

Personal, Social and Emotional Development:

Children are confident to try new activities. I can select activities and use them independently. I am interested in trying new activities. I am confident when trying new activities.

Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences and understand that some things are unacceptable. Children talk about the characters feelings in the story. How would they feel if 'x' happened? I can identify happy, sad, angry, surprised, excited. I can identify good and silly choices. I know what things gain praise and what things have consequences. I can understand my own feelings.

Children play co-operatively, taking turns with others. I can play with my peers, taking turns. I can share resources.

They take account of one another's ideas about how to organise their activity. Children act out their own traditional tales endings to the stories. I can listen to others ideas. I can use these to co-operate with play.

Expressive Arts & Design:

Children sing songs, make music and dance, and experiment with different ways of changing them. Children make up their own songs and dances to fit with the traditional tales (Peter and Wolf) I know 8 nursery rhymes. I can explore the instruments and make different noises. I can use the instruments to make up my own songs. I can join in with movement activities. I can make up my own dances.

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Creative activities linked to the stories. Children acting out and making up their own versions of the traditional tales. I can think of my own ideas. I can tell others what I am making. I can select the things I need. I can create models and objects. I can act out narratives. I can make up dances.

Literacy:

Gingerbread Man, Jack and the Beanstalk, Little Red Riding Hood, Hansel and Grettel

Children read and understand simple sentences. I can recognise single letter sounds. I can blend sounds in words. I can read tricky words. I can read individual words to make a sentence.

They use phonic knowledge to decode regular words and read them aloud accurately. I can say and recognise my phase 2 phonic sounds. I can segment sounds in words. I can blend sounds in words.

They also read some common irregular words. I can recognise and say my phase two tricky words.

They demonstrate understanding when talking with others about what they have read. I can answer questions about what I have read.

Children use their phonic knowledge to write words in ways which match their spoken sounds. I can hear sounds in words. I can write phase two sounds. I can segment sounds in words. I can blend sounds in words. I can write the sounds in the order I hear them.

They also write some common irregular words. I can write phase two tricky words.

They write simple sentences that can be read by themselves and others. I can say a sentence. I can segment and blend sounds in words. I can write phase two graphemes and tricky words. I can read the sentence I have written.

Some words are spelt correctly and others are phonetically plausible. I can segment and blend sounds in words. I can write the sounds that I hear. I can write my phase two sounds. I can say what I have written.

Communication and Language:

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and actions. Children listen, respond and retell the traditional tales. Children predict endings to stories or adapt and change elements to make new stories. I can listen to the story. I can answer questions about what I have heard. I can respond to what I have heard with relevant comments. I can retell what I have heard.

They answer how and why questions about their experiences and in response to stories or events. Children talk about what has happened in the stories. What would they do if 'x' happened? I can listen to a story. I can remember what has happened. I can answer questions about stories. I can answer how and why questions about the story.

They develop their own narratives and explanations by connecting ideas or events. Children make up their own versions of the traditional tales. I can remember stories I have read. I can retell stories. I can use what I have read when playing.

Physical Development:

Children show good control in large and small scale movements. PE/Fitness Sessions I can use gross motor equipment. I can use fine motor equipment. I can show control in my movements. I can show an awareness of safety when using equipment.

They handle tools and equipment effectively, including pencils for writing. Handwriting and Literacy sessions. I can show an awareness of safety when using equipment. I can use a tripod grip when using a pencil. I can use scissors safely and correctly.

They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. I can use the toilet independently. I can wash my own hands. I know why I need to wash my hands regularly. I can dress and undress for PE by myself.

Understand the World:

They select and use technology for a purpose. Children use iPads and Laptops to support learning. I can turn on the iPad. I can select an app. I can complete the program.

Children know about similarities and differences in relation to places. Children discuss similarities and differences between the settings in the stories. Is it the same or different from where they live? I can observe my environment. I can talk about things that are the same. I can talk about things that are different.

They know that children don't always enjoy the same things and are sensitive to this. I know the things I like. I know that my friends may like different things. I can consider my friends feelings when with them.

They know about similarities and differences between themselves and others and among families, communities and traditions. I know about my own community. I know about my own traditions. I can identify the things that make me the same as my friends and the things that make me different.

Reception



Maths:

Talk about properties of shapes.

Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Estimate a number of objects and check by counting up to 20

Add and subtract two single-digit numbers and count on or back to find the answer.

Compare quantities and objects to solve problems.

Solves problems involving doubling, halving and sharing.

Uses everyday language to talk money.

Please See Maths Mastery Planning

Safeguarding and Wellbeing:

Stranger Danger – linked to traditional tales. Do we talk to strangers? How would we keep ourselves safe?