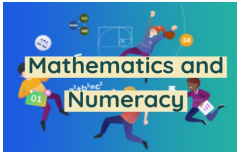
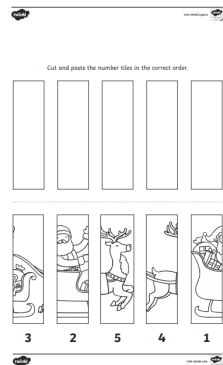


Learning Experiences

Date: 14/12/2020				Theme: Do Cows Drink Milk? Year group: STF1	
Challenges 					
Literacy  This Photo by Unknown Author is licensed under CC BY-NC-ND  	Numeracy  	Creative  	Thinking   	Healthy me  	
RWI Monday - Thursday - The sound of the week is b. We will be listening and singing along to our two favourite sound songs - https://www.youtube.com/watch?v=W5D3ySh7s2c and https://www.youtube.com/watch?v=1JN1cHch_qA 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 b and having a go at writing these down. Level 1 - forming the letter in a range of multisensory 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.	Monday and Wednesday Level 1 1 - The children will reinforce their skills from this half term by engaging in a range of Christmas maths activities to help them practise recognising, writing and showing numbers 0-5. Merry Christmas Match the colours to the numbers. 1 = green 2 = red 3 = yellow 4 = blue 5 = orange 6 = black  	The children will be engaging in a range of Christmas related activities. We will be making calendars for next year which the children decided on the design. We will make Christmas cards for family. We will engage in making Christmas crafts. Level 1 - An adult will work closely with the children to break the steps down and assist where needed. Level 2 - The children will work with some independence to follow instructions, plan, prepare and make. Christmas enterprise - the children will engage in creating a Christmas craft which we will sell for the school enterprise project. The children have had their photo's taken while dressing up in Christmas clothes eg santa/an elf/a star. The children will be asked to write/type a short Christmas message 'Nadolig Llawen' which will go on the back of their photo. These will be laminated and placed inside a bauble. The children will then add snowflakes inside the bauble to give a snow globe effect. Once completed the children will thread a piece of string through ready to hook on a tree.	Some activities not completed last week - carry over to this week - Topic - Do Cows Drink Milk - Remind the children that during this term we have been choosing 1 farm animal a week to research. We have learnt what the animal looks like, the noise it makes, what body parts it has, the names of its young/male/female names, what the animal eats, where it lives and any special characteristics. We have made a fact file each week, labelled a diagram and engaged in craft work for each animal. Tell the children that now that we have learnt the farm animals we are going to engage in a range of activities to check we still remember key facts. Introductory powerpoint - https://www.twinkl.co.uk/resource/cfe-t-253645-farm-animals-what-am-i-interactive-game-powerpoint Play the 'what am i?' game with the children, children listen to clues and have to guess the farm animal. Activity 1 - match the animal to their young. Using the small world farm see if the children remember the name of the animal and remember the name of the baby. Show the children the matching sheet - https://www.twinkl.co.uk/resource/t-t-5679-mothers-and-their-young-farm-animals-matching-activity LA - https://www.twinkl.co.uk/resource/ca-t-2356-farm-animals-and-their-babies-matching-activity-sheet MA cut and stick on the sheet. HA cut and stick the pictures and write the names in their books. 	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). 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	

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 connectives and a good example to start. This week we will share the Christmas Nativity Story and recount the pictures/sentences from the story.

<https://www.twinkl.co.uk/resource/t-4790-the-nativity-christmas-story-powerpoint> (level 1) sequencing pictures to show beginning, middle and end of the activity. Encourage children to use time word – first. Children will just sort the pictures from -

<https://www.twinkl.co.uk/resource/t-2566827-nativity-storyboard-template> (below)

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

<https://www.twinkl.co.uk/resource/t-2566827-nativity-storyboard-template> Children

will write a sentence about each picture starting with a time connective – first, next, then, finally etc.



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 – Letters to Santa. As a group we will look at the basic format of a letter – address, to, from etc and talk about how we would do this in Welsh. We will look at the words, Fred Talk to read and look at the spelling. (level

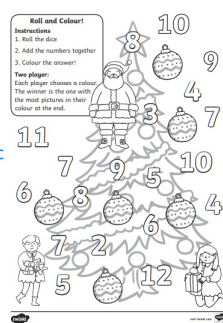
Christmas Colour by Number

Match the colours to the numbers.



