

**Long Term Plan 2015/16**

Term 1: Whose tail? In the garden.	Term 3: If you go down to the woods today -	Term 5
<p><b>PSE: MR1</b> Initiates conversations, attends to and takes account of what others say  <b>C&amp;L: LA1</b> Is able to follow directions (if not intently focused on own choice of activity)  <b>C&amp;L: U1</b> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes  <b>C&amp;L: S1</b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words  <b>PD: M&amp;H9</b> Begins to use anticlockwise movement and retrace vertical lines  <b>PD: M&amp;H10</b> Begins to form recognisable letters  <b>PD: M&amp;H11</b> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed  <b>L: R1</b> Continues a rhyming string  <b>L: R2</b> Hears and says the initial sound in words  <b>L:W1</b> Gives meaning to marks they make as they draw, write and paint  <b>L:W2</b> Begins to break the flow of speech into words  <b>L:W3</b> Continues a rhyming string  <b>L:W4</b> Hears and says the initial sound in words  <b>EA&amp;D: EMM1</b> Begins to build a repertoire of songs and dances  <b>EA&amp;D: BI1</b> Create simple representations of events, people and objects  <b>M: N1</b> Recognise some numerals of personal significance.  <b>M: N2</b> Recognises numerals 1 to 5  <b>M: N3</b> Counts up to three or four objects by saying one number name for each item.  <b>M:SSM1</b> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.  <b>M: SSM2</b> Selects a particular named shape</p> <p><b>Kent Life: Welly Wander and Cuddle Corner Teaching Session</b></p>	<p><b>PSE: MR2</b> Explains own knowledge and understanding, and asks appropriate questions of others  <b>PD: M&amp;H3</b> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles  <b>C&amp;L: U2</b> Able to follow a story without pictures or props  <b>C&amp;L: S5</b> Introduces a storyline or narrative into their play  <b>PD: M&amp;H10</b> Begins to form recognisable letters  <b>PD: M&amp;H11</b> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed  <b>EA&amp;D: EMM4</b> Experiments to create different textures.  <b>EA&amp;D: BI6</b> Plays cooperatively as part of a group to develop and act out a narrative  <b>M: N8</b> Counts an irregular arrangement of up to ten objects.  <b>M: N9</b> Estimates how many objects they can see and checks by counting them  <b>M: N10</b> Uses the language of 'more' and 'fewer' to compare two sets of objects  <b>M: N11</b> Finds the total number of items in two groups by counting all of them.  <b>M:SSM1</b> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.  <b>M: SSM3</b> Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>  <b>M: SSM4</b> Orders two or three items by length or height  <b>M: SSM5</b> Orders two items by weight or capacity</p> <p>Lullingstone Country Park: TBC</p>	<p><b>PSE: MR3</b> Takes steps to resolve conflicts with other children, e.g. finding a compromise  <b>C&amp;L: U3</b> Listens and responds to ideas expressed by others in conversation or discussion  <b>PD: M&amp;H5</b> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it  <b>PD: M&amp;H6</b> Uses simple tools to effect changes to materials  <b>PD: M&amp;H10</b> Begins to form recognisable letters  <b>PD: M&amp;H11</b> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed  <b>PD: H&amp;S3</b> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  <b>L: R5</b> Begins to read words and simple sentences  <b>L: R6</b> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books  <b>L:W7</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence  <b>EA&amp;D: EMM6</b> Manipulates materials to achieve a planned effect  <b>EA&amp;D: EMM8</b> Uses simple tools and techniques competently and appropriately  <b>M: N13</b> Finds one more or one less from a group of up to five objects, then ten objects  <b>M: N14</b> In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting  <b>M: SSM3</b> Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>  <b>M: SSM4</b> Orders two or three items by length or height  <b>M: SSM5</b> Orders two items by weight or capacity</p>
Term 2: ROAR! It's a dinosaur	Term 4: Mr McGregor's Garden	Term 6: Olympics
<p><b>PSE: MFB1</b> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  <b>PD: M&amp;H10</b> Begins to form recognisable letters  <b>PD: M&amp;H11</b> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed  <b>UW: P&amp;C1</b> Enjoys joining in with family customs and routines.  <b>UW: W</b> Looks closely at similarities, differences, patterns and change  <b>L: R3</b> Can segment the sounds in simple words and blend them together and knows which letters represent some of them  <b>L:W5</b> Can segment the sounds in simple words and blend them together  <b>EA&amp;D: EMM2</b> Explores the different sounds of instruments  <b>EA&amp;D: EMM3</b> Explores what happens when they mix colours  <b>EA&amp;D: BI2</b> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences  <b>EA&amp;D: BI3</b> Chooses particular colours to use for a purpose  <b>M: N4</b> Counts actions or objects which cannot be moved  <b>M: N5</b> Counts objects to 10, and beginning to count beyond 10  <b>M: N6</b> Counts out up to six objects from a larger group  <b>M: N7</b> Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  <b>M: SSM6</b> Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p><b>Arts Award at Maidstone Museum: Dinosaurs 22.10.15</b>  <b>Key Stage Trip - Brooke Theatre 15.12.15</b>  <b>The Timid Hedgehog and the Forgotten Christmas Forest'</b></p>	<p><b>PD: M&amp;H2</b> Jumps off an object and lands appropriately  <b>PD: M&amp;H4</b> Travels with confidence and skill around, under, over and through balancing and climbing equipment  <b>PD: M&amp;H10</b> Begins to form recognisable letters  <b>PD: M&amp;H11</b> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed  <b>UW: P&amp;C1</b> Enjoys joining in with family customs and routines.  <b>UW: W</b> Looks closely at similarities, differences, patterns and change  <b>L: R4</b> Links sounds to letters, naming and sounding the letters of the alphabet  <b>L:W6</b> Links sounds to letters, naming and sounding the letters of the alphabet  <b>EA&amp;D: EMM5</b> Understands that different media can be combined to create new effects  <b>M: N12</b> Says the number that is one more than a given number  <b>M: SSM7</b> Uses everyday language related to time  <b>M: SSM8</b> Beginning to use everyday language related to money</p>	<p><b>PSE:SS2</b> Can describe self in positive terms and talk about abilities.  <b>PD: M&amp;H10</b> Begins to form recognisable letters  <b>PD: M&amp;H11</b> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed  <b>L: R7</b> Enjoys an increasing range of books  <b>L: R8</b> Knows that information can be retrieved from books and computers  <b>L:W8</b> Writes own name and other things such as labels, captions  <b>L:W9</b> Attempts to write short sentences in meaningful contexts  <b>UW: W</b> Looks closely at similarities, differences, patterns and change  <b>M: N15</b> Records, using marks that they can interpret and explain  <b>M:SSM1</b> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.  <b>M: SSM10</b> Measures short periods of time in simple ways</p> <p>Enrichment Sports Activity: TBC</p>