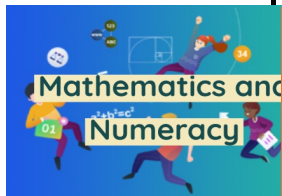
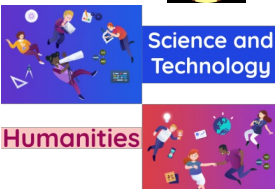


Learning Experiences

Date: 23/11/2020 Challenges 					Theme: Do Cows Drink Milk? Year group: STF1
Literacy  This Photo by Unknown Author is licensed under CC BY-NC-ND 	Numeracy  	Creative  	Thinking  Science and Technology 	Healthy me  	
					
RWI Monday - Thursday – The sound of the week is c. We will be listening and singing along to our two favourite sound songs - https://www.youtube.com/watch?v=ieo0LPYdUfQ and https://www.youtube.com/watch?v=XzaDdJpxns We will be looking at picture cards - saying what they are and Fred talking sounds to work out the words that have the sound of the week in. We will be learning to read words that start with c and having a go at writing these down. Level 1 - forming the letter in a range of multisensory	Monday and Wednesday Level 1 - Number of the week – This week the number of the week is – 4. We will read the story of 4 - https://resources.hwb.wales.nps.gov.uk/TC/story_of_4/what_I_know/what_I_want_to_know/ We will practise forming 4 in paint, in glitter, on chalk boards etc. We will use resources to count 4 and to show 4 objects. Monday and Wednesday - Level 2 – Remind the children that we have practised lots of different ways of counting recently – in 1’s, forward, backwards, in 2’s, in 5’s, in 10’s, 1 more than/1 less than etc.	Each week we are going to focus on drawing/creating the animal of the week. We will do this by either working as a team to create one large animal or working by ourselves to create our own. Each week we will change the resources/materials, for example, one week we will draw, another week we will paint, the next week we may decide to create a craft piece of work. The children will help decide each week the materials we are going to use. Last week’s animal of the week was donkey so we will be focussing on that	Ask the children what our new topic is? Do cows drink milk? Ask the children what they remember from our topic introduction? Remind the children of the videos that we watched. Show the children some of the ‘what I know/what I want to know’ grids. Tell the children that some of the children wanted to find out about different farm animals so each week we will be looking at a different animal. We will be researching what the animal looks like, what sound it makes, how it moves, what colour it is/can be, what food it eats, where it lives etc and we will be sharing a story about the animal. This week we will be looking at Turkeys. We will research information on Turkeys by viewing a range of videos such as - https://www.youtube.com/watch?v=KluszK-vC-o and https://www.youtube.com/watch?v=4mXFMxAerT0	Playdough disco – before writing activities children will be warming up their hands and fingers by taking part in playdough disco (with their own individual pots of labelled playdough)	

ways. Level 2 - writing words that have the letter in it.

Wednesday - Spelling - The children will be tested on their spelling words. The children will listen to the word and have a go writing. Any words that are not correct the children will have another practise by writing the word three times.

Readers - Children will read to an adult on Tuesdays and Fridays.

Monday - News - Children will be sharing their news with their class from the weekend. **Level 1** - An adult will prompt the child, either by showing pictures that parents have sent in from the weekend on classdojo or by signing/using key words eg park? Beach? Children will then be recording their news with an adult - either by mark making and drawing picture (an adult will then scribe to say what they have written about) or **Level 2** - children will be writing sentences and drawing a picture.

Thursday - Text type - This term our text type is recount. This week we will be looking at our recount pack which includes a description of what a recount is, words that we may use in a recounts eg time

This week we are going to practise counting in 100's forward and backwards. Introduce by playing - <https://www.youtube.com/watch?v=5v-aDFOmTBc> Ask the children to join in when they can. Remind the children how we count in 10's, allow the children to colour in the squares as a visual - <https://www.topmarks.co.uk/children-can-count-to-count/paint-the-squares> Now tell the children to imagine there is an extra 0 at the end of the numbers to turn it into 100s instead of 10s. Can draw on using the IWB or if children want to copy the numbers out at home they can add the zero to help. Count in 100s with the children - 100, 200, 300, 400, 500 and so on. Once the children are confident with this they can count backwards 1000, 900, 800, 700 etc. Children to record forwards and backwards, as an extra challenge complete the missing numbers 0, 100, 200, __, 400, 500, __ etc.

