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| **SKILLS FOCUS** | **Week 1**  **W.B - 5.9.18** | **Week 2**  **W.B - 10.9.18** | **Week 3**  **W.B - 17.9.18** | **Week 4**  **W.B - 24.9.18** | **Week 5**  **W.B - 1.10.18** | **Week 6**  **W.B - 8.10.18** | **Week 7/8**  **W.B - 15.10.18** |
| **Personal, Social and Emotional Development** | I am aware of my own feelings and I know that some actions and words can hurt others' feelings.  Discuss school rules | I am aware of my own feelings and I know that some actions and words can hurt others' feelings.  Continue talking about school rules | I understand that my actions affect other people. | I understand that my actions affect other people. | I can adapt my behaviour to different events, social situations and changes in routine. | I can adapt my behaviour to different events, social situations and changes in routine. | I can adapt my behaviour to different events, social situations and changes in routine. |
| **Communication and Language** | I can listen to others one to one or in small groups, when conversation interests them. | I can respond to simple instructions, e.g. to get or put away an object  Identify children for Blast programme | I can retell a simple past event in correct order | I can listen to stories with increasing attention and recall. | I can listen and respond to ideas expressed by others in conversation or discussion. | I can build up vocabulary that reflects the breadth of their experiences | I can begin to use more complex sentences to link thoughts (e.g. using and because) |
| **Physical Development** | I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp. | I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp. | I can copy some letters, e.g. letters from my name | I can draw lines and circles using gross motor movements. | I can copy some letters, e.g. letters from my name | I can hold a pencil near point between first two fingers and thumb and use it good control. | I can hold a pencil near point between first two fingers and thumb and use it good control. |
| **Physical Development – Body Management** | I can experiment with different ways of moving.  I can follow instructions and practice safety | I can experiment with different ways of moving.  I can follow instructions and practice safety | I can experiment with different ways of moving.  I can follow instructions and practice safety | I can negotiate space successfully.  I can follow instructions and practice safety | I can negotiate space successfully.  I can work on simple tasks with help | I can travel with confidence.  I can work on simple tasks with help | I can travel with confidence.  I can work on simple tasks with help |
| **Literacy** | I can sometimes give meaning to mark as I draw and paint  I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.  Name writing | I can sometimes give meaning to mark as I draw and paint  Draw a picture of their homes and discuss the marks they have made. Record talking in books | I can use some clearly identifiable letters to communicate meaning.  Children to form letters s,a,t,i p,n,m,d  Show sound cards. Can they make CVC words and write them. Encourage children to use Fred talk and Fred fingers. | I can draw lines and circles using gross motor movements.  Children to practise handwriting patterns.  Extension: Children to add detail to the template of a person. Using movements learnt to add hair, eyes, etc. | I can ascribe meanings to marks that they see in different places.  Writing linked to Heligan trip. Use photos as a promt for writing. | I can sometimes give meaning to mark as I draw and paint  Big Talk – Heligan –Draw and talk about our trip to Heligan. Use pictures as a stimulus for discussion. | I can sometimes give meaning to mark as I draw and paint  **I can segment the sounds in simple words and blend them together. (40-60)**  Children to write about what they will be doing or would like to do over the half term holidays. What do they do with their family? |
| **Mathematics** | I can count an irregular arrangement of objects up to 5.  Encourage children to count the things that they see and encourage them to talk about numbers beyond 10. | I can recognise numerals to 5  Cut out numbers 1-5. Stick them in the correct order. Place next to corresponding pictures. | I can recognise numerals to 5  Caterpillars. Bingo dabs to represent the number shown on the caterpillar.  More able to find ways to make 5. | I can count an irregular arrangement of objects up to 5.  Use tweezers to add glass nuggets to Numicon pieces. | I can find a total of two groups by *counting all* up to a total of 5.  Ways of making 5 grid.  Link to Heligan trip – animal/plant problem solving - how mnay pigs, how many ducks? | I am beginning to use mathematical names for 3D and 2D shapes.  Shapes- collect a variety of objects and take pictures to discuss shapes from Heligan. | I am beginning to use mathematical names for 3D and 2D shapes.  I can describe relative position using positional language.  Children to use a range of shapes (Square, Triangle, Rectangle) to make a home. Teacher to scribe children's talk about shapes.  Learning walk to find shapes in the environment. |
| **Understanding the World** | I can show interest in the lives of people who are familiar to them. | I can recognise and describe special times or events for family or friends. | I can remember and talk about significant events in their own experience. | I can share some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. | I can comment and ask questions about aspects of their family's world such as the place where they live or the natural world. | I can talk about some of the things they have observed such as plants, animals, natural and found objects | I know how to operate simple equipment, e.g. turns on CD player and uses remote control |
| **Expressive Arts and Design** | I can play alongside other children who are engaged in the same theme. | I can create simple representations of events, people and objects. | I can join construction pieces together. | I can play co-operatively as part of a group and act out a narrative. | I can sing familiar songs. | I can create movement in response to music. | I realise tools can be used for a purpose. |
| **Music** | Charanga  Unit One – Me  I can listen and respond to different styles of music. | Charanga  Unit One – Me  I can build a repertoire of songs. | Charanga  Unit One – Me  I can build a repertoire of songs. | Charanga  Unit One – Me  I can explore different sounds of instruments. | Charanga  Unit One – Me  I can explore different sounds of instruments. | Charanga  Unit One – Me | Performance to each reception class from what we have done this year. |
| **Outdoors** | Understanding the rules for outside. | I can experiment with different ways of moving. | I can play alongside other children who are engaged in the same theme. | I can play alongside other children who are engaged in the same theme. | I can negotiate space successfully | I can create movement in response to music. | I can travel with confidence. |
| **Educational Visits/Visitors/Special Events** |  | Parent Welcome meeting |  |  | Heligan Trip |  |  |
| **Parental Involvement** | Tapestry – Give support to those not active. | Welcome meeting for all parents. Individual classes |  | RWI workshop. |  |  | Open afternoon to celebrate children's work. |

A picture containing clothing

Description generated with very high confidence A close up of a logo

Description generated with very high confidence