Monday and Wednesday - Level 2

This week the children are going to recap on learnt skills from the half term by engaging in Christmas worksheet activities. Children will practise recognising/reading numbers, adding, counting in 1's, 2's, 5's and 10s and number formation.



Christmas Maths Addition Mosaic

Addition to 10

Solve the math problems to reveal the hidden picture. Each answer has a special colour.

6 = green 4 = red 0 = yellow 9 = white 10 = brown

9 + 0	4 + 3	6 + 3	7 + 2	0 + 0	8 + 1	2 + 7	5 + 4	3 + 6
6 + 3	7 + 2	0 + 9	3 + 3	2 + 4	0 + 6	8 + 1	0 + 9	2 + 7
8 + 1	5 + 4	2 + 7	6 + 0	1 + 5	4 + 5	6 + 3	7 + 2	
4 + 5	6 + 3	0 + 6	5 + 1	3 + 3	2 + 2	0 + 4	8 + 1	0 + 9
8 + 1	2 + 7	3 + 3	6 + 2	2 + 6	4 + 0	3 + 5	4 + 5	6 + 3
9 + 0	4 + 3	6 + 0	3 + 3	6 + 1	3 + 1	5 + 1	3 + 1	7 + 2
7 + 2	1 + 5	0 + 6	4 + 2	1 + 3	4 + 0	2 + 4	6 + 0	4 + 5
4 + 2	2 + 4	2 + 2	3 + 5	0 + 6	3 + 1	3 + 3	3 + 5	4 + 2
1 + 3	0 + 4	3 + 3	6 + 0	3 + 3	4 + 2	2 + 4	6 + 0	4 + 5
8 + 1	0 + 9	2 + 7	2 + 6	4 + 4	3 + 1	5 + 1	5 + 4	2 + 7

Christmas Maths Addition Mosaic Answers

Addition to 10

Solve the math problems to reveal the hidden picture. Each answer has a special colour.

6 = green 4 = red 0 = yellow 9 = white 10 = brown

9 + 0	4 + 3	6 + 3	7 + 2	0 + 0	8 + 1	2 + 7	5 + 4	3 + 6
6 + 3	7 + 2	0 + 9	3 + 3	2 + 4	0 + 6	8 + 1	0 + 9	2 + 7
8 + 1	5 + 4	2 + 7	6 + 0	1 + 5	4 + 5	6 + 3	7 + 2	
4 + 5	6 + 3	0 + 6	5 + 1	3 + 3	2 + 2	0 + 4	8 + 1	0 + 9
8 + 1	2 + 7	3 + 3	6 + 2	2 + 6	4 + 0	3 + 5	4 + 5	6 + 3
9 + 0	4 + 3	6 + 0	3 + 3	6 + 1	3 + 1	5 + 1	3 + 1	7 + 2
7 + 2	1 + 5	0 + 6	4 + 2	1 + 3	4 + 0	2 + 4	6 + 0	4 + 5
4 + 2	2 + 4	2 + 2	3 + 5	0 + 6	3 + 1	3 + 3	3 + 5	4 + 2
1 + 3	0 + 4	3 + 3	6 + 0	3 + 3	4 + 2	2 + 4	6 + 0	4 + 5
8 + 1	0 + 9	2 + 7	2 + 6	4 + 4	3 + 1	5 + 1	5 + 4	2 + 7

Christmas I Spy and Count to 20

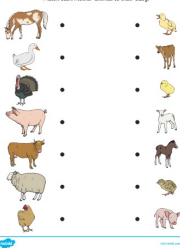


Music – Instead of Charanga this week we will practise our Christmas songs for the bubble performance. We will also be listening to traditional Christmas music.

Christmas bubble performances – The children will practise the songs ready for their Christmas bubble performances at the end of the term. 'It's Christmas time again.' The children sing the song and ring their bells at the correct time. A child in class has a solo to sing in between the other children's verses. The children will also practise a welsh Christmas song. This week we will record the performance.

Farm Animals and their Babies Picture Matching

Match each mother animal to their baby.



