

Mathematics Numerar

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.

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 diff 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

Shows understanding of how to transport and store equipment safely.

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

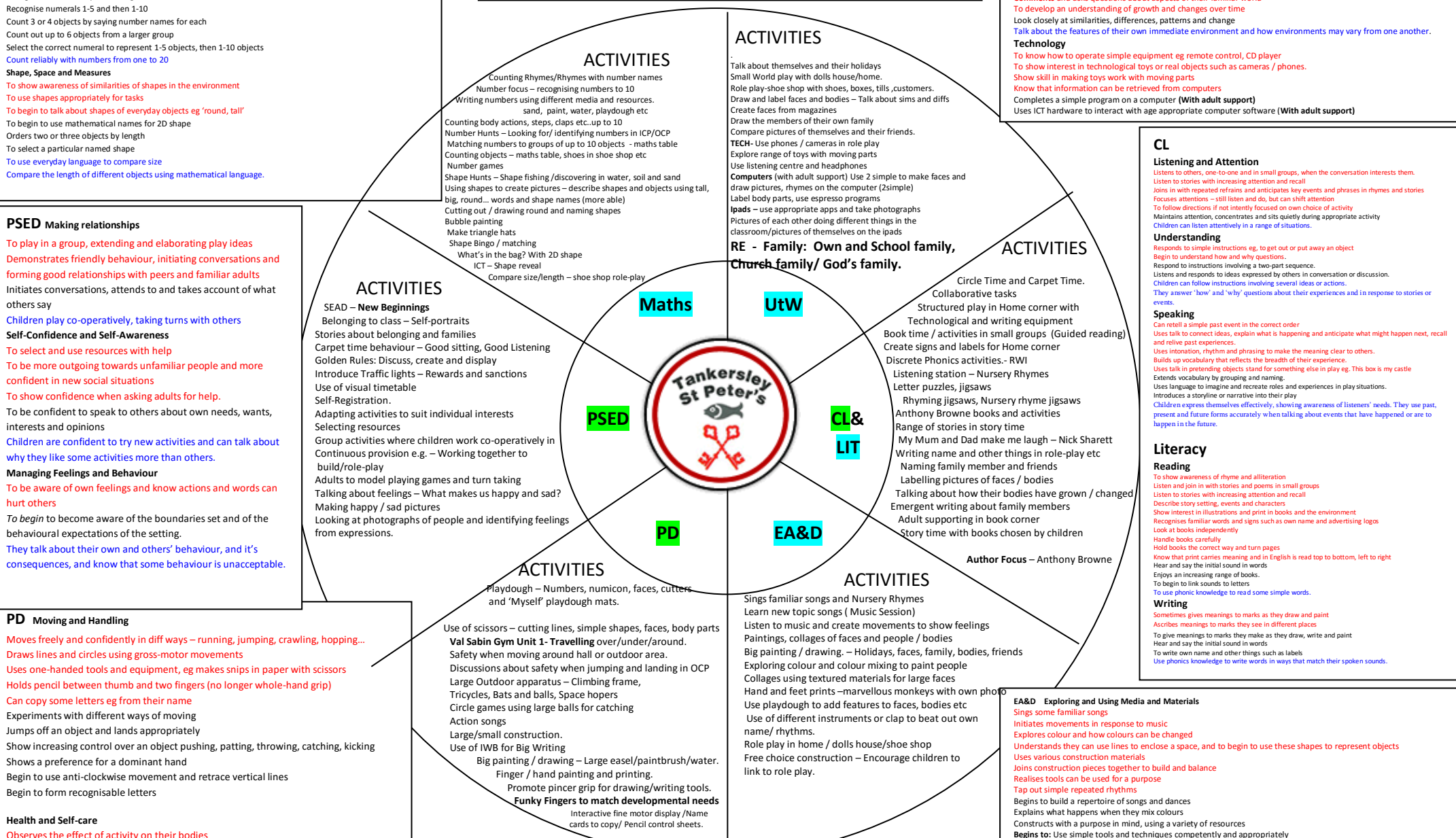
Shows understanding of how to transport and store equipment safely.

Term 1a 2016/17-Why is it good to be me?

30-50 months

40-60 months

Early Learning Goals



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.

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 diffs 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)

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 relate 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 phonics 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