | <p>ingredients</p> <ul style="list-style-type: none"> • I can explore water, filling, emptying, pouring • I can make a small world with trains, cars and other resources • I can make a car roll down a hill • I can use a remote control car • I can use a computer program to make a map • I can use Google to find out information • I can share a tablet/ipod and take turns • I can use a range of resources to make a flag |
|--|--|

Reception

Medium Term Plans

Expressive Arts and Design
(EAD)

Reception

Expressive Arts and Design (EAD)

Term 1A

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I can join in with other children's play I can draw a picture of an animal using 2paint I can draw a picture of myself using 2paint I can click and drag and make something move I can use the mouse on the computer to play a game I can learn a new song and keep to the beat I can learn a new song and add actions I can use instruments to make the teddies actions I can learn a new song and actions I can change the order of the words in a song I can copy the beat and keep to the rhythm I can copy a beat and keep the rhythm and learn new greetings in different languages | Topic Teach |
| | <ul style="list-style-type: none"> I can join in with a new song I can respond to instruments with an action I can learn how to paint a picture using a computer mouse I can copy the clap I can join in with a rhyme I can match different sounds I can sing a counting song I can move like a firework I can describe what fireworks look like I can make different sounds like a firework I can learn a new song |
| | Freeflow |
| | <ul style="list-style-type: none"> I can play in the home corner I can take on a role and work with my friends to make up a story I can use lots of different resources to help me tell my story I can make marks and give them meaning. I can draw around my hand and cut it out I can explore small world toys I can make a long and short snake I can investigate texture and mark making I can use a mouse to draw a picture I can use play-dough to make objects I can experiment with different materials and textures I can use scissors and glue to cut and stick I can role play in the mud kitchen I can paint a picture and mix colours independently I can explore the different sounds instruments make I can build with large and small construction blocks I can explore finger paint I can make a collage using different textures and colours I can draw a picture about Kipper I can make a home for my animal I can draw my pet or a pet I would like to have I can copy a beat and keep the rhythm I can draw a picture of my 'tea' I can make my own rangoli patterns using sand, plasticine or mark making tools I can make a firework pattern I can draw a mehndi pattern I can make a diva lamp using clay I can make patterns and shapes in my dances I can make my own play-dough I can work with my friends to make a firework picture I can make an animal mask I can dress up and make a story with friends |

Reception

Expressive Arts and Design (EAD)

Term 1B

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|--|--|
| <ul style="list-style-type: none"> I can play a game together with my friends I can work in a group with other children I can take turns when I play a game We are going to use our mouse skills and graphic tablet skills (fine motor) to create a fireworks picture We are going to use our mouse skills to make a firework pattern using the following I can draw shapes and talk about it I can practice my mouse skills by making a snowman or Christmas tree I can count out how many pennies I need to buy what I want I can play an instrument as part of a song I can make a beat using my body I can move my body to music I can listen to different instruments I can make actions like a robot I can make actions and sounds like a robot I can choose the instrument to make a quiet or loud noise I can learn to sing and dance our Christmas song, and perform it! I am starting to learn some new Christmas songs to sing with the school Travel on feet in different ways (hop, bounce, stride etc.) Be aware of different parts of the body – identifying them and making them work in different ways Travel in different ways on hands and feet | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can sing good morning to my friends I can identify and clap the number of syllables in a word I can pass a clap around the ring <h4>Freeflow</h4> <ul style="list-style-type: none"> I can pretend to the characters in Peace at Last I can write 's, a, t, p' in a variety of media I can draw a pictures of the bears from Peace at Last and label them I can make different marks (lines, dots, zigzags etc) I can draw shapes related to sun, moon and stars and label them I can make a planet with papier mache I can make peppermint cream in planet shapes I can paint my planet I can paint a picture of a sun, moon, or stars I can use different materials to make a sun, moon, or star I can use chalk to draw the night sky I can make shapes with my body when I dance I can build with large and small bricks I can work with my friends to make a firework picture I can make a picture using found autumn leaves I can make a sun, moon and stars collage using different materials I can make the role play corner into a rocket/space station I can make patterns and marks on paper I can use cutting tools I can make a star for the role play corner I can move my body to music I can print a pictures I can use instruments to create sounds I can make a rainbow on large paper using different colours I can imagine what it might be like to be on the moon I can make a moon buggy I can draw a picture of me in space and label it I can use scissors and glue to make a picture I can mix colours to paint a picture I can make my own musical instrument I can make a rocket for the role play area I can make a calendar I can make a Christmas card I can learn how to dance to our Christmas song |

