

Language, Literacy and Communication

Oracy

- Talk about things they have made or done, adding some description
- Respond with some detail to drama they have watched and other creative stimuli
- Use a variety of questions (e.g. "Who?", "What?", "Why?", "When?" and "How?") to establish why things happen and to clarify understanding
- Isolate and identify initial sounds in spoken word
- Follow action words / commands
- Join in, repeat or memorise rhymes, songs and stories with some support
- In simple terms, retell narratives or information that they have heard
- Follow action words commands
- Exchange ideas one to one and in small group discussions
- Take part in activities alongside others with some interaction
- Use words, phrases and simple sentences.
- Speak audibly
- Show they have listened to others



Mid - Term Planning at Y Bont Faen Primary

Topic Skills Map

Reception

Autumn Term 2 2019

What Happens When We Go To Sleep?



Mathematical Development

Number Skills

- Recite a range of number rhymes and songs
- Recite numbers up to 20, forwards and backwards and from different starting points
- Use number facts up to 5
- Count in 2s up to 10
- Begin to read number words
- Solve simple problems in a practical situation that involve simple addition and subtraction up to 5
- Use 1p, 2p, 5p and 10p coins in play

Using geometry skills

- recognise and name common 2D shapes and some 3D shapes within play
- use 2D and 3D shapes to make models and pictures
- , Measuring
- move in given directions
- Use the concept of time in terms of their daily activities
- * Know days of the week, months of the year and

<p><u>Reading/Phonics Skills</u></p> <ul style="list-style-type: none"> • Discriminate between letters in a range of contexts. • Apply phonic strategies to decode simple words. • Recognise high frequency words. • Use pictures to aid understanding of text • Predict an ending to stories • Relate information from a text to personal experience • Show an interest in books and other reading materials • Follow texts read to them and respond appropriately. <p><u>Writing Skills</u></p> <ul style="list-style-type: none"> • Copy and write letters, words and phrases • Mark make or write in response to a variety of stimuli on subjects of interest or importance to them including stories and personal experiences • Hold writing instruments appropriately • Write from left to right • Use spelling support such as flashcards, phonic mats and other resources. • Begin to sequence words, signs or symbols appropriately • Use language associated with writing e.g. letter, word, sentence • Use correct initial consonant by beginning to apply phonic knowledge • Begin to show understanding of different formats (e.g. cards and invitations) • Distinguish between upper and lower-case letters and show an understanding of full stops • Begin to use spelling strategies 	<p><u>Personal and Social Development</u></p> <p><u>Personal Development</u></p> <ul style="list-style-type: none"> • Express and communicate different feelings and emotions – their own and those of others • Take risks and become confident explorers of their indoor and outdoor environments • Experiment with new learning opportunities, including ICT • Concentrate for lengthening periods of time <p><u>Social Development</u></p> <ul style="list-style-type: none"> • Develop an understanding of the behavioural expectations of the setting/school and understand that rules are essential in an ordered community • Value friends and families and show care and consideration • Appreciate what makes a good friend • Start to develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures 	<p>seasons</p> <ul style="list-style-type: none"> • Demonstrate a developing sense of time – how long do things take? • <p><u>Data Skills</u></p> <ul style="list-style-type: none"> • Sort and classify objects using one criterion • Record collections using marks, numbers or pictures <p>Continue to develop...</p> <p><u>Numerical Reasoning</u></p> <ul style="list-style-type: none"> • Transfer mathematical skills to play and classroom activities • Identify steps to complete the task or reach a solution • Use everyday mathematical language to talk about their own ideas and choices * Present work orally, pictorially and in written format, and use a variety of ways to represent collected data
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Creative Development

Art, Craft and Design

- Explore and experiment with a variety of techniques.
- Explore and experiment with a variety of materials
- Make choices when choosing materials and resources
- Develop their understanding colour, line, tone, pattern and shape and form
- Use a variety of materials and tools for experimentation and problem solving