Tuesday - Shape, space and measure lesson - **Level 1** - Recognise and use the names of common 2D shapes (square, triangle, rectangle) and 3D shapes (cube, cuboid) in order to begin to compare and sort them v

Shape introduction and activities can be found on -

<https://app.mymaths.co.uk/myportal/library/16/171>

We enjoy these two shape songs

- <https://www.youtube.com/watch?v=pFRuLS-Vnjs>

and <https://www.youtube.com/watch?v=WTeqUejf3D0&index=2&list=PL6baa-Blacksheep>

animal this week in our art work.

Level 1 - We will print out and enlarge the animal of the week. So that the children can look at it closely with an adult. The children can help choose the resources they use after being given a selection of materials. The child will work with an adult to create the artwork. These children can also practise drawing around stencils if they wish or printing.

Level 2 - The children will help find the animal on a search engine. The children will look at the features of the animal, the colours, how many legs etc, special features and plan their drawings. The children will choose their tools/materials. An adult will help improve the artwork by the use of questioning.

Music - we follow the music scheme online called Charanga. Each week we listen to one song while dancing and deciding if we like it. We then answer questions such as was it fast or slow? What instruments did you hear? We then listen to songs to find the beat/pulse and find it in different ways eg tapping, clapping, nodding, clicking. We then learn the song and sing the song.

After all of the Charanga songs have been sung each week we will choose a farm animal song to sing -

The children will be making a fact file of the animal of the week listening - its name, labelling diagrams, writing what they eat, any produce they make, baby names and any other information they can remember. We will all be engaging in a shared piece of art for our display to show that we have learnt about that animal.

We will be sharing story books about donkeys such as - The lazy donkey - <https://www.youtube.com/watch?v=ZFWgIPvdXqU>

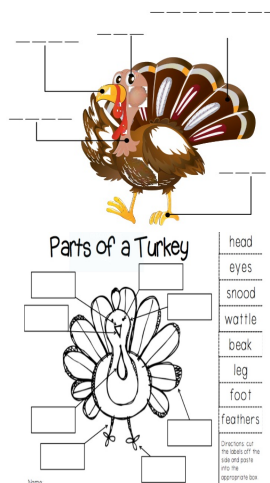
For this week's sensory tray we are going to make farm animal cone shaped animals that we have looked at so far - cow, sheep, pig, goat, dog etc. We also have animal name and sounds cards to match with Welsh animal cards.

Level 1 - Children will sign/point to/name animal of the week. The children will over write/mark make to write the name and draw a picture of the animal.

Level 2 - Children will name, say the noise, draw a picture and write key words/sentences to record the information that they have found out about the animal.

Label a Turkey

EYE, BILL, NECK, LEG, FEATHERS



Name: _____

PD Wednesday - children will be using the bikes, cars and scooters on the yard to develop their skills.

PE Thursday - This week the animal of the week for the topic was the goat. We will watch a video to see how goats move and will try to act this out. Each week we will add to the animal movement. An adult will call animal's names out and the children will move in that way.

The farmer's den! Sing the action song

The Farmer's in his

connectives and a good example to start. We will then show the children pictures of an activity we did this week and the children will sequence the pictures and talk about them using time connectives as a class.

(level 1) sequencing pictures to show beginning, middle and end of the activity. Encourage children to use time word – first.

(level 2) the children are progressing on to talking about the activity/pictures using full sentences including time words.

IEP target – an adult will work with a child on a 1-1 basis so they can have an opportunity to practise their literacy IEP target.

