

Year R Medium Term planning - Spring Term 1 2016

Personal, Social and Emotional

- *To ask appropriate questions of others*
- Takes steps to resolve conflicts with other children
- Understands that own actions affect other people.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Can describe self in positive terms and talk about abilities.

Physical Development

- *Show some understanding of good practises with regard to exercise, eating, sleeping and hygiene*
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Begins to form recognisable letters. Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Usually dry and clean during the day.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

Communication and Language

- *Two-channel attention (can listen and do for short span)*
- *To use language to imagine and recreate roles and experiences in play situations*
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

Learning Stimulus

Once Upon a Time



Mathematics

- Finds the total number of items in two groups by counting them all.
- Says the number that is one more than a given number.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Uses familiar objects and common shapes to create and recreate patterns and build models
- Uses everyday language related to time and money
- Orders and sequences familiar events.
- Measures short period of time in simple ways.

Literacy

- Begins to read words and simple sentences.
- Can segment the sounds in simple words and blend them together.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Knows that information can be retrieved from books and computers.
- **Exceeding-** Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
- Begins to break the flow of words into speech.
- Writes name and well as other things such as labels, captions.
- Attempts to write short sentences in meaningful context.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- **Exceeding-** Use key features of narrative in their writing.

Understanding of the World

- *To look closely at patterns, similarities and differences*
- Enjoys joining in with family customs and routines
- Completes a simple program on a computer.

Expressive Arts and Design

- *Introduces a storyline or narrative into their play*
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Plays cooperatively as part of a group to develop and act out a narrative.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.