

**Summer 2 LFS 2017**  
**Specific Areas**

	Understanding the World			Expressive Arts and Design	
	People and communities	The world	Technology	Exploring and using media and materials	Being Imaginative
Birth-11 mths	<i>The beginnings of understanding of People and communities lie in early attachment and other relationships. See Personal, Social and Emotional Development and Communication and Language.</i>	Moves eyes, then head, to follow moving objects.  Reacts with abrupt change when a face or object suddenly disappears from view.  Looks around a room with interest; visually scans environment for novel, interesting objects and events.  Smiles with pleasure at recognisable playthings.  Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle. <i>See also Characteristics of Effective Learning – Playing and Exploring, and Physical Development</i>	<i>The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave. See Characteristics of Effective Learning - Playing and Exploring and Creating and Thinking Critically</i>	<i>Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning – Playing and Exploring, Physical Development, Understanding the World – The World</i>	<i>Babies and toddlers need to explore the world and develop a range of ways to communicate before they can express their own ideas through arts and design. See Characteristics of Effective Learning; Communication and Language; Physical Development; Personal, Social and Emotional Development</i>
8-20 mths		Closely observes what animals, people and vehicles do.  Watches toy being hidden and tries to find it.  Looks for dropped objects.  Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.  Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.		Explores and experiments with a range of media through sensory exploration, and using whole body.  Move their whole bodies to sounds they enjoy, such as music or a regular beat.  Imitates and improvises actions they have observed, e.g. clapping or waving.  Begins to move to music, listen to or join in rhymes or songs.	
16-26 mths	Is curious about people and shows interest in stories about themselves and their family.  Enjoys pictures and stories about themselves, their families and other people.	Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.  Remembers where objects belong.  Matches parts of objects that fit together, e.g. puts lid on teapot.	Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.  Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.	Notices and is interested in the effects of making movements which leave marks.	Expresses self through physical action and sound.  Pretends that one object represents another, especially when objects have characteristics in common.
22-36 mths	Has a sense of own immediate family and relations.  In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.  Beginning to have their own friends.  Learns that they have similarities and differences that connect them to, and distinguish them from, others.	Enjoys playing with small-world models such as a farm, a garage, or a train track.  Notices detailed features of objects in their environment.	Seeks to acquire basic skills in turning on and operating some ICT equipment.  Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.	Joins in singing favourite songs.  Creates sounds by banging, shaking, tapping or blowing.  Shows an interest in the way musical instruments sound.  Experiments with blocks, colours and marks.	Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'  Beginning to make-believe by pretending.
30-50 mths	Shows interest in the lives of people who are familiar to them.  Remembers and talks about significant events in their own experience.  Recognises and describes special times or events for family or friends.  Shows interest in different occupations and ways of life.  Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.  Talks about why things happen and how things work.  Developing an understanding of growth, decay and changes over time.  Shows care and concern for living things and the environment.	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  Knows that information can be retrieved from computers.	Enjoys joining in with dancing and ring games.  Sings a few familiar songs.  Beginning to move rhythmically.  Imitates movement in response to music.  Taps out simple repeated rhythms.  Explores and learns how sounds can be changed.  Explores colour and how colours can be changed.  Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  Beginning to be interested in and describe the texture of things.  Uses various construction materials.  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Joins construction pieces together to build and balance.  Realises tools can be used for a purpose. Begins to build a repertoire of songs and dances.	Developing preferences for forms of expression.  Uses movement to express feelings.  Creates movement in response to music.  Sings to self and makes up simple songs.  Makes up rhythms.  Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  Engages in imaginative role-play based on own first-hand Experiences.  Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.  Uses available resources to create props to support role-play.  Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
40-60+ mths	Enjoys joining in with family customs and routines.	Looks closely at similarities, differences, patterns and change.	Completes a simple program on a computer.  Uses ICT hardware to interact with age-appropriate computer software.	Explores the different sounds of instruments.  Explores what happens when they mix colours.  Experiments to create different textures.  Understands that different media can be combined to create new effects.  Manipulates materials to achieve a planned effect.  Constructs with a purpose in mind, using a variety of resources.  Uses simple tools and techniques competently and appropriately.  Selects appropriate resources and adapts work where necessary.  Selects tools and techniques needed to shape, assemble and join materials they are using.	Create simple representations of events, people and objects.  Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  Chooses particular colours to use for a purpose.  Introduces a storyline or narrative into their play.  Plays alongside other children who are engaged in the same theme.  Plays cooperatively as part of a group to develop and act out a narrative.