Welsh – recap previous week's words/phrases of the week – 'croeso,' 'hwyl. Gwela i y fori.' Penblawdd hapus. All repeat the word, look at the spelling and read the word, copy write the word. Say the word to a friend, say it to an adult. Introduce this week's word/phrase of the week. Practise reading, saying and practise copy writing. Ask and answer with a friend. Recap topic words learnt so far for the animals of the week – buwch, mochyn, dafad, cwy iar, gafr, ci, cyfel and hwyaden. Teach this week's animal asyn – . Children to draw/stamp/stencil around the donkey and

BgGmWoBKliLIOBN-

Level 1 – The children will focus on one shape a week until they become more confident identify/sorting/matching the shape. This week the children will focus on triangle. The children will handle a textile triangle shape. An adult will help the children use a shape sorter for the three shapes we have covered so far – circle, square and now triangle. The children will be asked to match the shape, find the same while an adult say/signs the name. The children will draw around the shape with an adult and stamp the shape. The child will then overwrite/underwrite or copy write the word while an adult is reinforcing the name of the shape. The children will be asked to match the shape/find the shape/name the shape. As an extra activity the children will create a 2d shape picture each week linked to our topic – farm animals. The adult working with the children will focus on the shape of the week and remind the child of the name of the shape while cutting out 'a triangle.' This week we will make the horse.

Level 2 – We will go through the shape introduction on mymaths for square - <https://app.mymaths.co.uk/myportal/library/16/171#collapse2> The children will then

farmers in the den, five little ducks, horsey horsey don't you stop etc. If you would like to sing at home with your child there are a range of nursery rhymes on Youtube to sing along to.

Den. Ask

the children to make a circle and hold hands. Choose a 'farmer' to stand in the middle of the circle then ask the circle of children to walk around the farmer as they sing the first verse of the song. Then, ask the children to stop, and allow the farmer to choose a husband or wife. The song and actions continue until the farmer has chosen a husband or wife, a child, a nurse, a dog and finally a bone. At the end of the song, everyone gathers round and sings the last line as they gently pat the child who was chosen to be the bone.

Sheep dog – the children enjoyed seeing the sheep dog videos from our Cornerstone introductory We decided that we would create a game where one child one be the sheep dog and the other

overwrite (level 1)
or copy write (level
2) the word.

create a 2d shape
farm animal picture –
the horse this week.
The children will
carefully cut out each
shape, arrange and
stick together to
create. The children
will label using the
shape name.

On Thursdays we use
the digital devices to
develop our maths
skills as well as digital
skills. Children will be
using
ipads/beebots/computers
and interactive
whiteboards to play a
range of games on
Topmarks to
consolidate their
learning for the week
in the number lessons
eg this week we
looked at 1 more than
and shape.

IEP target – an adult
will work with a child
on a 1-1 basis to
develop their
numeracy IEP targets.

children
will be
the
sheep.
The
children
will take
it in
turns to
be the
sheep
dog/sheep.
The
children
will use
the
vocabulary
said in
the
video to
round
the
sheep
up.

Farm
animal
relay
races –
The
children
will
decide
which
animals
we have
looked
at so far
are
included
in the
relay
races –
chicken,
sheep,
cow,
goats
etc. Split
the class
into two
groups,
one
child
from
each
group
starts
moving
as the

animal
and
making
the
animal
noises.
They
then
high five
their
friend
when
they get
to the
other
side and
their
friend
moves
like the
animal.

Joe
Wicks is
back!
You can
subscribe
to his
channel
to keep
up to
date
with his
new
videos.

If you
would
like to
try
something
different
we
enjoy
Cosmic
Kids
yoga in
class
found on
Youtube.

