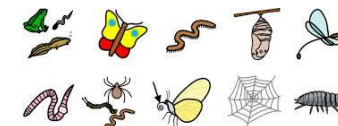


## Reception Term 6

### Minibeasts –Ugly Bug Ball



#### Prime Areas

Language and Communication	Personal, Social and Emotional Development	Physical Development
<ul style="list-style-type: none"> <li>- to listen to instructions and follow them accurately, asking for clarification if necessary (<b>Listening and Attention, ELG</b>)</li> <li>- to listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group (<b>Listening and Attention, ELG</b>)</li> <li>- To listen to stories and accurately anticipate key events and respond to what they hear with relevant comments, questions or actions (<b>Listening and attention – ELG</b>)</li> <li>- They give their attention to what others say and respond appropriately, while engaged in another activity (<b>Listening and attention – ELG</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Children play co-operatively, taking turns with others and play games with rules (<b>Making relationships – ELG</b>)</li> <li>- They take account of one another’s ideas about how to organise their activity and understand someone else’s point of view can be different from theirs (<b>Making relationships – ELG</b>)</li> <li>- They resolve minor disagreements through listening to each other to come up with a fair solution (<b>Making relationships – ELG</b>)</li> <li>- They understand what bullying is and that this is unacceptable behaviour (<b>Making relationships – ELG</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Children show good control and co-ordination in large and small movements (<b>Moving and Handling – ELG</b>)</li> <li>- Children move in a range of ways confidently, safely negotiating space (<b>Moving and Handling – ELG</b>)</li> <li>- Handles equipment and tools effectively, including pencils for writing (<b>Moving and Handling – ELG</b>)</li> <li>- Children can hop confidently and skip in time to music (<b>Moving and Handling – ELG</b>)</li> <li>- Children hold paper in position and use their preferred hand for writing, using a correct pencil grip (<b>Moving and Handling – ELG</b>)</li> <li>- Children practise appropriate safety measures without direct supervision (<b>Health and Self-care, 40-60m</b>)</li> <li>- Children know about and can make healthy choices in relation to healthy eating and exercise. (<b>Health and Self-care – ELG</b>)</li> <li>- Children can dress and undress independently, successfully managing fastening buttons or laces (<b>Health and Self-care – ELG</b>)</li> </ul>
<ul style="list-style-type: none"> <li>- To answer how and why questions about their experiences and in response to stories or events (<b>Understanding – ELG</b>)</li> <li>- to be able to express views about events or characters in the story and answer questions about why things happened (<b>Understanding - ELG</b>)</li> <li>- to carry out instructions which contain several parts in sequence (<b>Understanding - ELG</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Children are confident to speak to a class group (<b>Self-confidence and self-awareness – ELG</b>)</li> <li>- Children are resourceful in finding support when they need help or information (<b>Self-confidence and self-awareness – ELG</b>)</li> <li>- They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them (<b>Self-confidence and self-awareness – ELG</b>)</li> </ul>	<p>Complemented by the P.E. scheme set out in the P.E. long term plan.</p>
<ul style="list-style-type: none"> <li>- Children express themselves effectively, showing awareness of the listener’s needs (<b>Speaking – ELG</b>)</li> <li>- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future (<b>Speaking – ELG</b>)</li> <li>- to recount experiences and imagine possibilities,</li> </ul>	<ul style="list-style-type: none"> <li>- Children know some ways to manage their feelings and are beginning to use these to maintain control (<b>Managing feelings and behaviour – ELG</b>)</li> <li>- They can listen to each other’s suggestions and plan how to achieve an outcome without adult help (<b>Managing feelings and behaviour – ELG</b>)</li> <li>- They know how to stand up for themselves</li> </ul>	

<p>often connecting ideas (<b>Speaking - ELG</b>)</p> <ul style="list-style-type: none"> <li>- to use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events (<b>Speaking - ELG</b>)</li> </ul>	<p>appropriately (<b>Managing feelings and behaviour – ELG</b>)</p> <ul style="list-style-type: none"> <li>- They stop and think before acting and they can wait for things they want (<b>Managing feelings and behaviour – ELG</b>)</li> </ul>	
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### Specific Areas

Specific Areas			
Literacy	Maths	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>- Children read and understand simple sentences (<b>Reading – ELG</b>)</li> <li>- They use phonic knowledge to decode regular words and read them aloud accurately (<b>Reading – ELG</b>)</li> <li>- They also read some common irregular words (<b>Reading – ELG</b>)</li> <li>- They also demonstrate understanding when talking with others about what they have read (<b>Reading – ELG</b>)</li> <li>- They can describe the main events in the simple stories they have read (<b>Reading – ELG</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to count reliably with numbers from 1-20 (<b>Number – ELG</b>)</li> <li>- To be able to add and subtract two single-digit numbers by counting on or back to find the answer (<b>Number – ELG</b>)</li> <li>- to be able to solve problems including doubling, halving and sharing (<b>Number – ELG</b>)</li> <li>- Children estimate a number of objects and check quantities by counting up to 20 (<b>Number – ELG</b>)</li> <li>- They solve practical problems that involve combining groups of 2, 5 or 10 or sharing into equal groups (<b>Number – ELG</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Children know about similarities and differences in relation to places and living things (<b>The world – ELG</b>)</li> <li>- Children know that the environment and living things are influenced by human activity (<b>The world – ELG</b>)</li> <li>- They can describe some actions which people in their own community do that help to maintain the area they live in (<b>The world – ELG</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Children find out and make decisions about how media and materials can be combined and changed (<b>Exploring and using media and materials – ELG</b>)</li> <li>- Children develop their own ideas through selecting and using materials and working on processes that interest them (<b>Exploring and using media and materials – ELG</b>)</li> </ul>
<ul style="list-style-type: none"> <li>- Children use their phonic knowledge to write words in ways which match their spoken sounds (<b>Writing – ELG</b>)</li> <li>- They write some irregular common words (<b>Writing – ELG</b>)</li> <li>- They write simple sentences which can be read by themselves and others (<b>Writing – ELG</b>)</li> <li>- Some words are spelt correctly and others are phonetically plausible (<b>Writing – ELG</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Children estimate, measure, weigh and compare and order objects and talk about properties, position and time (<b>Shape, space and measure, ELG</b>)</li> </ul>	<ul style="list-style-type: none"> <li>- Children recognise that a range of technology is used in places such as homes and schools (<b>Technology – ELG</b>)</li> <li>- They select and use technology for particular purposes (<b>Technology – ELG</b>)</li> </ul> <p>Using ‘Switched on ICT in the Early Years’ scheme</p>	<ul style="list-style-type: none"> <li>- Complemented by the Music Express syllabus</li> </ul>

