

Hindley Junior and Infant School Early Years 2019-2020



Do you want to be friends?

Reception



Why do squirrels hide their nuts?

Reception



Will you read me a story?

Reception



Do cows drink milk?

Reception



Are carrots orange?

Reception



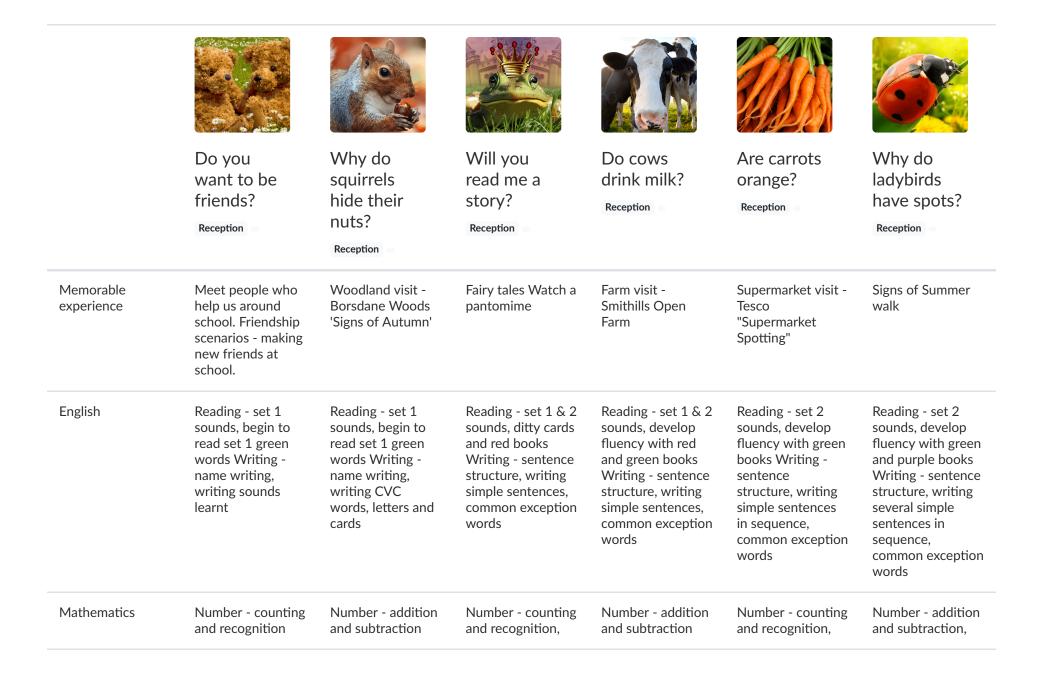
Why do ladybirds have spots?

Reception

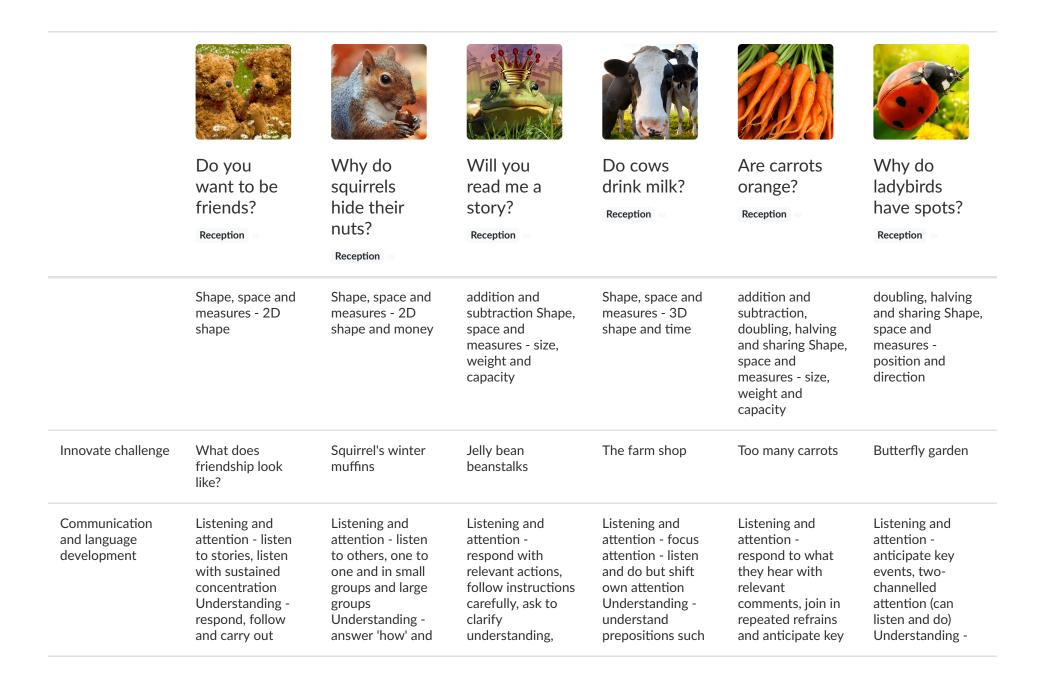
Class Reads

Lost and Found, Enemy Pie, Have You Filled a Bucket Today? Bear Snores On, Squirrel's Busy Day, The Busy Little Squirrel Jack and the Beanstalk, Goldilocks, The Three Bears, The Enormous Turnip, and other traditional tales Muddle Farm, Farmyard Hullabaloo, Pig Gets Lost, The Cow That Laid an Egg, Farmer Duck Handa's Surprise, Pass the Jam, Jim, Oliver's Vegetables, Too Many Carrots What the Ladybird Heard, The Very Greedy Bee, The Bad-Tempered Ladybird, Superworm