Reception

Expressive Arts and Design (EAD)

Term 2A

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|---|
| <ul style="list-style-type: none"> I can practice my mouse skills and graphic tablet skills to make a map I can practice my mouse skills to click and build a house I can draw my house and label it with my name using 2 publish I can print my picture I can make a map on Easi-teach by clicking and dragging the mouse. I can print my map I can draw a picture on the computer using the mouse I can sing a song and keep the beat I can think of an action which creates a noise I can make different sounds on instruments using different actions. I can copy another's action I can remember a chant I can use a litter sound maker to keep the beat I can make different machine actions to keep the beat I can copy another's action I can learn a new song and remember the actions I can make movements like a robot in time to the music I can make some sounds like a robot I can create sounds using different paper and describe the sound I can create different sounds using paper I can learn a new song I can keep to the beat Make simple shapes with their bodies Travel on feet in a variety of ways Recognise repeated sounds and sound patterns and match movements to music To copy simple shapes and create some of their own To travel on feet in a variety of ways showing different rhythms and speeds To perform short dances within a planned structure To respond to a range of stimuli I can record my ideas using pictures, symbols and familiar letters I can tell the story of the three little pigs. I can use sounds to spell the words I say in my sentence. I can write a sentence using my sounds to spell some words I can form my letters correctly I can hear and recognise some sounds in words | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can make large movements when we do rhythmical drawing I can think of my own rhyming words I can listen to the sound and respond with a movement I can retell a story (The Three Little Pigs) using role play I can hop/jump the corresponding number of time to a number card I can join in with a class song I can think of different building site actions I can join in with the Postman Pat theme tune I can join in with a Dragon Dance I can perform a Lion Dance I can think of what my own 'dream house' would be like <h4>Freeflow</h4> <ul style="list-style-type: none"> I can role play in a Post Office I can draw a house and write a number on the door I can click a computer mouse to make something happen I can make a pattern and then take a photo of it I can explore collage with different materials I can make a pattern with pegs or shape tiles I can thread a pattern using beads and string I can tell a story with a puppet I can dress up and make a story with my friends I can build with large and small bricks I can role play in a building site office I can use playdough to make objects I can fill and empty different containers I can talk about the sounds I make with instruments I can make marks and create my own pictures I can play with small world trains and cars I can draw a map of how I come to school I can cut out the shapes I need for my house I can draw or make a collage of the soup I made I can draw around different shapes to make a picture I can draw my house and label it on the computer I can chose resources to make a mask I can join different materials together I can use paints to mix new colours I can make a map on easiteach I can paint a picture of what I can see I can make my own den I can choose a resource to tell a story I can investigate bubbles in water I can label building plans I can use 2D and 3D shapes to make a house or building I can role play in a (Chinese) restaurant I can build a house, street or city with resources |

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|--|--|
| | <ul style="list-style-type: none">• I can use scissors to make a Chinese lantern• I can fold paper to make a red envelope• I can throw a die and make a tower using that many blocks |
|--|--|

Reception

Expressive Arts and Design (EAD)