Associated Documentation

Four Purposes

The Four Purposes of the Curriculum for Wales

Ambitious, capable learners

Skill Code	Skill Statement	Year
ACL02	are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts	Reception
ACL04	can communicate effectively in different forms and settings, using both Welsh and English	Reception
ACL09	undertake research and evaluate critically what they find	Reception

Healthy, confident individuals

Skill Code	Skill Statement	Year
HCI05	take part in physical activity	Reception

Enterprising, creative contributors

Skill Code	Skill Statement	Year
ECC01	connect and apply their knowledge and skills to create ideas and products	Reception

2015 Cross Curricular Skills

Languages, Literacy and Communication

Oracy

Skill Code	Skill Statement	Year
LOC01	participate in discussions with other children and/or adults	Nursery
LOC01	exchange ideas in one-to-one and small group discussions, e.g. with friends	Reception
LOC01	contribute to conversations and respond to others, taking turns when prompted	Year 1
LOL03	hear and discriminate general, environmental sounds and speech sounds	Nursery
LOL03	isolate and identify initial sounds in spoken word	Reception
LOL03	isolate and identify medial vowels and final sounds in spoken words	Year 1
LOL09	answer 'Who?' and 'What?' questions relating to own experiences, stories or events	Nursery
LOL09	answer 'Who?', 'What?' and 'Where?' questions relating to own experiences, stories or events	Reception
LOL09	answer 'Who?', 'What?', 'When?', 'Where?' and 'How?' questions relating to own experiences, stories or events	Year 1
LOS03	retell, in simple terms, an event or experience	Nursery
LOS03	talk about things from their experience and share information	Reception
LOS03	include some detail and some relevant vocabulary to extend their ideas or accounts	Year 1
LOS04	use sentences with five or more words with some grammatical immaturities e.g. leaving out some link words	Nursery
LOS04	use words, phrases and simple sentences	Reception
LOS04	build on previous experience, making themselves clear by: organising what they say and choosing	Year 1

Reading

Skill Code	Skill Statement	Year
LRR02	hold books the correct way up and turn pages	Nursery
LRR02	understand that print carries meaning and is read left to right, top to bottom	Reception
LRR02	talk about features of books such as contents page and titles	Year 1
LRR03	recognise differences and similarities in pictures, shapes, patterns and textures	Nursery
LRR03	discriminate between letters in a range of contexts	Reception
LRR05	link picture cards or objects with spoken initial sounds	Nursery
LRR05	link and identify a growing number of spoken sounds to letters	Reception
LRR05	link and identify spoken sounds to blends of letters and letter names	Year 1
LRR06.1	recognise the difference between text and pictures	Nursery
LRR06.1	recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): orally blend combinations of known letters	Reception
LRR06.1	recognise and use an increasing number of phonemes and their corresponding graphemes when blending and segmenting words of up to two syllables	Year 1
LRR07.1	apply the following reading strategies with support: phonic strategies to decode simple words	Reception
LRR07.1	apply the following reading strategies with increasing independence: phonic strategies to decode words	Year 1

Writing

Skill Code	Skill Statement	Year
LWM01	experiment with a range of mark-making materials across a range of contexts	Nursery
LWM01	mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences	Reception
LWM01	write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences	Year 1
LWH01	pick up small objects with finger and thumb and start to hold writing implements appropriately, using pincer grip	Nursery
LWH01	hold writing instruments appropriately	Reception
LWH01	form upper- and lower-case letters that are usually clearly shaped and correctly orientated	Year 1
LWM02	attribute meaning to marks, drawings and art work, e.g. adult annotation	Nursery
LWM02	produce pieces of emergent writing	Reception
LWM02	communicate purposefully in writing, e.g. may be supported by a drawing	Year 1
LWM04	realise that the spoken word can be written down	Nursery
LWM04	orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning	Reception
LWM04	talk about what they are going to write	Year 1

Range of Experiences

Skill Code	Skill Statement	Year
LFPR01	experience a language-rich environment that immerses them in the spoken and written word	Nursery
LFPR01	experience a language-rich environment that immerses them in the spoken and written word	Reception
LFPR01	experience a language-rich environment that immerses them in the spoken and written word	Year 1

Mathematics and Numeracy

Numerical Reasoning

Skill Code	Skill Statement	Year
NDI05	select appropriate equipment and resources	Nursery
NDI05	select appropriate equipment and resources	Reception
NDI05	select appropriate equipment and resources	Year 1

