

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