Term 2B

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|---|
| <ul style="list-style-type: none"> I can talk about feeling happy and what makes me feel happy I can use a printer without adult support I can use 2publish to draw a picture of a bear and write some information about it I can click a button to make an action happen I can click the mouse to make the scanner work I can play a sound game on the computer I can say which number is the biggest and will build the tallest tower I can make different sounds with my voice I can make the correct sound to match the picture prompt I can make different pitch sounds with my voice I can make a high, medium, and low growl I can create new lines for the song I can follow a beat and think of ways to play instruments I can learn a new song and repeat the words I can make a loud and soft sound I can follow a beat and make instruments sound like water Explore travelling high and low and join movements together Role sideways – curled and stretched I can write the words I say in my sentence | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can move around like different bears I can think about resources I need to build a den I can join in with the songs and dances I can create movements to different instruments I can learn about new musical instruments and describe the sounds they make <h4>Freeflow</h4> <ul style="list-style-type: none"> I can retell the story of Goldilocks and the Three Bears I can design a poster for Goldilocks I can use bricks to make tall and short buildings I can build a bears house I can think about what I need to use to build my idea I can choose a resource and create a story I can explore different materials I can use pastels, pencils and crayons to create texture I can paint a picture of the Three Bears I can use my imagination when painting I can use large blocks to build a path I can create, build, and construct using different resources I can explore music from other cultures and genres I can explore instruments and make my own dance I can use different materials and costumes to make my own story, dance or show I can try and make a boat that floats I can retell the We're Going on a Bear Hunt story using resources I can have a teddy bears picnic with my friends I can sing a range of number songs using resources I can make a cosy home for a bear I can pretend to have a party in my bear cave I can draw my favourite bear and write a sentence about it I can be creative and imaginative I can use paints to make paw prints and patterns I can choose a song to sing using the microphone I can use different materials to make a Rainbow Fish I can make a picture using 'found' materials I can make an Easter card for my family I can make an Easter hat I can make a shape picture I can make a 3D shape |

Reception

Expressive Arts and Design (EAD)

Term 3A

Key to colours:

The specific directed teaching or lesson where learning intention appears

| | | | | | | | |
|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|---|
| <ul style="list-style-type: none"> I can talk about feeling happy, sad and angry I know why sometimes I feel lonely I am beginning to understand how I feel when I lose something or someone I can talk about how I feel if I lose something or someone I know what is fair and unfair I know how to sort something out if I think it isn't fair I can click the mouse to make the scanner work I can use the graphics tablet to insert an instrument into a pattern I can use the 2explore program to make a musical sentence I can record my pattern and play it back I can use the 2publish program to write and illustrate what I know about an animal I can count out the right amount of money to buy something from the shop I can experiment with sounds I can move with imagination when listening to a piece of music I can make the sound of a storm I can describe the sound an instrument makes I can make a range of sounds with my voice I can listen to a musical story from another culture I can make quiet actions to the song I can use instruments to make scary sounds Recognise and make simple shapes with their bodies Move on different levels and in different directions To respond to a wide range of stimuli To explore ideas and select movements to make simple dances within a planned structure To recognise repeated rhythms and sound patterns and match movements to the music To describe their own actions and the actions of others using appropriate vocabulary I will write two sentences and begin to connect my sentences together I can use adjectives to describe what I am writing about | Topic Teach |
| | <ul style="list-style-type: none"> I can create my own story using a computer program I can make the sounds of different animals |
| | Freeflow |
| | <ul style="list-style-type: none"> I can use resources to build scene and make a story I can use my imagination to make a farm animal I can be creative using a variety of materials I can mix colours and paint independently I can explore sounds with the boom box and instruments I can use the mud kitchen to make recipes I can fill a bucket to make a sandcastle I can make a collage using paint and different materials to make a representation of a landscape I can pretend to work as a vet I know what sick animals need to make them better I can build a farm with fields and fences I know how to look after animals and crops I can write down ingredients to make a recipe in the mud kitchen and explain why chose them I can think of a character and write a story about them with a beginning, middle, and an end I can use shapes to make a picture I can make a character for my story I can paint a picture of the place my story is set I can make a puzzle using a picture from our visit, cutting out jigsaw pieces I can mould, squash and squeeze playdough and plasticine into shapes and patterns I can use 2Publish to draw a picture and write a sentence about my visit to the farm I can make a map and talk about the directions and places I have put on it |

Reception

Expressive Arts and Design (EAD)

Term 3B

Key to colours:

The specific directed teaching or lesson where learning intention appears


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|-----|------|-----|-------|----|-------|---------|------------------|
| IFS | PSHE | ICT | MUSIC | PE | MATHS | WRITING | LETTERS & SOUNDS |
|-----|------|-----|-------|----|-------|---------|------------------|