Number

Skill Code	Skill Statement	Year
NNN01	listen to and join in with rhymes, songs, stories and games that have a mathematical theme	Nursery
NNN01	recite a range of number rhymes and songs	Reception
NNN03	count reliably up to 5 objects	Nursery
NNN03	count reliably up to 10 objects	Reception
NNN03	count reliably up to 20 objects	Year 1
NNN04	recite numbers beyond 100, forwards and backwards and from different starting points	Year 2
NNN05	recognise numbers 0 to 5 and relate a number 0 to 5 to its respective quantity	Nursery
NNN05	read and write numbers to at least 10	Reception
NNN05	read and write numbers to at least 20 forming and orientating them correctly	Year 1
NNN05	read and write numbers to at least 100	Year 2
NNN08	demonstrate an understanding of one-to-one correspondence by matching pairs of objects or pictures	Nursery
NNN08	understand that zero means 'none'	Reception
NNN08	demonstrate an understanding of place value, e.g. one 10 and four units equal 14 up to at least 20	Year 1

Geometry

Skill Code	Skill Statement	Year
NGS01	recognise and use the names for 2D shapes (circle, square and triangle) within play activities and the environment	Nursery
NGS01	recognise and name common 2D shapes (circle, square, triangle and rectangle) and some 3D shapes (cube, cuboid, and sphere) within play activities and the environment	Reception
NGS01	recognise and name common 2D shapes (squares, triangles, rectangles, circles and semi-circles) and 3D shapes (cube, cuboid, cone and sphere) in order to begin to compare and sort	Year 1
NGS02	use and build with 2D and 3D shapes within play-based activities	Nursery
NGS02	use 2D and 3D shapes to make models and pictures.	Reception
NGS02	use 2D and 3D shapes and describe how they fit together.	Year 1

Data

Skill Code	Skill Statement	Year
NDC01	sort and match sets of objects or pictures by recognising similarities	Nursery
NDC01	sort and classify objects using one criterion	Reception
NDC01	sort and classify objects using more than one criterion	Year 1

Range of experiences

Skill	Skill Statement	Year
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Code		
NR01	experience a mathematically-rich environment that allows them to explore and develop mathematical concepts and language	Nursery
NR01	experience a mathematically-rich environment that allows them to explore and develop mathematical concepts and language	Reception
NR01	experience a mathematically-rich environment that allows them to explore and develop mathematical concepts and language	Year 1

Digital Competence

Citizenship

Skill Code	Skill Statement	Year
DCF 1.2	Use digital devices and media with care.	Nursery
DCF 1.2	Talk about everyday uses of digital devices and media.	Reception
DCF 1.2	Operate digital devices and media with increasing accuracy and independence.	Year 1

Producing

Skill Code	Skill Statement	Year
DCF 3.2	Explore and use different multimedia components in order to capture and use text, image, sound, animation and video.	Nursery
DCF 3.2	Select appropriate software from a limited range to create multimedia components. Learners will create and explore the use of text, image, sound, animation and video.	Reception
DCF 3.2	Select appropriate software to complete given tasks in order to use text, image, sound, animation and video	Year 1

Foundation Phase (Wales 2008)

Creative Development

Skills

Skill Code	Skill Statement	Year
CDSACD01	explore and experiment with a variety of techniques and materials	Nursery
CDSACD01	explore and experiment with a variety of techniques and materials	Reception
CDSACD01	explore and experiment with a variety of techniques and materials	Year 1
CDSCM01	explore and express a range of moods and feelings through a variety of movements	Nursery
CDSCM01	explore and express a range of moods and feelings through a variety of movements	Reception
CDSCM01	explore and express a range of moods and feelings through a variety of movements	Year 1
CDSM03	sing a range of songs with others	Nursery
CDSM03	sing a range of songs with others	Reception
CDSM03	sing a range of songs with others	Year 1
CDSACD05	develop their understanding of planning, designing, modelling, modifying and reflecting	Nursery
CDSACD05	develop their understanding of planning, designing, modelling, modifying and reflecting	Reception
CDSACD05	develop their understanding of planning, designing, modelling, modifying and reflecting	Year 1
CDSM05	recognise and describe sounds, and listen and respond to music	Nursery
CDSM05	recognise and describe sounds, and listen and respond to music	Reception
CDSM05	recognise and describe sounds, and listen and respond to music	Year 1