Farm Animals and their Babies Picture Matching

Match the animal name with the right baby name.

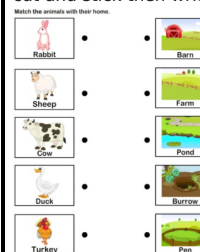
horse	•	•	duckling
duck	•	•	calf
turkey	•	•	chick
pig	•	•	lamb
cow	•	•	foal
sheep	•	•	poult
chicken	•	•	piglet

Activity 2 – What animals give us – Hold pictures up of the animals and ask the children if they remember what the animal gives us eg cows give us milk, chickens give us eggs etc. Children then complete the worksheet

- https://content.twinkl.co.uk/resource/ab/cb/t-t-6579-what-do-different-animals-give-us-picture-activity-.pdf?_token__exp=1606747343~acl=%2Fresource%2Ft-t-6579-what-do-different-animals-give-us-picture-activity-.pdf%2A~hmac=55fd3da2db50f8e816f2ac7949d347a0a6437a31

– cut, match and stick. HA – cut, match, stick and write sentences.

Activity 3 – Animals and their homes – Show the children the pictures of the animals and homes. See if the children can match the pictures to show where the animals live eg duck lives in the pond, horse lives in the stables etc. Level 1 – children draw lines to match. Level 2 children cut and stick then write the names.



goats move and will try to act this out. Each week we will add to the animal movements. 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 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 introduction. We decided that we would create a game where one child one be the sheep dog and the other 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

1) The children will have a template which has annwyl santa and oddi wrth at the bottom. The children will repeat these words after an adult. The children will look through the catalogue, cut and stick the desired toys on their letter. During this activity the adult will keep reinforcing the vocabulary and asking the children to repeat. (level 2) the children will copy write the learnt vocab before cutting and sticking toys from the catalogue on their letter. An adult will keep asking the children to repeat and asking the children what the words mean to reinforce.



Tuesday - The children will practise shape, space and measure skills learnt over the term by engaging in Christmas worksheets for 2d shape and measure.



Level 1 - The will work with an adult who will ask them to name the shapes and name the colours. An adult will support/remind the children if unsure. The children will order the presents by size. An adult will support the middle sizes.

Level 2 - The children will work with independence to colour in the snowman by looking at the key. The children will order the presents and write size words under eg smallest, small, medium, big, biggest.

On Thursdays we use the digital devices to develop our maths skills as well as digital skills. We will play Christmas themed IWB games on Topmarks to reinforce skills learnt so far this term.

IEP target - an adult will work with a child on a 1-1 basis 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.

	develop their numeracy IEP targets.		
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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
ACL03	are questioning and enjoy solving problems	Reception
ACL05	can explain the ideas and concepts they are learning about	Reception
ACL08	use digital technologies creatively to communicate, find and analyse information	Reception

Healthy, confident individuals

Skill Code	Skill Statement	Year
HCI01	have secure values and are establishing their spiritual and ethical beliefs	Reception
HCI07	have the confidence to participate in performance	Reception

Enterprising, creative contributors

Skill Code	Skill Statement	Year
ECC01	connect and apply their knowledge and skills to create ideas and products	Reception
ECC07	give of their energy and skills so that other people will benefit	Reception

Ethical, informed citizens

Skill Code	Skill Statement	Year
EIC05	are knowledgeable about their culture, community, society and the world, now and in the past	Reception

2015 Cross Curricular Skills

Languages, Literacy and Communication

Oracy

Skill Code	Skill Statement	Year
LOL01	listen and respond with growing attention and concentration	Nursery
LOL01	show that they have listened to others, e.g. by drawing a picture	Reception
LOL01	listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions	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
LOL05	follow simple action words, e.g. through games and songs	Nursery

LOL05	follow action words/commands	Reception
LOL05	follow more complex action commands	Year 1
LOL07	in simple terms, retell a story or information that they have heard	Nursery
LOL07	in simple terms, retell narratives or information that they have heard	Reception
LOL07	retell narratives or information that they have heard using simple connectives	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 words deliberately	Year 1
LOS05	use newly learned vocabulary in and through play activities	Nursery
LOS05	use appropriate vocabulary in and through play activities	Reception
LOS05	use a range of appropriate vocabulary in play and structured activities	Year 1

