

**Reception Spring 2018 Medium Term Planning – Light**

**Prime Areas**

<b>Personal, Social and Emotional Development</b>	<b>Communication and Language</b>	<b>Physical Development</b>
<p><b>Self-confidence and self-awareness:</b>                      (49-54m) Selects and uses own resources, asks for help and is confident to interact with others                      (55-60m) Confident to talk about their own needs, wants, interests and opinions, and when they do or don't need help.                      (61-66m) Confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities.</p> <p><b>Managing feelings and behaviour:</b>                      (49-54m) Is able to take turns, accepts the needs of others and is aware of the consequences of their actions.                      (55-60m) Is able to negotiate with peers, recognise and adapt their behaviour to different situations.                      (61-66m) Can talk about how they and others show feelings, talk about their own and others' behaviour and its consequences. Takes changes of routine in their stride.</p> <p><b>Making relationships:</b>                      (49-54m) Has a good relationship with peers and familiar adults.                      (55-60m) Confidently initiates conversations with unfamiliar adults and is able to compromise in social situations.                      (61-66m) Takes account of one another's needs and feelings, and forms positive relationships with adults and other children.</p>	<p><b>Listening and attention:</b>                      (49-54m i) Listens to others and stories in small groups.                      (49-54m ii) Is able to retell simple stories.                      (55-60m) Maintains attention and concentration when listening to others.                      (55-60m) Is able to respond to stories asking questions and making comments.                      (61-66m i) Children listen attentively in a range of situations.                      (61-66m ii) Gives their attention to what others say and respond appropriately, whilst engaged in another activity.</p> <p><b>Understanding:</b>                      (49-54m) Understands simple 'who', 'what' and 'where' questions.                      (49-54m) Can respond to 'how' and 'why' questions.                      (55-60m) Responds to instructions with two or more parts.                      (55-60m) Is able to demonstrate understanding in their conversations with others by responding appropriately.                      (66m i) Children follow instructions solving several ideas or actions.                      (66m ii) They answer how and why questions about their experiences and in response to stories or events.</p> <p><b>Speaking:</b>                      (49-54m i) Uses talk to retell events and simple stories, ask questions.                      (49-54m ii) Uses past, present and future tenses accurately.                      (55-60m i) Uses talk correctly to organise, sequence and clarify thinking, ideas, feelings and events.                      (55-60m ii) Is able to express themselves using extended language, for example by utilising connectives or added details.                      (66m i) Children express themselves effectively, showing awareness of listeners needs.                      (66m ii) They develop their own narratives and explanations by connecting ideas and events.</p>	<p><b>Moving and Handling:</b>                      (49-54m) Moves with confidence in a range of ways, negotiating space and is able to use one handed equipment.                      (55-60m) Moves in different ways, is able to adjust speed and direction and is able to use precision to control and manipulate resources and small equipment.                      (61-66m) Children show good control and co-ordination in large and small movements. They move confidently in a range of ways safely negotiating space. Handles tools and equipment effectively.</p> <p><b>Health and self-care:</b>                      (49-54m) Is dry and clean during the day and manages own basic hygiene.                      (55-60m) Is aware of their own safety and how to manage risk when facing new challenges.                      (61-66m) Knows the importance of good health and physical exercise, and a healthy diet, and talks about ways to keep healthy and safe.</p>

Specific Areas		Characteristics of Learning
Literacy	Mathematics	
<p><b>Reading:</b>  (49-54m i) Recognises familiar signs and labels, and their own name.  (49-54m ii) Hears and says initial sounds in words.  (55m-60m i) Talks about what they have read showing some understanding and emotional engagement with the content.  (55m-60m ii) Links sounds to letters when segmenting and blending CVC words.  (61-66m ii) Reads and understands simple sentences, using phonic knowledge to decode regular words and reading them aloud accurately.  (61-66m ii) Can read some common irregular words.</p> <p><b>Writing:</b>  (49-54m i) Uses groups of letters or letter like shapes when writing.  (49-54m ii) Ascribes meaning to marks they make.  (55-60m i) Can segment CVC words and use appropriate letters to represent sounds.  (55-60m ii) Writes for different purposes.  (61-66m i) Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.  (61-66m ii) They write simple sentences which can be read by themselves or others. Some words are spelt correctly and others are phonetically plausible.</p>	<p><b>Numbers:</b>  (49-54m i) Counts with 1:1 correspondence a set of up to 10 objects and recognises some numerals of personal significance.  (49-54m ii) Finds totals by counting and combines groups of objects.  (55-60m i) Counts reliably with numbers from 0-10, recognises and places in order and uses resources to say one more or one less than a given number.  (55-60m ii) Orders numbers 0-10 and understands the relationship between a group of objects and the corresponding number (0-10) and can add and subtract single digit numbers in their play by counting on or back to find the answer.  (61-66m i) Counts reliably with numbers from 0-20, place them in order and say which number is one more or one less than a given number.  (61-66m ii) They solve problems, including doubling, halving and sharing.</p> <p><b>Shape, space and measures:</b>  (49-54m i) Uses everyday language to describe patterns in nature or urban environments.  (49-54m ii) Uses comparative language to describe and compare measures (size, weight, capacity and time).  (55-60m i) Creates patterns by lining, placing, building and arranging.  (55-60m ii) Orders three or more measures (size, weight and capacity).  (61-66m i) Explores the characteristics of everyday objects, 2D and 3D shapes using mathematical language to describe them.  (61-66m ii) Uses everyday language of measures (size, weight, capacity) when comparing quantities or solving problems.</p>	<p style="text-align: center;"><b>Engagement</b></p> <p><b>Curiosity</b> – Shows curiosity about objects and the world around them, and has particular interests.</p> <p><b>Representing Experiences</b> - Acts out experiences in their play, using objects to represent different things.</p> <p><b>Taking Risks</b> – Willing to try out new things and is open to new experience.</p> <hr/> <p style="text-align: center;"><b>Motivation</b></p> <p><b>Concentration</b> – Maintains focus for a period of time, showing high levels of engagement and paying attention to detail.</p> <p><b>Persistence</b> – Keeps on trying and doesn't give up at the first difficulty.</p> <p><b>Sense of Achievement</b> – Shows satisfaction when he/she has accomplished something that he/she has set out to do.</p>