| Learning Intentions from all other directed learning | Learning Intentions from Topic Teach and Freeflow |
|---|--|
| <ul style="list-style-type: none"> I can use the 2publish program to write and illustrate what I know about transport I can label the picture by clicking the right word onto it I will know how to 'copy and paste' an image into PowerPoint or other program I am using I will know how to 'copy and paste' an image into PowerPoint I will know how to find images on 'Google' I can add up how much my shopping will cost and I will work out if I have enough money I can buy a something using the coins I have I can make movements for a stormy sky dance I can use my hands to make thunder sounds I can make different sounds with real objects I can pick our Dance-a-thon song and learn to sing and dance to it! I can learn our Dance-a-thon dance, and perform it! Be able to distinguish between different shapes- stretched, curled, wide and thin Create pathways and patterns on the floor and in the air To recognise and show different shapes with their bodies To choose different movements and link them appropriately To remember and perform short phrases and patterns of movement I can use connectives to join my sentences together I can use adjectives to describe what I am writing about and make my writing more interesting I can use everything I've learnt about writing when I write for different reasons I can write a story with a beginning a middle and an ending | <h4>Topic Teach</h4> <ul style="list-style-type: none"> I can join in with a song and actions confidently I can make different movements to a variety of instruments I can make different actions I can use to make boats move I can remember a sequence of movements and copy them I can remember and copy a rhythm played on an instrument I can count to 30 using different voices <h4>Freeflow</h4> <ul style="list-style-type: none"> I can role play in a ticket office, talking on the phone, taking messages, writing reports, talking to passengers and selling tickets I can make a book about a vehicle I would like to travel in I can use 2Simple to draw and write about my favourite vehicle I can make a range of mark making tools accurately I can be creative and use a range of resources to model and make pictures I can mould clay and use tools to make patterns I can role play in a garage, fixing vehicles, and working in an office to book appointments I can role play The Little red hen and Rosie's Walk using story language I can write down my recipe and say why I chose those ingredients I can make a picture of a car using different materials I can chose the right shapes, colours and tools that I need to make my vehicle I can make a car roll down a hill I can use scissors to cut paper out correctly I can move indifferent ways around obstacles I can dress up, use my imagination, and sing and dance I can use a range of resources to make a flag I can learn and practise a new dance I can count out money, I can buy things from a shop, I can recognise and say when I have enough |

Appendix

Contents

- Reception ELG reporting sheet
- Characteristics of Effective Learning

| Thames View Infants – EYFS End of Key Stage Moderation of Evidence/Data | | | Childs Name: | DOB: | Moderated by: |
|---|--|---|---|---|--|
| Personal, Social and Emotional Development | | | Communication and Language | | |
| Making Relationships | Self confidence and Self-awareness | Managing Feelings and Behaviour | Listening and Attention | Understanding | Speaking |
| Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children. | Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help. | Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routines in their stride. | Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events. and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. | Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.. |
| Emerging Expected Exceeding | | | Emerging Expected Exceeding | | |
| Physical Development | | | Literacy | | |
| Moving and Handling | Heath and Self-Care | | Reading | Writing | |
| Children show good control and co-ordination in large and small movements. They move confidently in a range of ways safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | |
| Emerging Expected Exceeding | | | Emerging Expected Exceeding | | |
| Mathematics | | | Understanding the World | | |
| Numbers | Shape, Space and Measure | | People and Communities | The World | Technology |
| Children count reliably with numbers from 1 to 20,, place numbers in order and say which is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. | | Children talk about past and present events in their own lives and in the lives of family members, They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants. They explain why some things occur, and talk about changes. | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. |
| Emerging Expected Exceeding | | | Emerging Expected Exceeding | | |
| Expressive Arts and Design | | | Notes: | | |
| Exploring and Using Media and Materials | Being Imaginative | |  | | |
| Children sing songs and make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | | | | |
| Emerging Expected Exceeding | | | | | |

Characteristics of Effective Learning

Playing and exploring

| | |
|------------------------------|---|
| Finding out and exploring | <ul style="list-style-type: none"> ○ Showing curiosity about objects, events and people ○ Using senses to explore the world around them ○ Engaging in open-ended activity ○ Showing particular interests |
| Playing with what they know | <ul style="list-style-type: none"> ○ Pretending objects are things from their experience ○ Representing their experiences in play ○ Taking on a role in their play ○ Acting out experiences with other people |
| Being willing to 'have a go' | <ul style="list-style-type: none"> ○ Initiating activities ○ Seeking challenge ○ Showing a 'can do' attitude ○ Taking a risk, engaging in new experiences, and learning by trial and error |

