



PRIME AREA

## Making Relationships

PSED 1.30.3 Keeps play going by responding to what others are saying or doing.  
 PSED 1.30.4 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.  
 PSED 1.40.1 Initiates conversations, attends to and takes account of what others say.  
 PSED 1.40.2 Explains own knowledge and understanding and asks appropriate questions of others.  
 PSED 1.40.3 Takes steps to resolve conflicts with other children, e.g., finding a compromise.

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## Self-confidence and self-awareness

PSED 2.30.6 shows confident in asking adults for help.  
 PSED 2.40.1 Confident to speak to others about own needs and wants.  
 PSED 2.40.2 can describe self in positive terms and talk about abilities.  
 PSED 2.g.a Children are confident to try new activities and say why they like some activities more than others.

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## Managing feelings and behaviour

PSED 3.30.4 can usually adapt behaviour to different situations and changes in routine.  
 PSED 3.40.1 understands that own actions affect other people.  
 PSED 3.40.2 Aware of the boundaries set and of behavioural expectations in the setting.  
 PSED 3.40.3 beginning to be able to negotiate and solve problems without aggression.

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## Moving and handling

PD 1.40.1 Experiments with different ways of moving.  
 PD 1.40.2 Jumps off an object and lands appropriately.  
 PD 1.40.3 Negotiates space successfully when playing, racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  
 PD 1.40.4 travels with confidence and skill around, under, over and through balancing equipment.  
 PD 1.40.5 shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  
 PD 1.40.6 uses simple tools to effect changes to materials.  
 PD 1.40.7 Handles tools, objects, construction and malleable materials safely and with increasing control.  
 PD 1.40.8 shows a preference for dominant hand.  
 PD 1.40.9 Begins to use anti-clockwise movements and retrace vertical lines.  
 PD 1.40.10 Begins to form recognisable letters.

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## Health and Self Care

PD 2.30.6 Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once fastened at the bottom.  
 PD 2.40.1 Eats a healthy range of foodstuffs and understands the need for variety in food.  
 PD 2.40.2 usually dry and clean during the day.  
 PD 2.40.3 shows some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.  
 PD 2.40.4 shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  
 PD 2.40.5 shows understanding of how to transport and store equipment safely.  
 PD 2.40.6 Practices some appropriate safety measures without direct supervision.

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## Listening and Attention

CL 1.30.4 Focusing attention-still listen or do but can shift own attention.  
 CL 1.30.5 is able to follow directions (if not intently focused on own choice of activity).  
 CL 1.40.1 Maintains attention, concentrates and sits quietly during appropriate activity.  
 CL 1.40.2 Two-channelled attention-can listen and do for short span.

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## Understanding

CL 2.40.1 responds to instructions involving a two-part sequence.  
 CL 2.40.2 Understands humour.  
 CL 2.40.3 Able to follow a story without pictures or props.  
 CL 2.40.4 Listens and responds to ideas expressed by others in conversation or discussion.

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## Speaking

CL 3.30.6 Uses intonation, rhythm and phrasing to make meaning clear to others.  
 CL 3.30.7 Uses vocabulary focused on objects and people that are of particular importance to them.  
 CL 3.40.1 Extends vocabulary especially by grouping and naming, exploring the meaning and sounds of new words.  
 CL 3.40.2 Uses language to imagine and recreate roles and experiences in play situations.  
 CL 3.40.3 Links statements and sticks to a main theme or intention.  
 CL 3.40.4 introduces a storyline or narrative into their play.

## Visits and visitors

**Due to COVID 19 these visits/visitor may not be able to take place.**

- Walks around woodland area
- Onscreen visitors from the Oak Academy

## Forest school

- Exploring area safely
- Exploring seasons and changes.
- Cooking on the fire pit.
- Bird feeders



# Reception

## Reading

LIT 1.40.2 Hears and says initial sounds in words.  
 LIT 1.40.3 can segment the sounds in simple words and blend them together and knows which letters represent some of them.  
 LIT 1.40.4 Links sounds to letters, naming and sounding the letters of the alphabet.  
 LIT 1.40.5 Begins to read words and simple sentences.  
 LIT 1.40.6 Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.  
 LIT 1.40.7 Enjoys and increasing range of books.  
 LIT 1.40.8 Knows information can be retrieved from books and computers.