Reading

Skill Code	Skill Statement	Year
LRC01	recall details of a story or text by answering open-ended questions or referring to picture prompts	Nursery
LRC01	retell familiar stories in a simple way, using pictures to support	Reception
LRC01	retell events from a narrative in the right order	Year 1
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
NDI02	identify steps to complete the task or reach a solution	Nursery
NDI02	identify steps to complete the task or reach a solution	Reception
NDI02	identify steps to complete the task or reach a solution	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
NNC03	combine two groups of objects to find 'how many altogether?'	Reception
NNC03	use 'counting on' strategies to add 2 collections, starting with the larger number, e.g. 8 + 5	Year 1
NNN04	recite numbers from 0 to 10 forwards and backwards using songs and rhymes	Nursery
NNN04	recite numbers up to 20, forwards and backwards, and from different starting points	Reception
NNN04	recite numbers up to 100, forwards and backwards and from different starting points	Year 1
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
NNN07	compare and order numbers to at least 5	Nursery
NNN07	compare and order numbers to at least 10	Reception
NNN07	compare and order numbers to at least 20	Year 1
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
NNC10	talk about addition and subtraction instructions in play activities	Reception
NNC10	understand and use the mathematical symbols for addition, subtraction and equals	Year 1
NNN12	count in 2s to 10 and in 10s to 100	Reception
NNN12	count in 2s, 10s and 5s to 100	Year 1

Measuring

Skill Code	Skill Statement	Year
NML01	compare, sort and order two objects in terms of size by direct observation	Nursery
NML01	use direct comparisons with length, height and distance, e.g. longer/shorter than	Reception
NML01	use non-standard units to measure length, height and distance	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

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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 Code	Skill Statement	Year
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 1.4	Identify emotions of others on a range of digital software. Give reasons for likes/ dislikes of on screen activities.	Nursery
DCF 1.4	Be aware that people can connect with others online. Use appropriate words and feelings.	Reception
DCF 1.4	Begin to communicate with others using digital technology. Start to recognise different symbols seen online. Begin to identify similarities and differences between online and offline communication. Use appropriate words and feelings e.g. discuss words, and actions that could upset people.	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
CDSACD02	make choices when choosing materials and resources	Nursery
CDSACD02	make choices when choosing materials and resources	Reception
CDSACD02	make choices when choosing materials and resources	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
CDSACD04	develop and use their understanding of colour, line, tone, texture, pattern, shape and form	Nursery
CDSACD04	develop and use their understanding of colour, line, tone, texture, pattern, shape and form	Reception
CDSACD04	develop and use their understanding of colour, line, tone, texture, pattern, shape and form	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
CDSM06	reflect on their own and others' music	Nursery
CDSM06	reflect on their own and others' music	Reception
CDSM06	reflect on their own and others' music	Year 1

Range

Skill Code	Skill Statement	Year
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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
CDR05	experience traditions and celebrations of different cultures	Nursery
CDR05	experience traditions and celebrations of different cultures	Reception
CDR05	experience traditions and celebrations of different cultures	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
KUWS11	sorting and grouping information using ICT on some occasions	Nursery
KUWS11	sorting and grouping information using ICT on some occasions	Reception
KUWS11	sorting and grouping information using ICT on some occasions	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
KUWRTP01	sequence events, routines and changes, e.g. in a journey to school, in a story	Nursery
KUWRTP01	sequence events, routines and changes, e.g. in a journey to school, in a story	Reception
KUWRTP01	sequence events, routines and changes, e.g. in a journey to school, in a story	Year 1
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
KUWRPP07	use atlases and globes	Nursery
KUWRPP07	use atlases and globes	Reception
KUWRPP07	use atlases and globes	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
PSDSSD10	develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures	Nursery
PSDSSD10	develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures	Reception
PSDSSD10	develop an awareness of different cultures and the differing needs, views and beliefs of other people in their own and in other cultures	Year 1
PSDSSD11	treat people from all cultural backgrounds in a respectful and tolerant manner	Nursery
PSDSSD11	treat people from all cultural backgrounds in a respectful and tolerant manner	Reception
PSDSSD11	treat people from all cultural backgrounds in a respectful and tolerant manner	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
WLDSW07	communicate by using symbols, pictures, words, phrases and short sentences • play with language, as a means of developing their interest in the language	Nursery
WLDSW07	communicate by using symbols, pictures, words, phrases and short sentences • play with language, as a means of developing their interest in the language	Reception
WLDSW07	communicate by using symbols, pictures, words, phrases and short sentences • play with language, as a means of developing their interest in the language	Year 1
WLDSW10	understand the different purposes and functions of written language as a means of communicating	Nursery
WLDSW10	understand the different purposes and functions of written language as a means of communicating	Reception
WLDSW10	understand the different purposes and functions of written language as a means of communicating	Year 1

