



# 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?

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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



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Memorable experience

Meet people who help us around school. Friendship scenarios - making new friends at school.

Woodland visit - Borsdane Woods 'Signs of Autumn'

Fairy tales Watch a pantomime

Farm visit - Smithills Open Farm

Supermarket visit - Tesco "Supermarket Spotting"

Signs of Summer walk

English

Reading - set 1 sounds, begin to read set 1 green words Writing - name writing, writing sounds learnt

Reading - set 1 sounds, begin to read set 1 green words Writing - name writing, writing CVC words, letters and cards

Reading - set 1 & 2 sounds, ditty cards and red books Writing - sentence structure, writing simple sentences, common exception words

Reading - set 1 & 2 sounds, develop fluency with red and green books Writing - sentence structure, writing simple sentences, common exception words

Reading - set 2 sounds, develop fluency with green books Writing - sentence structure, writing simple sentences in sequence, common exception words

Reading - set 2 sounds, develop fluency with green and purple books Writing - sentence structure, writing several simple sentences in sequence, common exception words

Mathematics

Number - counting and recognition

Number - addition and subtraction

Number - counting and recognition,

Number - addition and subtraction

Number - counting and recognition,

Number - addition and subtraction,



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Shape, space and measures - 2D shape

Shape, space and measures - 2D shape and money

addition and subtraction Shape, space and measures - size, weight and capacity

Shape, space and measures - 3D shape and time

addition and subtraction, doubling, halving and sharing Shape, space and measures - size, weight and capacity

doubling, halving and sharing Shape, space and measures - position and direction

Innovate challenge

What does friendship look like?

Squirrel's winter muffins

Jelly bean beanstalks

The farm shop

Too many carrots

Butterfly garden

Communication and language development

Listening and attention - listen to stories, listen with sustained concentration Understanding - respond, follow and carry out

Listening and attention - listen to others, one to one and in small groups and large groups Understanding - answer 'how' and

Listening and attention - respond with relevant actions, follow instructions carefully, ask to clarify understanding,

Listening and attention - focus attention - listen and do but shift own attention Understanding - understand prepositions such

Listening and attention - respond to what they hear with relevant comments, join in repeated refrains and anticipate key

Listening and attention - anticipate key events, two-channelled attention (can listen and do) Understanding -



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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 self-care - 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 self-care - 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 Self-confidence and self-awareness - show confidence in asking adults for help, be

Jigsaw: Relationships Self-confidence and self-awareness - confident to speak to others about own needs, wants,

Jigsaw: Changing Me Self-confidence and self-awareness - say why they like some activities more than others,



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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 say 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 say, play and share co-operatively



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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

Exploring and using media and

Exploring and using media and

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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 objects

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 range 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





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experiences