## Writing

LIT 2.40.4 Hears and says the initial sounds in words.  
 LIT 2.40.5 can segment the sounds in simple words and blend them together. See also Literacy (Reading) 1.40.3  
 LIT 2.40.6 Links sounds to letters, naming and sounding the letters of the alphabet.(more than half) See also Literacy (Reading) 1.40.4  
 LIT 2.40.7 uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. WT 2.g.a  
 LIT 2.40.8 Writes own name and other things such as labels and captions.  
 LIT 2.40.9 Attempts to write short sentences in meaningful contexts.



Bears, bears, bears...

## Number

MATHS 1.40.4 Counts actions or objects that cannot be moved.  
 MATHS 1.40.5 Counts objects to 10 and beginning to count beyond 10.  
 MATHS 1.40.6 Counts out up to six objects from a larger group.  
 MATHS 1.40.7 selects the correct numeral to represent 1-5, then 1-10 objects.  
 MATHS 1.40.8 Counts an irregular arrangement of up to ten objects.  
 MATHS 1.40.9 Estimates how many objects they can see and checks by counting them.  
 MATHS 1.40.10 uses the language of 'more' and 'fewer' to compare two sets of objects.  
 MATHS 1.40.11 finds the total number of items in two groups by counting all of them.  
 MATHS 1.40.12 Says the number that is one more than a given number.  
 MATHS 1.40.13 Finds one more or one less from a group of up to five objects, then ten objects.  
 MATHS 1.40.14 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

## Space, Shape and Measure

MATHS 2.40.1 Beginning to use mathematical names for solid 3D shapes and flat 2D shapes, and mathematical terms to describe shapes.  
 MATHS 2.40.2 Selects a particular named shape.  
 MATHS 2.40.3 Can describe their relative position such as 'behind' or 'next to'.  
 MATHS 2.40.4 Orders two or three items by length or height.  
 MATHS 2.40.5 Orders two items by weight or capacity.  
 MATHS 2.40.6 Uses familiar objects and common shapes to create and recreate patterns and build models.  
 MATHS 2.40.7 Uses everyday language related to time.  
 MATHS 2.40.8 Beginning to use everyday language related to money.  
 MATHS 2.40.9 Orders and sequences familiar events.  
 MATHS 2.40.10 Measures short periods of time in simple ways.

## People and communities

UW 1.40.1 Enjoys joining in family customs and routines.  
 UW 1.G.A Children talk about past and present events in their own lives and in the lives of family members.  
 UW 1.G.B They know other children don't always enjoy the same things and are sensitive to this.  
 UW 1.G.C They know about similarities and differences between themselves and others, and among families, communities, and traditions.

## The World

UW 2.40.1 Looks closely at similarities, differences, patterns, and change.  
 UW 2.G.A Children know about similarities and differences in relation to places, objects, materials and living things.  
 UW 2.G.B They talk about the features of their own immediate environment and how environments may vary one from another.  
 UW 2.G.C They make observations of animals and plants and explain why some things occur and talk about changes.

## Technology

UW 3.40.1 Completes a simple program on a computer.  
 UW 3.40.2 Uses ICT hardware to interact with age-appropriate computer software e.g. clicking on icons to make different things happen  
 UW 3.G.A Children recognise that a range of technology is used in places such as homes and schools.  
 UW 3.G.B They select and use technology for purposes.

## Exploring Materials and Media

AD 1.40.1 Begins to build a repertoire of songs and dances.  
 AD 1.40.2 explores different sounds of instruments.  
 AD 1.40.3 Explores what happens when they mix colours.  
 AD 1.40.4 Experiments to create different textures.  
 AD 1.40.5 understands that different media can be combined to create new effects.  
 AD 1.40.6 Manipulates materials to achieve a planned effect.  
 AD 1.40.7 constructs with a purpose in mind, using a variety of resources.  
 AD 1.40.8 uses simple tools and techniques competently and appropriately.  
 AD 1.40.9 Selects appropriate resources and adapts work where necessary.  
 AD 1.40.10 Selects tools and techniques needed to shape, assemble and join materials they are using.

## Being Imaginative

AD 2.40.1 creates simple representations of events, people and objects.  
 AD 2.40.2 initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  
 AD 2.40.3 chooses particular colours to use for a purpose.  
 AD 2.40.4 introduces a storyline or narrative into their play.  
 AD 2.40.5 Plays alongside other children who are engaged in the same theme.  
 AD 2.40.6 Plays cooperatively as part of a group to develop and act out a narrative.

