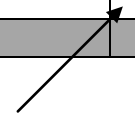
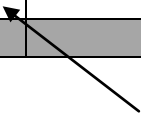



As Communicators we will be learning:	As Mathematicians we will be learning:	To Understand the world we will be learning:
<p><u>30-50 months</u></p> <p><u>Listening & attention</u></p> <p>Listens to others one to one or in small groups, when conversation interests them.</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention - still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p><u>Understanding</u></p> <p>Understands use of objects (e.g. "What do we use to cut things?")</p> <ul style="list-style-type: none"> • 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. <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Can retell a simple past event in correct order (e.g. <i>went downslide, hurt finger</i>). • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> 	<p><u>30-50 months</u></p> <p><u>Numbers</u></p> <p>Uses some number names and number language spontaneously.</p> <ul style="list-style-type: none"> • Uses some number names accurately in play. • Recites numbers in order to 10. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <p><u>Shape, space & measures</u></p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <ul style="list-style-type: none"> • Shows awareness of similarities of shapes in the environment. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks 	<p><u>30-50 months</u></p> <p><u>People & communities</u></p> <p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p><u>The World</u></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> • Shows care and concern for living things and the environment. <p><u>Technology</u></p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>
<p><u>40-60+ months</u></p> <p><u>Listening & attention</u></p> <p>N/A</p> <p><u>Understanding</u></p> <p>N/A</p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations 	<p><u>40-60+ months</u></p> <p><u>Numbers</u></p> <p>Recognise some numerals of personal significance.</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. <p><u>Shape, space & measures</u></p> <ul style="list-style-type: none"> • Selects a particular named shape 	<p><u>40-60+ months</u></p> <p><u>People & communities</u></p> <p>N/A</p> <p><u>The World</u></p> <p>N/A</p> <p><u>Technology</u></p> <p>Completes a simple program on a computer.</p>



<p>To develop religiously and spiritually we will be learning:</p>	<p>Our Learning Context is...</p>	<p>To be expressive in the Arts we will be learning:</p>
<p><u>Self and Others</u></p> <ul style="list-style-type: none"> • Who am I? • Why am I special? • My Family. • Feelings. <p><u>Church's Year - Harvest</u></p> <ul style="list-style-type: none"> • What are Harvest Festivals? • Compare 	<p>Main: All About Me</p> <p>Mini topics: Harvest, Author focus (Allan Ahlberg), Diwali & Autumn</p> <p>Class Reception</p> <p>Length of Topic = 8 weeks, see long term plan for mini topic lengths</p> <p>Medium Term Planning</p> 	<p>30-50 months</p> <p><u>Exploring & using media and materials</u></p> <p>Enjoys joining in with dancing and ring games.</p> <ul style="list-style-type: none"> • Sings a few familiar songs. • Taps out simple repeated rhythms. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Uses available resources to create props to support role-play <hr/> <p>40-60+ months</p> <p><u>Exploring & using media and materials</u></p> <p>N/A</p> <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> • Chooses particular colours to use for a purpose.
<p>To develop personally, socially and emotionally we will be learning:</p>	<p>To read and write we will be learning:</p>	<p>To develop Physically we will be learning:</p>
<p>30-50 months</p> <p><u>Making relationships</u></p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 	<p>30-50 months</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment. • Recognises own name. • Looks at books independently. • Handles books carefully. 	<p>30-50 months</p> <p><u>Moving & handling</u></p> <p>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.</p> <ul style="list-style-type: none"> • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using

<p><u>Self-confidence & self -awareness</u> Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks.</p> <p><u>Managing feelings & behaviour</u> • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	<p><u>Writing</u> Sometimes gives meaning to marks as they draw and paint</p>	<p>whole-hand grasp. • Can copy some letters, e.g. letters from their name.</p> <p><u>Health & self care</u> Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>
<p><u>40-60+ months</u> <u>Making relationships</u> • Initiates conversations</p> <p><u>Self-confidence & self -awareness</u> Confident to speak to others about own needs, wants, interests and opinions</p> <p><u>Managing feelings & behaviour</u> • Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p><u>40-60+ months</u> <u>Reading</u> • Hears and says the initial sound in words. • Begins to read words</p> <p><u>Writing</u> • Hears and says the initial sound in words.. • Links sounds to letters • Writes own name</p>	<p><u>40-60+ months</u> <u>Moving & handling</u> Experiments with different ways of moving. • Shows a preference for a dominant hand.</p> <p><u>Health & self care</u> • Usually dry and clean during the day.</p>
<p><u>Enhancements - additional resources, visits, visitors, displays</u></p>		
<p>All About Me: <i>Books</i> - Owl babies, Can't you sleep little bear, My mum and dad make me laugh. <i>Role play</i> - owl babies forest, <i>Science</i> - making bodies, <i>Playdough</i> - make themselves, <i>Construction</i> - build a house, <i>Art</i> - family portraits</p>		
<p>Harvest: <i>Books</i> - Handa's Surprise, <i>Playdough</i> - make a harvest feast, <i>Art</i> - fruit printing (repeating patterns)</p>		
<p>Author Focus - Allan Ahlberg, Focus Text Funny Bones (range of others read eod): <i>Role play</i> - dark cave, <i>Science</i> - make a skeleton, <i>Art</i> - skeleton art straws, <i>Sand</i> - buried bones</p>		
<p>Diwali: <i>Books</i> - Non-fiction textbook, <i>Art</i> - Diwali story shadow puppets & rangoli pattern paper chains, <i>Music</i> - Festival instruments</p>		
<p>Autumn: <i>Books</i> - Non-fiction textbook & Oliver's Vegetables/Fruit Salad, <i>Role play</i> - supermarket, <i>Science</i> - natural materials, <i>Art</i> - leave rubbing, <i>Sand</i> - add outdoor objects (conkers, acorns), <i>Water</i> - outdoor objects floating and sinking</p>		
<p><u>Child led mini topics to be added</u></p>		