Understanding the World	Expressive Arts and Design	
<p><b>People and communities:</b>  (49-54m) Knows how specific customs are celebrated within their own culture.  (55-60m) Shows awareness of different ways of life.  (61-66m) Knows that other children don't always enjoy the same things and are sensitive to this.</p> <p><b>The world:</b>  (49-54m) Looks closely at similarities, differences, patterns and change.  (55-60m) Knows that living things grow and die.  (61-66m) Children know about similarities and differences in relation to places, objects, materials and living things. Can make observations of animals and plants and explain why some things occur and talk about changes.</p> <p><b>Technology:</b>  (49-54m) Completes a simple programme on a computer with support.  (55-60m) Uses ICT hardware to select a programme and open and operate it independently.  (61-66m) Recognises that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes.</p>	<p><b>Exploring and using media and materials:</b>  (49-54m) Uses simple tools and techniques competently and appropriately.  (55-60m) Selects appropriate resources and adapts work where necessary.  (61-66m) Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being imaginative:</b>  (49-54m) Plays co-operatively as part of a group to develop and act out a narrative.  (55-60m) Introduces a storyline or narrative into their play.  (61m-66m) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p><b>Creativity and Critical Thinking</b>  <b>Having Own Ideas</b> – Thinks of his/her own ideas and different ways of doing things, uses imagination in play.</p> <p><b>Making Links</b> – Makes links and connections in their experiences, developing ideas of grouping, sequences and patterns.</p> <p><b>Reviewing</b> – Review activities as he/she does them and changes the approach as required.</p>

#### Milestones for Spring Term

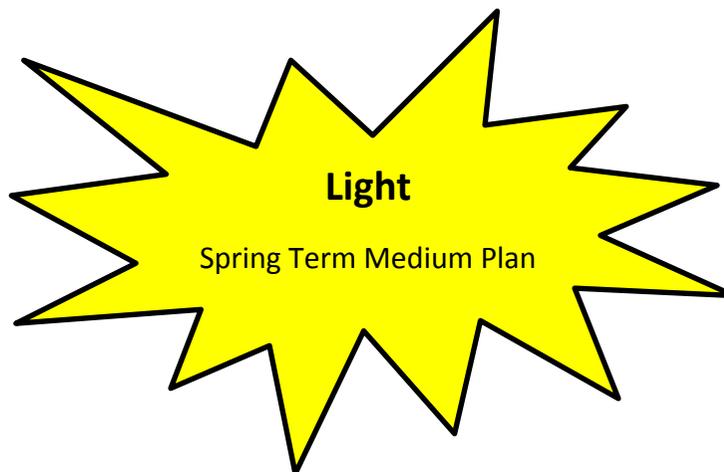
Children who are working in the following areas are considered;

(49-54m) Emerging

(55-60m) Expected

(61-66m) Exceeding

These expectations do not take into account the child's developmental age. However, this is taking into consideration through EExAT.



### Self-confidence & Self-awareness

Zones of Regulation

### Making Relationships

Philosophy for Children (P4C)

Free Flow play opportunities across Reception classes.

### Managing, Feelings and Behaviour

Our Fears e.g. 'the dark'.

Rainbow Wall Rules

### Literacy (Cross Curricular links)

Reading & Writing – Posters, postcard, letters, cards, labels and recording results.

Teaching 'igh' as a trigraph in Letters and Sound sessions.

*'On a beam of Light'* by Jennifer Berne

*'Aurora – A Tale of the Northern Lights'* by Mindy Dwire.

### Maths

Shape, Space & Measures – Patterns, time, travel, positional language e.g. Bee-Bots and traffic lights. Weight e.g. heavy and light.

Number – Using tallies.

### Health and Self-care

Talking about safety e.g. weather.

Healthy Eating

Importance of Exercise

### Physical Development

Drawing around shadows using chunky chalk e.g. fine / gross motor.

Gymnastics

Adventure Playground

### Exploring & Using Media and Materials

Tea Light Jam Jar Lanterns

Paper Lanterns

Water Spray Colour Creations (Holi Festival)

Exploring shadows

Materials

Float & Sink

### Being Imaginative

Musical instruments – make loud and quiet sounds using heavy and light tough.

Role Play Scenarios using small world.

Den Making – 'A dark area'.

### Communication and Language

**Listening & Attention** – Small group and whole class learning sessions. Library visits to school library and Booka.

**Understanding** – Responding to what they have learnt giving thoughtful meaningful answers.

**Speaking** – Time 4 Talk sessions.

### People & Communities

Chinese New Year (Lanterns/Fireworks)  
5.2.19

Festival of Holi (Hindu) 20.2.19

### The World

Science week 9/17.3.19

Investigations; materials, shadows, reflections.

Sources of light.

*Iceland – Northern Lights*

*Timezones – Day/Night*

*Seasonal changes.*

### Technology

iPads, Interactive whiteboard, computers, laptop, mobile phone (links to home).