Active learning

| | |
|--|--|
| Being involved and concentrating | <ul style="list-style-type: none"> ○ Maintaining focus on their activity for a period of time ○ Showing high levels of energy, fascination ○ Not easily distracted ○ Paying attention to details |
| Keeping on trying | <ul style="list-style-type: none"> ○ Persisting with activity when challenges occur ○ Showing a belief that more effort or a different approach will pay off ○ Bouncing back after difficulties |
| Enjoying achieving what they set out to do | <ul style="list-style-type: none"> ○ Showing satisfaction in meeting their own goals ○ Being proud of how they accomplished something – not just the end result ○ Enjoying meeting challenges for their own sake rather than external rewards or praise |

Creating and thinking critically

| | |
|----------------------------|--|
| Having their own ideas | <ul style="list-style-type: none"> ○ Thinking of ideas ○ Finding ways to solve problems ○ Finding new ways to do things |
| Making links | <ul style="list-style-type: none"> ○ Making links and noticing patterns in their experience ○ Making predictions ○ Testing their ideas ○ Developing ideas of grouping, sequences, cause and effect ○ Choosing ways to do things |
| Choosing ways to do things | <ul style="list-style-type: none"> ○ Planning, making decisions about how to approach a task, solve a problem and reach a goal ○ Checking how well their activities are going ○ Changing strategy as needed ○ Reviewing how well the approach worked |

Useful Links – Finding Out More Information

Printed material dates quickly, but our School Website is updated regularly with the latest and most relevant information. The below useful links within **thamesviewinfants.org** will sign-post you to more information about your child's learning, the school curriculum and assessments.

What is my child learning? What will they be taught this year? How well are they doing?

Following recent national DfE advice, we've worked hard to make finding the answers to these questions easier for you – in the following ways:

1. **Weekly letters detailing learning in every single lesson for the week...**
You can download these from:
<http://thamesviewinfants.org/news-events/newsletter-archive/>
2. **Details of Curriculum Coverage and Learning...**

For EVERY SUBJECT within EYFS across the year!
Follow the hyperlinks and explore...

Details of the learning over time for the whole term or half-term.

Details of School Visits

Including an estimated guide to parental contributions – to help you budget

You can view all this information from:

<http://thamesviewinfants.org/learning/early-years/eyfs-provision/>
<http://thamesviewinfants.org/learning/teaching/visits/>

An up-to-date Prospectus...

Contains a wealth of information and has also been summarised and translated into 10 of our most commonly-spoken home languages.

You can view this information here:

<http://thamesviewinfants.org/about-us/our-school/prospectus/>

3. **Your Child's Homework...**
<http://thamesviewinfants.org/learning/homework/homework-overview/>
4. **A whole range of information for families...**
<http://thamesviewinfants.org/families/>
5. **A comprehensive list of School Policies...**
<http://thamesviewinfants.org/about-us/our-school/policies/>
6. **Top-Tips for Learning – useful podcasts unpicking some of the learning we teach our children...**
<http://thamesviewinfants.org/families/home-learning/>
7. **Twitter – be far the easiest way to gain real-time live info about School, including “behind the scenes” updates:**
www.twitter.com/tvInfants

The collage includes several documents from Thames View Infants School. At the top left is a newsletter titled 'Thames View Infants' with a date of '17 April'. To its right is a Twitter highlights document. Below these are two curriculum maps: one for 'Autumn Term' and 'Spring Term' showing topics like 'Mice', 'Sun, Moon & Stars', 'Homes & Buildings', and 'Bears'. At the bottom right is a green box listing various school information links: Prospectus, School Performance, Ofsted, Policies, Pupil Premium and Sports Funding, Code of Conduct, Attendance, Admissions, and Other Stuff... Below the curriculum maps is a table titled 'Letters and Sounds Overview' showing 'Phases Two, Three, Four, Five' across 'Autumn Term', 'Spring Term', and 'Summer Term'. To the left of this table is a box titled 'Details of School Visits' with a list of visits including 'London Eye (Family Visit)(£5 per Child)', 'Horniman Museum (£15 Per Child)', and ' (£13 per Adult)'.

Learning and Assessment at Thames View Infants: A Guide for Parents & Carers EYFS

...was written by Adam Dobson and Claire Smith.

It's intended as a key-person's reference-point to answer some of the more complex questions that parents/carers have regarding their child's learning and comparative information on their child's ability:

What is my child learning? What will they be taught this year?

How well are they doing?

How does their learning compare with National Expectations?