

Prime Area: Communication and Language

Listening and attention

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Maintains attention, concentrates and sits quietly during appropriate activity.
- Listens attentively in a range of situations.
- 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.
- 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.

Understanding

- Shows understanding of prepositions such as 'under, on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.
- Able to follow a story without pictures or props.
- Understands humour, e.g. nonsense rhymes, jokes.
- Children follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- 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.

Speaking

- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- 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.

Prime Area: Physical Development

Moving and Handling

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

Health and Self-care

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

Prime Area: Personal, Social and Emotional Development

Making relationships

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

Self-confidence and self-awareness

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

Managing feelings and behavior

- Works as part of a group or class, and understands and follows the rules.
- Adjust their behaviour to different situations, and takes changes of routine in their stride
- 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.



Foundation Stage Class R

Planning Web Summer 2017 Term 5 and 6

Theme

Space and Growing



Specific Area: Literacy

Reading

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

Writing

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

Specific Area: Mathematics

Number

- Confidently uses numbers to 20 ordering and saying 1 more or 1 less.
- Represent objects using fingers, marks on paper or objects. Recognises numerals from 0-10 then 20.
- I can use a pictogram.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain
- Finds one more or one less.
- Use knowledge of adding and subtracting to solve problems.
- Solves problems, including doubling, halving and sharing
- Using quantities and objects, they can add and subtract two single-digit numbers and count on or back to find the answer.

Space, shape and measure

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

Specific Area: Understanding of the world

People and communities

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

The World

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

Technology

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

Specific Area: Expressive Arts and Design

Exploring and using Media and Materials

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

Being Imaginative

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