Range

Skill Code	Skill Statement	Year
CDR02	be involved in different types of play and a range of planned activities, including those that are child initiated	Nursery
CDR02	be involved in different types of play and a range of planned activities, including those that are child initiated	Reception
CDR02	be involved in different types of play and a range of planned activities, including those that are child initiated	Year 1

Knowledge and Understanding of the World

Skills

Skill Code	Skill Statement	Year
KUWS09	making observations and measurements and keeping records	Nursery
KUWS09	making observations and measurements and keeping records	Reception
KUWS09	making observations and measurements and keeping records	Year 1
KUWS15	communicating observations and measurements	Nursery
KUWS15	communicating observations and measurements	Reception
KUWS15	communicating observations and measurements	Year 1

Range

Skill Code	Skill Statement	Year
KUWRMLT01	learn the names and uses of the main external parts of the human body and plants • observe differences between animals and plants, different animals, and different plants in order to group them	Nursery
KUWRMLT01	learn the names and uses of the main external parts of the human body and plants • observe differences between animals and plants, different animals, and different plants in order to group them	Reception
KUWRMLT01	learn the names and uses of the main external parts of the human body and plants • observe differences between animals and plants, different animals, and different plants in order to group them	Year 1
KUWRMLT04	identify some animals and plants that live in the outdoor environment	Nursery
KUWRMLT04	identify some animals and plants that live in the outdoor environment	Reception
KUWRMLT04	identify some animals and plants that live in the outdoor environment	Year 1

Personal and Social Development, Well Being and Cultural Diversity

Skills

Skill Code	Skill Statement	Year
PSDSPD08	concentrate for lengthening periods	Nursery
PSDSPD08	concentrate for lengthening periods	Reception
PSDSPD08	concentrate for lengthening periods	Year 1

Range

Skill Code	Skill Statement	Year
PSDR05	activities that allow them to become independent learners	Nursery
PSDR05	activities that allow them to become independent learners	Reception
PSDR05	activities that allow them to become independent learners	Year 1

Physical Development

Skills

Skill Code	Skill Statement	Year
PDSAP02	be able to move safely with increasing control and coordination	Nursery
PDSAP02	be able to move safely with increasing control and coordination	Reception
PDSAP02	be able to move safely with increasing control and coordination	Year 1
PDSHFS01	recognise the effects exercise has on their bodies as they move	Nursery
PDSHFS01	recognise the effects exercise has on their bodies as they move	Reception
PDSHFS01	recognise the effects exercise has on their bodies as they move	Year 1
PDSP02	develop gross motor skills	Nursery
PDSP02	develop gross motor skills	Reception
PDSP02	develop gross motor skills	Year 1

Range

Skill Code	Skill Statement	Year
PDR03	involvement in the different types of play and a range of planned activities including those that are child initiated	Nursery
PDR03	involvement in the different types of play and a range of planned activities including those that are child initiated	Reception
PDR03	involvement in the different types of play and a range of planned activities including those that are child initiated	Year 1

Welsh Language Development

Skills - Oracy

Skill Code	Skill Statement	Year
WLDSO07	speak clearly, using simple words, greetings and expressions	Nursery
WLDSO07	speak clearly, using simple words, greetings and expressions	Reception
WLDSO07	speak clearly, using simple words, greetings and expressions	Year 1

Skills - Reading

Skill Code	Skill Statement	Year
WLDSR07	read aloud their own work and other printed resources	Nursery
WLDSR07	read aloud their own work and other printed resources	Reception
WLDSR07	read aloud their own work and other printed resources	Year 1

