

Mathematics Number

- Recite numbers in order to 10
- Sometimes match numeral and quantity correctly
- Show an interest in numerals in the environment and in representing numbers
- Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same
- Begin to represent numbers using fingers, marks on paper or pictures and recognises not only objects, but anything can be counted, eg steps, claps, and jumps
- Recognise numbers of personal significance
- Recognise numerals 1-5 and then 1-10
- Count 3 or 4 objects by saying number names for each
- Count out up to 6 objects from a larger group
- Select the correct numeral to represent 1-5 objects, then 1-10 objects
- Count reliably with numbers from one to 20
- Shape, Space and Measures**
- To show awareness of similarities of shapes in the environment
- To use shapes appropriately for tasks
- To begin to talk about shapes of everyday objects eg 'round, tall'
- To begin to use mathematical names for 2D shape
- Orders two or three objects by length
- To select a particular named shape
- To use everyday language to compare size
- Compare the length of different objects using mathematical language.

Term 1a -Why is it good to be me?

30-50 months

40-60 months

Early Learning Goals

UtW

- People and Communities**
- Remember and talk about significant events – holidays
- Shows an interest in people who are familiar to them
- Know some things that make them unique and can talk about some of the similarities and differences of friends and family
- Children talk about past and present events in their own lives
- The World**
- Comments** and asks questions about aspects of their familiar world
- To develop an understanding of growth and changes over time
- Look closely at similarities, differences, patterns and change
- Talk about the features of their own immediate environment and how environments may vary from one another.
- Technology**
- To know how to operate simple equipment eg remote control, CD player
- To show interest in technological toys or real objects such as cameras / phones.
- Show skill in making toys work with moving parts
- Know that information can be retrieved from computers
- Completes a simple program on a computer (With adult support)
- Uses ICT hardware to interact with age appropriate computer software (With adult support)

PSED Making relationships

- To play in a group, extending and elaborating play ideas
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults
- Initiates conversations, attends to and takes account of what others say
- Children play co-operatively, taking turns with others
- Self-Confidence and Self-Awareness**
- To select and use resources with help
- To be more outgoing towards unfamiliar people and more confident in new social situations
- To show confidence when asking adults for help.
- To be confident to speak to others about own needs, wants, interests and opinions
- Children are confident to try new activities and can talk about why they like some activities more than others.
- Managing Feelings and Behaviour**
- To be aware of own feelings and know actions and words can hurt others
- To begin to become aware of the boundaries set and of the behavioural expectations of the setting.
- They talk about their own and others' behaviour, and it's consequences, and know that some behaviour is unacceptable.

PD Moving and Handling

- Moves freely and confidently in different ways – running, jumping, crawling, hopping...
- Draws lines and circles using gross-motor movements
- Uses one-handed tools and equipment, eg makes snips in paper with scissors
- Holds pencil between thumb and two fingers (no longer whole-hand grip)
- Can copy some letters eg from their name
- Experiments with different ways of moving
- Jumps off an object and lands appropriately
- Show increasing control over an object pushing, patting, throwing, catching, kicking
- Shows a preference for a dominant hand
- Begin to use anti-clockwise movement and retrace vertical lines
- Begin to form recognisable letters

Health and Self-care

- Observes the effect of activity on their bodies
- Understands that equipment and tools have to be used safely
- To attend to toileting needs most of the time themselves
- To wash and dry hands Dresses with help
- Usually dry and clean during the day
- Shows understanding of how to transport and store equipment safely.

ACTIVITIES

- Counting Rhymes/Rhymes with number names
- Number focus – recognising numbers to 10
- Writing numbers using different media and resources. sand, paint, water, playdough etc
- Counting body actions, steps, claps etc..up to 10
- Number Hunts – Looking for/ identifying numbers in ICP/OCP
- Matching numbers to groups of up to 10 objects - maths table
- Counting objects – maths table, shoes in shoe shop etc
- Number games
- Shape Hunts – Shape fishing /discovering in water, soil and sand
- Using shapes to create pictures – describe shapes and objects using tall, big, round... words and shape names (more able)
- Cutting out / drawing round and naming shapes
- Bubble painting
- Make triangle hats
- Shape Bingo / matching
- What's in the bag? With 2D shape
- ICT – Shape reveal
- Compare size/length – shoe shop role-play
- SEAD – New Beginnings
- Belonging to class – Self-portraits
- Stories about belonging and families
- Carpet time behaviour – Good sitting, Good Listening
- Golden Rules: Discuss, create and display
- Introduce Traffic lights – positive behaviour system
- Forest school activities
- Use of visual timetable
- Self-Registration.
- Adapting activities to suit individual interests
- Selecting resources
- Group activities where children work co-operatively in
- Continuous provision e.g. – Working together to build/role-play
- Adults to model playing games and turn taking
- Talking about feelings – What makes us happy and sad?
- Making happy / sad pictures
- Looking at photographs of people and identifying feelings from expressions.

