



C&L/Literacy

- Maintains attention, concentrates and sits quietly during appropriate activities.
- Able to follow a story without props or pictures.
- Uses language to imagine and recreate roles and experiences in play situations.
- Introduces a narrative into their play.
- Enjoys an increasing range of stories.
- Reads simple words and sentences.
- Give meaning to marks they write or draw.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Hears and says initial sound in words and blend them together.
- Uses some clearly identifiable letters to communicate meaning.
- Can segment the sounds in simple words.
- Writes own name, labels and captions.
- Attempts to write short sentences in a meaningful context.

ELG

- Listen attentively in a range of situations.
- Follow instructions involving several

Mathematics

- Counts objects reliably to 20.
- Recognises and writes numbers to 20.
- Estimates how many objects they can see and checks by counting them.
- Records, using marks that they can interpret.
- Beginning to use mathematical terms for and describe 3D shapes.
- Select a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Compares objects of different weights.
- Beginning to use everyday language related to money.

ELG

- Using quantities and objects adds and subtracts two single digit numbers.
- Uses everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

Expressive Arts & Design

RE

Friendship

- Qualities of friendship
- Jesus is our friend
- Friends of Jesus

Special Places

- My special places
- The Church
- Christian Artefacts

Prayer

- What is prayer?
- How do we pray?
- Why do people pray?

Special Times

- Baptism
- Weddings
- Family celebrations

PSED/Seal

- Can play in a group.
- Demonstrates friendly behaviour.

<p>actions or ideas.</p> <ul style="list-style-type: none"> • Expresses themselves effectively using past, present and future tenses. • Reads and understands simple sentences. 	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play • Plays alongside children engaged in the same theme, acting out a narrative. 	<p><u>ICT</u></p> <ul style="list-style-type: none"> • Know that information can be retrieved from computers. • Shows increasing control over an object/handles tools with increasing control. • Programming. • Completes a simple program on the computer. • Uses ICT hardware to interact with age-appropriate computer software.
<p><u>U of the W</u></p> <ul style="list-style-type: none"> • Remembers and talks about events in their own experience. • Comments and asks questions about aspects of their familiar world or natural world. • Can talk about some of the things they have observed including animals. • Talks about why things happen and how things work. • Developing an understanding of patterns i.e. floating and sinking. • Looks closely at differences and similarities. • Shows care and concern for living things and the environment. <p><u>ELG</u></p> <ul style="list-style-type: none"> • Talk about past and present events in their own lives and in the lives of family members. • Make observations of plants and animals and explain why some things occur and talk about change. 	<p><u>ELG</u></p> <ul style="list-style-type: none"> • Sing songs, make music and dance and experiment with different ways of changing them. • Use what they have learned about media and materials in original ways, thinking about uses and purposes. 	<p><u>ELG</u></p> <ul style="list-style-type: none"> • Recognise that a range of technology is used in places such as home and school. • Select and use technology for a purpose. <p><u>Assessment Opportunities/Areas</u></p> <p>This term the children will be assessed according to whether, or not, they have achieved the 17 Early Learning Goals (ELG).</p> <p>Their phonics will also be assessed and it will be decided as to which phase they are 'secure' in using.</p>
	<p><u>Topic</u></p> <p>Animals</p>	<p>I will be commenting on which 'Characteristics of Effective Learning' each child has shown through-out the year.</p>

<p><u>Physical Development</u></p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Travels with confidence and skill around, over, under and through balancing and climbing equipment. • Shows some understanding that good practises with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges. • Shows an understanding of how to transport and store equipment safely. • Begins to use anticlockwise movement and retrace vertical lines. • Forms recognisable letters. • Uses a pencil and holds it effectively to form letters most of which are correctly formed. <p><u>ELG</u></p> <ul style="list-style-type: none"> • Show good control over large and small movements. • Handle tools and equipment effectively. <p>Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Pirates</p> <p><u>Mini Topics</u></p> <p>Story writing</p> <p><u>Characteristics of effective learning</u></p> <p><u>Playing and exploring</u></p> <ul style="list-style-type: none"> • Acting out a role in as part of a group. • Initiating new activities. • Approaching open ended tasks. • Demonstrate a 'can do' attitude. <p><u>Active Learning</u></p> <ul style="list-style-type: none"> • To remain focused on self-initiated tasks for longer periods of time. • Seek help or support if needed. • To show a sense of pride in their work. <p><u>Creating and thinking critically</u></p> <ul style="list-style-type: none"> • To take part in problem solving activities. • Attempt to explain how thing happen. <p>Choose and adapt how they approach an activity.</p>	<p>Some of the children may have exceeded the Early Learning Goals. I will also use the exceeding judgement descriptors to decide if they have fully achieved the 'exceeding' judgement.</p> <p><u>Good Level of Development</u></p> <p>This is a government term used to describe the children's progress based on whether, or not, they achieve the Early Learning Goals. The children have to get expected, or exceeding, in the first 12 Early Learning Goals in order to have achieved a 'Good Level of Development'. If you have any concerns about this when you receive the report please come and speak to me as some children may not achieve expected in one or more of the areas, however they can still make good progress. As a school we will also take into consideration where each child started when we are measuring their progress.</p>
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