Skills - Writing

Skill Code	Skill Statement	Year
WLDSW01	communicate by experimenting with mark-making, using a variety of media	Nursery
WLDSW01	communicate by experimenting with mark-making, using a variety of media	Reception
WLDSW01	communicate by experimenting with mark-making, using a variety of media	Year 1
WLDSW02	communicate by producing emergent writing	Nursery
WLDSW02	communicate by producing emergent writing	Reception
WLDSW02	communicate by producing emergent writing	Year 1
WLDSW03	understand the connections and differences between writing and communication	Nursery

WLDSW03	understand the connections and differences between writing and communication	Reception
WLDSW03	understand the connections and differences between writing and communication	Year 1

Range

Skill Code	Skill Statement	Year
WLDRO02	Experience the different types of play and a range of planned activities including those that are child initiated	Nursery
WLDRO02	Experience the different types of play and a range of planned activities including those that are child initiated	Reception
WLDRO02	Experience the different types of play and a range of planned activities including those that are child initiated	Year 1
WLDRW02	write through a range of planned activities and those that are child initiated	Nursery
WLDRW02	write through a range of planned activities and those that are child initiated	Reception
WLDRW02	write through a range of planned activities and those that are child initiated	Year 1
WLDRR03	read individually and collaboratively	Nursery
WLDRR03	read individually and collaboratively	Reception
WLDRR03	read individually and collaboratively	Year 1

Areas of Learning and Experience

Expressive Arts

Skill Code	Skill Statement	Year
EADL01	I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies.	Reception
EADL04	I can listen to and respond to views about my own creative work and that of others.	Reception
EADL05	I am beginning to compare my own creative work to the creative work of others.	Reception
EADL12	I am beginning to use creative materials safely with guidance and direction.	Reception

Health and Well Being

Skill Code	Skill Statement	Year
HWDL07	I have an awareness of my perceptions and thoughts. I can focus my attention and am aware of being able to do this.	Reception
HWDL02	I am beginning to develop control of gross motor and fine motor movements in different environments, moving safely in response to instructions.	Reception

Maths and Numeracy

Skill Code	Skill Statement	Year
MNDL01	I have experienced and explored numbers, including cardinal, ordinal and nominal numbers, in number-rich indoor and outdoor environments.	Reception
MNDL02	I can count objects that I can touch, and ones that I cannot. I have experienced the counting sequence of numbers in different ways, reciting forwards and backwards, and starting at different points.	Reception
MNDL03	I can notice, recognise and write numbers in a range of media, through a multisensory approach, from 0 to 10 and beyond.	Reception
MNDL26	I have explored, compared, and used the general language of shapes through investigative play.	Reception

Science and Technology

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Skill Code	Skill Statement	Year
STDL25	I can recognise that plants and animals are living things which grow.	Reception
STDL02	I can explore the environment, make observations and communicate my ideas.	Reception

Humanities

Skill Code	Skill Statement	Year
HUDL01	I can, through play, explore, discover and begin to ask simple questions and offer possible answers based on previous experiences.	Reception
HUDL03	I am beginning to communicate my observations in simple ways.	Reception
HUDL06	I am beginning to communicate my findings in simple ways.	Reception

Languages Literacy and Communication

Skill Code	Skill Statement	Year
LDL119	I can join in with familiar songs, rhymes, stories and poems.	Reception
LDL84	I can produce many speech sounds accurately.	Reception
LDL31	I can discriminate sounds, play with sounds and manipulate sounds both in my environment and in words.	Reception
LDL01	I am beginning to be aware of a link between language(s) and culture and am developing a sense of belonging.	Reception
LDL99	I can communicate meaning through speech and gesture.	Reception
LDL02	I am beginning to understand that there are different languages in my environment and I am beginning to talk with my peers in the language of the setting/school.	Reception
LDL58	I can listen to others with growing attention.	Reception
LDL131	I can use familiar words and phrases and experiment with newly-learned vocabulary.	Reception
LDL37	I can listen to others with growing attention.	Reception
LDL90	I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts and I am beginning to form letters correctly using an appropriate grip.	Reception
LDL91	I am beginning to write using familiar words and phrases.	Reception
LDL40	I can segment and blend.	Reception
LDL65	I can experiment with newly-learned vocabulary.	Reception