Music

- Explore a range of sound sources
- Sing a range of songs with others
- Play simple rhythmic and melodic patterns on a variety of instruments
- Recognise and describe sounds
- Listen and respond to music

Creative Movement

- Explore and express a range of moods and feelings through a variety of movements
 - Develop their responses to different stimuli such as music, pictures, words and ideas
- * Work independently, with a partner and in a small group to develop their own and others' ideas

ICT

Digital right licensing and ownership

add their name to digital work, e.g. type their first name on a keyboard

Collaboration

work together with a partner/partners on a piece of digital work

Storing and sharing

- save work by clicking an icon and understand that the work can be retrieved.

Problem-solving and modelling

- control devices by giving them instructions

Computer Science

- Understand that devices can be given instructions – program a digital toy

Creating, Communicating and Collaborating

- Recognise letters, numbers, spacebar, full stop and the shift key on a keyboard
- Understand that by pressing and touching a letter or number key it will be displayed on the screen
- Recognise parts of a computer
- Understand that digital devices need to be handled with care
- Understand that digital work can belong to others, it can be saved and sent

Physical Development

Personal

- Develop coordination
- Develop gross motor skills
- Develop fine motor skills
- Control body movements
- Use a range of small equipment
- Use and handle a range of tools
- Develop an understanding of how their bodies move

Adventurous and Physical Play

- Understand rules and elements of games and be able to play simple cooperative and competitive games
- Understand, appreciate and enjoy differences between running, walking, skipping, jumping, climbing and hopping
- Work out and practise a variety of ways of sending, receiving and travelling with small equipment
- Move safely with increasing control and co-ordination

Health, Fitness and Safety

- *Become aware of dangers and safety issues in the environment
- *Begin to understand how important it is to lift, carry, place and use equipment safely

Knowledge and Understanding of the World

- Exploring and experimenting
- Thinking about questions
- Thinking about questions
- * Identifying what they want to find out and how to do it
- Thinking about how they will know if something has worked
- Listen to others' ideas
- Make comparisons
- Identify similarities and differences
- Sorting and grouping information using ICT on some occasions
 - Communicate observations and measurements
 - Use and become familiar with common words and phrases for their world
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Pupil Voice

- Find out about candles and how they burn
- Learn about the moon and stars
- Look at animals that come out in the night

Personal and Social Development

- * Become independent in personal hygiene
- * Become independent thinkers and learners
- * Express and communicate different feelings and emotions – their own and those of others

Moral and Spiritual Development

- Communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses
- Respond personally to simple imaginary moral situations giving reasons for decisions made
- Use stories or situations to raise questions about why some things are special
- Become aware of different cultures
- Use stories/situations to raise questions about why some things are special

Well-being

- Ask for assistance when needed
- Value and contribute to their own and others' well-being
- Be aware of their own feelings and be able to express them in appropriate ways.

Values
Tolerance

Habits of Mind
Mr Metacognition
Little Miss Clear and Precise

RE (Understanding Christianity)

- Ask questions about themselves, other people and living things, and listen to the answers

Welsh Language Development

Oracy

- Make themselves understood
- Show that they understand basic instructions
- Use appropriate language in spontaneous and structured play activities and when conveying meaning
- Speak clearly, using simple words, greetings and expressions
- Building on previous experience, speak with confidence

Reading

- Follow stories read to them and respond as appropriate
- Listen to others reading appropriate imaginative material
- Look at books, handling them as a reader, with or without an adult
- Listen to a story being read by following the print

Writing

- Plan and review their written work
- Spell simple words correctly and check their spelling by using vocabularies or ICT

Colour Key

Blue – Expressive Arts

Green – Health and well being

Red – Humanities

Purple– Science and Technology

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| | <ul style="list-style-type: none">• Can reflect on what makes them happy, sad, excited or lonely• Are competent in identifying problems and coming up with solutions to solve them• Can share ideas about things which are important• Can begin to observe and talk about quiet times and saying prayers | |
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