Generated on 15 Oct 2019 Page 1 of 9



Generated on 15 Oct 2019 Page 2 of 9



Generated on 15 Oct 2019 Page 3 of 9



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instructions, begin to understand 'how' and 'why' questions Speaking - build up vocabulary, use talk to organise, sequence and clarify thinking, ideas, feelings and events 'why' questions, express views about events or characters in stories Speaking - use more complex sentences, use a range of vocabulary in imaginative ways to add information and to express ideas

maintain attention Understanding carry out instructions which contain several parts in a sequence Speaking - use complex sentences to link thoughts, show an awareness of listeners' needs. develop own narrative by connecting ideas or events

as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture, follow instructions involving several ideas or actions Speaking - use a range of tenses, recount experiences and imagine possibilities. anticipate what might happen next

events and phrases in rhyme and stories Understanding carry out instructions which contain several parts in a sequence Speaking - retell a simple past event in correct sequence, build up vocabulary that reflects breadth of their experiences

listen and respond to ideas expressed by others in conversation or discussion, answer 'how' and 'why' questions Speaking - use a range of vocabulary to express ideas or to explain or justify actions or events

Physical development

Moving and handling negotiate space, develop pencil control Health and Moving and handling - move freely and confidently in a range of ways, Moving and handling - show good control in large and small movements, run

Moving and handling - move freely with pleasure and confidence in a Moving and handling - handle tools, objects, construction and malleable Moving and handling experiment with different ways of moving and do so

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self-care - dress and undress independently, manage own personal needs handle tools and objects safely with increasing control Health and selfcare - begin to understand good practice with exercise, sleep, diet and hygiene skillfully, negotiate space adjusting speed or direction to avoid obstacles range of ways, such as slithering, shuffling, crawling, rolling hop confidently and skip in time to music materials safely and with increasing control Health and selfcare - observe the effects of exercise on the body, talk about ways to keep healthy, know about and make healthy choices in relation to diet and exercise confidently, handle equipment and tools safely and effectively

Personal, social and emotional development

Jigsaw: Being me in my world Self-confidence and self-awareness - choosing resources they need, enjoys

Jigsaw: Celebrating Difference Managing feelings and behaviour accept needs of others, take turns, Jigsaw: Dreams and Goals Managing feelings and behaviour talk about own behaviour and consequences, Jigsaw: Healthy Me Selfconfidence and self-awareness show confidence in asking adults for help, be Jigsaw: Relationships Selfconfidence and self-awareness confident to speak to others about own needs, wants. Jigsaw: Changing Me Selfconfidence and self-awareness say why they like some activities more than others.

Generated on 15 Oct 2019 Page 5 of 9



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taking on tasks, talk about what they like/dislike Managing feelings and behaviour understand actions can affect others, talk about behaviour Making relationships -play co-operatively, play games with rules stop and think before acting, wait for things we want Making relationships demonstrate friendly behaviour, initiate conversations, extend ideas in play listen to other's suggestions Making relationships - play group games with rules, extend and elaborate play ideas

resourceful in finding support when needed Managing feelings and behaviour work as part of a group, stop and think before acting, negotiate and solve problems without aggression Making relationships understand someone else's point of view can be different from theirs.

interests and opinions Managing feelings and behaviour - listen to each other's suggestions and plan how to achieve an outcome without adult help Making relationships keep play going by responding to what others sav or do, resolve minor disagreements through listening to each other to come up with a fair solution

show confidence in asking adults for help, be resourceful in finding support when needed Managing feelings and behaviour accepts needs of others, negotiate and solve problems successfully Making relationships - take steps to resolve conflicts with other children. listen to what others sav. play and share cooperatively

Generated on 15 Oct 2019 Page 6 of 9



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Understanding the world

People and communities - say how others are the same or different The world - look closely at similarities, differences, patterns and change Technology - operate simple equipment, use age-appropriate software

The world - make observations, talk about observations, comment and ask questions about their familiar world, develop an understanding of growth, decay and changes over time

The world - talk about why things happen and how things work, show care and concern for living things in the environment The world - talk about things they have observed such as plants, animals, natural and found objects, be familiar with basic scientific concepts Technology select and use technology for a particular purpose, select appropriate applications that support an identified need

People and communities know some of the things that make them unique. understand that different people have different beliefs, attitudes. customs and traditions and why it is important to treat them with respect The world - say how objects are the same or different, know the properties of some materials

The world - make observations about animals, talk about what has been observed Technology - select and use technology for a particular purpose, select appropriate applications that support an identified need

Expressive arts and design

Exploring and using media and

Generated on 15 Oct 2019

Page 7 of 9



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materials - explore colour and how colours can be changed, explore sounds of different instruments Being imaginative - use movement to express feelings materials manipulate
materials to
achieve a planned
effect, use tools
effectively,
experiment with
form

materials - use various construction materials, construct with a purpose in mind, through explorations find out and make decisions about how media and materials can be combined and changed Being imaginative create simple representations of events, people and obiects

materials - develop own ideas through selecting and using materials and working on processes that interest them Being imaginative - make music materials experiment with
colours Being
imaginative capture
experiences with a
ange of media
such as music,
dance, paint and
other materials or
words, represent
own ideas,
thoughts and
feelings through
art and role play

materials - use a variety of materials and techniques, through explorations find out and make decisions about how media and materials can be combined and changed Being imaginative create movement in response to music, initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and

Generated on 15 Oct 2019 Page 8 of 9



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experiences

Generated on 15 Oct 2019 Page 9 of 9