	Phase 1	Phase 2 – World Book Day 4th	Phase 3 – Mother’s Day 14th	Phase 4 – Spring/Easter	Phase 5 – Easter
<b>Making Relationships</b>	Talk about the class rules: kind hands/feet and good listening. Making space - covid	Inviting others to play. Sharing. Forming good relationships.	Listening to friends’ ideas when playing.	Asking appropriate questions	Taking steps to resolve conflict.
<b>Self Confidence and Self Awareness</b>	Talking about feelings.	Being willing to ask for help if needed. Knowing its ok to ask for help	Saying something they like about themselves and a friend	Saying which activities they like/dislike and why.	Become more confident in asking for help during play or other activities.
<b>Managing Feelings and behaviour</b>	Talk about delays and that we don’t always get our own way or things when we would like them.	Showing confidence in new situations. Adapting to changes in routine.	Understanding that their own actions affect others.	Throughout sessions reinforce class rules and sharing. Praise with stars.	Behaving appropriately in different situations. Negotiate and solve problems.
<b>Moving and Handling</b>	Andy’s Wild Workouts Negotiating space when playing, showing control over objects.	Cosmic Kids Yoga Handling tools with increasing control and showing preference for dominant hand.	PE with Joe Wicks and Mr Wilcox	Dough Disco Using the correct pencil grip	Use anti-clockwise movements to retrace vertical lines, beginning to form letters correctly.
<b>Health and Self Care</b>	Washing and drying hands – germs!	Putting on/taking off own jumper or coats independently	How to keep healthy – exercise, eating, sleep, hygiene etc.	Safety – calculating risks when n the classroom, outside and in the woods.	Knowing when to practise safety measures without supervision
<b>Listening and Attention</b>	Listening and responding to others during KPG.	Following simple instructions. (PE)	Maintaining attention – activities, carpet time.	Listen and concentrate for a short period of time e.g. phonics, maths.	Listens to and repeats back instructions
<b>Speaking</b>	Introducing new vocabulary linking to topic, using new vocabulary and exploring meaning	Using intonation and rhythm Listening and responding to others during and while playing.	Adding a storyline during play. Recreating roles and experiences.	Applying and using new vocabulary in play. Sticking to main theme	Encourage children to talk about thing they have made.
<b>Understanding</b>	Asking questions. (Who, why, how etc.).	Explain to a friend how to do something.	Following stories without pictures.	Responds to other during KPG and when playing games together	Following instructions for games
<b>Reading</b>	Using Fred talk to sound out and read words	World Book Day - PJs Fred in your head to read words quietly	Begin to read words in sentences Individual and guided reading	Knowing information can be retrieved from books – animal/polar facts	Enjoying an increasing range of books – including non-fiction
<b>Writing</b>	Adding labels to pictures Letter formation in phonics	Weekly shape, pattern and name writing Bears - Hibernation	Segmenting sounds in simple words What do bears eat?	Representing sounds correctly – clearly identifiable letters	Attempting to write a short sentence
<b>Number</b>		9 and 10 – representing, ordering and composition	Comparing number to 10, making 10 and counting back		Consolidation of learning Easter Maths
<b>Space, Shape and Measure</b>	Measure – length, height and time			3D shapes and patterns	
<b>People and Communities</b>	Lockdown continues People who help us – Doctors and Nurses	Different occupations and ways of life Special times/events - birthdays	Mother’s Day		Easter
<b>The World</b>	Looking after outdoors – care and concern for living things – repair bug hotel/Making bird feeders	Bears around the world – Hibernation	Planting seeds – what do they need? Preparing outdoor planters	Growth and decay over time – Mystery plant – monitor over term.	Asking questions about familiar world Making observations
<b>Technology</b>	Using technology at home/school	Mini mash games on prowise board Bee bots/remote control cars	Using torches and metal detectors inside and out	Interacting with age-appropriate games/software, clicking on icons	Knowing information can be retrieved from computers
<b>Exploring Media and Materials</b>	constructing with a purpose in mind	Selecting appropriate tools and resources, adapting work where necessary	Mother’s Day Cards	Building a repertoire of songs and experimenting with instruments	Easter crafts and activities
<b>Being imaginative</b>	Creating simple representations of familiar events and people	Selecting colours for a purpose	Introducing a storyline or narrative to play	Beat, note duration, rhyme & rhythm Combining movements to express feelings	Rhyme, rhythm & beat Playing alongside and cooperatively with others