	Literacy		Mathematics	
	Reading	Writing	Numbers	Shape, Space and Measures
Birth-11 mths	Enjoys looking at books and other printed material with familiar people.	<p><i>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language).</i></p> <p><i>Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and Exploring and Physical Development).</i></p>	Notifies changes in number of objects/images or sounds in group of up to 3.	<i>Babies' early awareness of shape, space and measure grows from their sensory awareness and opportunities to observe objects and their movements, and to play and explore. See Characteristics of Effective Learning - Playing and Exploring, and Physical Development.</i>
8-20 mths	Handles books and printed material with interest.		<p>Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.</p> <p>Has some understanding that things exist, even when out of sight.</p>	<p>Recognises big things and small things in meaningful contexts.</p> <p>Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime.</p>
16-26 mths	Interested in books and rhymes and may have favourites.		<p>Knows that things exist, even when out of sight.</p> <p>Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.</p> <p>Says some counting words randomly.</p>	<p>Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.</p> <p>Uses blocks to create their own simple structures and arrangements.</p> <p>Enjoys filling and emptying containers.</p> <p>Associates a sequence of actions with daily routines.</p> <p>Beginning to understand that things might happen 'now'.</p>
22-36 mths	<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p>	Distinguishes between the different marks they make.	<p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p>Recites some number names in sequence.</p> <p>Creates and experiments with symbols and marks representing ideas of number.</p> <p>Begins to make comparisons between quantities.</p> <p>Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>Knows that a group of things changes in quantity when something is added or taken away.</p>	<p>Notifies simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'sooni'.</p> <p>Anticipates specific time-based events such as mealtimes or home time.</p>
30-50 mths	<p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shows an interest in number problems.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>
40-60+ mths	<p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>

Summer Term 2 LFS Planning 2017

<p><u>Maths</u> Wk 1 – Counting fish / writing number Wk 2 – Counting / problem solving Wk 3 – Sports day / length – measuring sharks Wk 4 – Sorting shells / shape / size / colour Wk 5 – Weight / capacity Wk 6 – Counting / number recognition Wk 7 – Counting songs</p>	<p><u>Literacy/ Reading</u> Wk 1 – Rainbow fish Wk 2 – Rainbow fish Wk 3 – RE week/ PSE – circle time/ Smiley Shark Wk 4 – Sharing a shell Wk 5 – Under the sea Wk 6 – Fidgety fish Wk 7 – Transition day</p>
<p><u>Mark Making Monday</u> Wk 1 – Paint- things we find under the sea Wk 2 – Fish in foam Wk 3 – Free choice mark making in lentils Wk 4 – Swirls for shells - gloop Wk 5 – Coloured sand Wk 6 – Rice Wk 7 – Transition day</p> <p>Older children to overwrite names once per week</p>	<p><u>Topic focus during provision</u> Wk 1 - Fish collage Wk 2 – Individual scales for rainbow fish / texture Wk 3 – Colour mixing fish Wk 4 – Shell printing Wk 5 – Jelly fish Wk 6 – Making flags for sand castles Wk 7 – Under the sea pictures</p>
<p><u>Baking</u> Wk 1 – Open day Wk 2 – Rainbow cake Wk 3 – Fruit kebabs Wk 4 – Wk 5 – Wk 6 – Jelly &amp; ice cream Wk 7 – Picnic</p>	<p><u>Singing</u> Wk 1 – Wk 2 – Wk 3 – Wk 4 – Wk 5 – Wk 6 – Wk 7 –</p>