

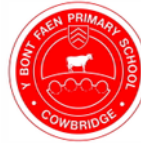
Language, Literacy and Communication

Oracy

- Contribute to role play activities using relevant language
- Use appropriate, increasing vocabulary in and through play activities
- Use talk to create a storyline in symbolic/imaginative play
- Ask questions about something that has been said
- 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
- Join in, repeat or memorise rhymes, songs and stories with some support
- In simple terms, retell narratives or information that they have heard
- Exchange ideas one to one and in small group discussions
- Take part in activities alongside others with some interaction

Reading/Phonics Skills

- Choose reading materials including books
- Understand that print carries meaning and is read left to right, top to bottom
- Discriminate between letters in a range of contexts
- Retell familiar stories in a simple way using pictures to support
- Predict an ending to stories
- Read simple words such as CVC words
- Show an awareness of full stops when reading
- Follow texts read to them and respond appropriately
- Show an awareness of the difference between



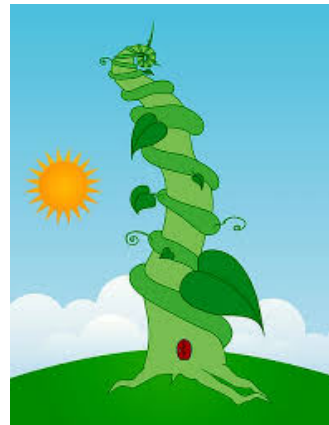
Mid - Term Planning at Y Bont Faen Primary

Topic Skills Map

Reception

Spring Term 1 2020

Will You Read Me A Story?



Mathematical Development

Number Skills

- Recite a range of number rhymes and songs
- * Count reliably up to 10 objects
- * Read and write numbers to at least 10
- * Understand that zero means 0
- * Use ordinal numbers to 10 in daily activities and play.

Calculate using mental and written methods

- mentally recall one more of a number within 10
- mentally recall one less of a number within 10
- combine two groups of objects to find how many altogether?
- Talk about addition and subtraction instructions in play

Time

- sing/chant the days of the week, months of the year in meaningful contexts e.g, when changing the class calendar
- demonstrate a developing sense of how long tasks take and everyday events

Area and volume

- use prepositions to describe position

Shape

Complete a simple symmetrical picture through a variety of media

Pattern

- * recognise and repeat three colour sequence

stories and information texts

Writing Skills

- 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
 - Orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning
 - Use written language within role play and active learning
 - Use spelling support such as flashcards, phonic mats and other resources.
 - Begin to use spelling strategies such as sound-symbol correspondence and oral segmentation with support, such as clapping sounds CVC words
 - Use language associated with writing e.g. letter, word, sentence
 - 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
- *Use familiar and high frequency words

Personal and Social Development

Personal Development

- Become independent thinkers and learners
- Show curiosity and develop positive attitudes to new experiences and learning
- * Be more aware of personal safety

Social Development

- Consider consequences of words and actions for themselves and others
- Be aware of and respect the needs of others
- Understand what is fair and unfair
- Develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures
- Respond to ideas and questions enthusiastically, sensitively, creatively and intuitively.
 - Communicate what is good, bad, right, wrong fair, unfair caring and inconsiderate
 - Communicate and reflect on decisions made in stories and situations, or personally, suggesting alternative responses
 - Form positive relationships and feel confident to play and work co-operatively

Well Being

- *Understand that others have feelings
- *Understand dangers at home and the outside

environment

*Understand wht the environment has to offer
when playing alone and with others

*Ask for assistance when needed

Creative Development	ICT	Physical Development
<p><u>Art, Craft and Design</u></p> <ul style="list-style-type: none"> Explore and experiment with a variety of techniques. Explore and experiment with a variety of materials Make choices when choosing materials and resources Design and make simple products and mechanisms * Develop their understanding of planning, designing, modelling, modifying and reflecting <p><u>Music</u></p> <ul style="list-style-type: none"> Experiment with different ways of making and organising sounds Recognise and describe sounds Develop increasing control of musical elements when making music <p><u>Creative Movement</u></p> <ul style="list-style-type: none"> 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 and with others to pretend, improvise and think imaginatively. 	<p><u>Digital right licensing and ownership</u></p> <p>add their name to digital work, e.g. type their first name on a keyboard</p> <p>Collaboration work together with a partner/partners on a piece of digital work</p> <p>Storing and sharing</p> <ul style="list-style-type: none"> save work by clicking an icon and understand that the work can be retrieved. <p>Problem-solving and modelling</p> <ul style="list-style-type: none"> control devices by giving them instructions <p>Health and well-being</p> <p>talk about everyday use of devices and digital media, <i>e.g. identify a range of media and digital devices from familiar experiences</i>, and make simple observations about their uses</p> <p>use appropriate words and feelings,</p> <p><i>e.g. discuss words and feelings that could upset people – link to offline personal and social education (PSE) and well-being work.</i></p> <p>Planning</p> <p>identify a success criterion in response to questions, <i>e.g. success criteria may include ensuring the subject is in the middle of the image when taking a photograph</i></p> <ul style="list-style-type: none"> listen to and follow a sequence of 	<p><u>Personal</u></p> <ul style="list-style-type: none"> Develop balance Develop confidence Develop fine motor skills Control body movements Use a range of stimuli Improve control and use of shapes, levels and directions Use and handle a range of tools <p><u>Adventurous and Physical Play</u></p> <ul style="list-style-type: none"> Develop spatial awareness and relationships eg behind, over Become proficient in basic actions of travelling Play simple cooperative and competitive games Solve simple problems with a partner <p><u>Health, Fitness and Safety</u></p> <ul style="list-style-type: none"> *Use large equipment *Use small equipment *Describe what happens to breathing and how they look and feel after exercise

instructions from others

- create verbal 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

Data and information literacy

- create a simple pictogram using suitable software.

Knowledge and Understanding of the World

- Exploring and experimenting
- Thinking about questions
- Think about what might happen if...
- * Listen to others' ideas
- Make comparisons
- Become aware of Big ideas that have shaped the world
- Investigate sources and issues
- Identify similarities and differences
 - Communicate observations and measurements
 - Use and become familiar with common words and phrases for their world
- * Describe what they have found out

Pupil Voice

- Role Play – The Fairy Tale Shop
- Create spells in spell books
- Make porridge
- Make gingerbread men
- Create spells and potions

Values

Habits of Mind

Mr Flexible

Applying past knowledge to new situations

Welsh Language Development

Oracy

Show that they understand basic instructions

Listen to familiar and unfamiliar voices [O3]

Speak with confidence, building on previous experience

Respond to drama they have watched, as well as that in which they have participated[13]

Reading

follow stories read to them and respond as appropriate [R1]

look at books, handling them as a reader, with or without an adult [R3]

listen to a story being read by following the print [R4]

understand the significance of the printed word and the relationship between printed symbols and sound patterns [R5]

use context to perceive the meaning of familiar words and decode new words by means of clues in pictures, letter sounds and word forms [R6]

read aloud their own work and other printed resources [R7]

Writing

Communicate by: - experimenting with mark-making, using a variety of media - producing emergent writing [W1]

Understand the connections and differences between: - writing and communication - speech and language - print and pictures [W2]

Recognise the alphabetic nature of writing and discriminate between