ACTIVITIES

- British Values-family customs**
- Talk about themselves and their holidays
- Small World play with dolls house/home.
- Role play-shoe shop with shoes, boxes, tills ,customers.
- Draw and label faces and bodies – Talk about sims and diffs
- Create Faces from magazines
- Draw the members of their own family
- Compare pictures of themselves and their friends.
- TECH-** Use phones / cameras in role play
- Explore range of toys with moving parts
- Use listening centre and headphones
- Computers** (with adult support) Use 2 simple to make faces and draw pictures, rhymes on the computer (2simple)
- Label body parts, use espresso programs
- ipads** – use appropriate apps and take photographs
- Pictures of each other doing different things in the classroom/pictures of themselves on the ipads

ACTIVITIES

- RE - Family: Own and School family, Global/ Church family/God's family.**
- Circle Time and Carpet Time.
- Collaborative tasks
- Structured play in Home corner with Technological and writing equipment
- Book time / activities in small groups (Guided reading)
- Create signs and labels for Home corner
- Discrete Phonics activities.- RWI
- Listening station – Nursery Rhymes
- Letter puzzles, jigsaws
- Rhyming jigsaws, Nursery rhyme jigsaws
- Anthony Browne books and activities
- Range of stories in story time
- My Mum and Dad make me laugh – Nick Sharett
- Writing name and other things in role-play etc
- Naming family member and friends
- Labelling pictures of faces / bodies
- Talking about how their bodies have grown / changed
- Emergent writing about family members
- Adult supporting in book corner
- Story time with books chosen by children

ACTIVITIES

ACTIVITIES

- Playdough – Numbers, numicon, faces, cutters and 'Myself' playdough mats.
- Use of scissors – cutting lines, simple shapes, faces, body parts
- Val Sabin Gym Unit 1- Travelling** over/under/around.
- Safety when moving around hall or outdoor area.
- Discussions about safety when jumping and landing in OCP
- Large Outdoor apparatus – Climbing frame, Tricycles, Bats and balls, Space hoppers
- Circle games using large balls for catching
- Action songs
- Large/small construction.
- Use of IWB for Big Writing
- Big painting / drawing – Large easel/paintbrush/water. Finger / hand painting and printing.
- Promote pincer grip for drawing/writing tools.
- Funky Fingers to match developmental needs**
- Interactive fine motor display /Name cards to copy/ Pencil control sheets.

Maths

UtW

PSED

CL & LIT

PD

EA&D

ACTIVITIES

- Sings familiar songs and Nursery Rhymes
- Learn new topic songs (Music Session)
- Listen to music and create movements to show feelings
- Paintings, collages of faces and people / bodies
- Big painting / drawing. – Holidays, faces, family, bodies, friends
- Exploring colour and colour mixing to paint people
- Collages using textured materials for large faces
- Hand and feet prints –marvellous monkeys with own photo
- Use playdough to add features to faces, bodies etc
- Use of different instruments or clap to beat out own name/ rhythms.
- Role play in home / dolls house/shoe shop
- Free choice construction – Encourage children to link to role play.

Author Focus – Anthony Browne

CL

- Listening and Attention**
- Listens to others, one-to-one and in small groups, when the conversation interests them.
- Listen to stories with increasing attention and recall
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Focuses attentions – still listen and do, but can shift attention
- To follow directions if not intently focused on own choice of activity
- Maintains attention, concentrates and sits quietly during appropriate activity
- Children can listen attentively in a range of situations.

Understanding

- Responds to simple instructions eg, to get out or put away an object
- Begin to understand how and why questions.
- Respond to instructions involving a two-part sequence.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Children can follow instructions involving several ideas or actions.
- They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

- Can retell a simple past event in the correct order
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Builds up vocabulary that reflects the breadth of their experience.
- Uses talk in pretending objects stand for something else in play eg. This box is my castle
- Extends vocabulary by grouping and naming.
- Uses language to imagine and recreate roles and experiences in play situations.
- Introduces a storyline or narrative into their play
- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Literacy

Reading

- To show awareness of rhyme and alliteration
- Listen and join in with stories and poems in small groups
- Listen to stories with increasing attention and recall
- Describe story setting, events and characters
- Show interest in illustrations and print in books and the environment
- Recognises familiar words and signs such as own name and advertising logos
- Look at books independently
- Handle books carefully
- Hold books the correct way and turn pages
- Know that print carries meaning and in English is read top to bottom, left to right
- Hear and say the initial sound in words
- Enjoys an increasing range of books.
- To begin to link sounds to letters
- To use phonic knowledge to read some simple words.

Writing

- Sometimes gives meanings to marks as they draw and paint
- Ascribes meanings to marks they see in different places
- To give meanings to marks they make as they draw, write and paint
- Hear and say the initial sound in words
- To write own name and other things such as labels
- Use phonic knowledge to write words in ways that match their spoken sounds.

EA&D Exploring and Using Media and Materials

- Sings some familiar songs
- Initiates movements in response to music
- Explores colour and how colours can be changed
- Understands they can use lines to enclose a space, and to begin to use these shapes to represent objects
- Uses various construction materials
- Joins construction pieces together to build and balance
- Realises tools can be used for a purpose
- Tap out simple repeated rhythms
- Begins to build a repertoire of songs and dances
- Explains what happens when they mix colours
- Constructs with a purpose in mind, using a variety of resources
- Begins to:** Use simple tools and techniques competently and appropriately
- Being Imaginative**
- Uses movement to express feelings Creates movement in response to music
- Notifies what adults do, imitating it what is observed and then doing it when adult is not there.
- Engages in imaginative role-play based on first hand experience
- Use available resources to create props to support role-play
- Creates simple representations of events, people and objects
- Chooses particular colours to suit a purpose
- Introduce a storyline or narrative into their play

Child initiated ideas: PLEASE SEE 'CHILDREN'S INTERESTS' TRACKING CHART ON THE CLASSROOM'S 'CHARACTERISTICS OF EFFECTIVE LEARNING' WORKING DISPLAY-daily tracking of children's interests which then informs daily /weekly planning directions.