Range

Skill Code	Skill Statement	Year
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WLDRO04	Talk/communicate for a variety of purposes including speaking, substituting words in familiar patterns	Nursery
WLDRO04	Talk/communicate for a variety of purposes including speaking, substituting words in familiar patterns	Reception
WLDRO04	Talk/communicate for a variety of purposes including speaking, substituting words in familiar patterns	Year 1
WLDRO06	Talk/communicate for a variety of purposes including presenting simple information	Nursery
WLDRO06	Talk/communicate for a variety of purposes including presenting simple information	Reception
WLDRO06	Talk/communicate for a variety of purposes including presenting simple information	Year 1
WLDRW06	write for different audiences, including peers, adults, members of their family and environments themselves.	Nursery
WLDRW06	write for different audiences, including peers, adults, members of their family and environments themselves.	Reception
WLDRW06	write for different audiences, including peers, adults, members of their family and environments themselves.	Year 1
WLDRR08	read and make use, for different purposes, of a variety of printed and ICT resources	Nursery
WLDRR08	read and make use, for different purposes, of a variety of printed and ICT resources	Reception
WLDRR08	read and make use, for different purposes, of a variety of printed and ICT resources	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
EADL02	I can ask questions to discover how creative work is made.	Reception
EADL10	I can share my creative work.	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
HWDL15	I can take part in group decisions.	Reception

Maths and Numeracy

Skill Code	Skill Statement	Year
MNDL35	I can investigate, collect and record data found in my environment. I can group sets into categories and I am beginning to communicate the rule(s) I have used.	Reception
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
MNDL25	I can make estimates and comparisons with measures, such as 'shorter than', 'heavier than'.	Reception
MNDL37	I am beginning to represent and interpret data, using a range of methods.	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
MNDL05	I can use my experience of the counting sequence of numbers and of one-to-one correspondence to count sets reliably.	Reception
MNDL10	I have explored forming a quantity in different ways, using combinations of objects or quantities.	Reception
MNDL11	I can communicate how sets change when objects are added to and taken away from them.	Reception

Science and Technology

Skill Code	Skill Statement	Year
STDL30	I can explore the properties of materials and choose different materials for a particular use.	Reception
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
STDL21	I can safely use simple tools, materials and equipment to construct and deconstruct.	Reception

Humanities

Skill Code	Skill Statement	Year
HUDL20	I am beginning to understand that some events have happened in the past, other events are happening in the present and that more events will happen in the future.	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
LDL120	I can retell stories.	Reception
LDL33	I can recognise and follow pictorial and/or spoken information and multi-step instructions about familiar topics and routines.	Reception
LDL123	I can respond to what I hear, read and view and can express simple opinions on it.	Reception
LDL88	I am beginning to take turns in conversations, following the topic.	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
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
LDL60	I can use context and pictures to help me understand words.	Reception
LDL37	I can listen to others with growing attention.	Reception
LDL38	I can enjoy sharing books and reading materials and handle them like a reader.	Reception
LDL91	I am beginning to write using familiar words and phrases.	Reception
LDL92	I can write words and phrases by using knowledge of letters and the sounds they represent.	Reception
LDL40	I can segment and blend.	Reception
LDL107	I can use familiar words and phrases and experiment with newly-learned vocabulary.	Reception
LDL65	I can experiment with newly-learned vocabulary.	Reception
LDL95	I am beginning to understand that writing can be for different purposes and audiences.	Reception
LDL44	I can use context and pictures to help me understand what I read.	Reception
LDL97	I can use familiar words and phrases and experiment with newly-learned vocabulary.	Reception