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 saving 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

PD Moving and Handling

To be aware of own feelings and know actions and words can

To begin to become aware of the boundaries set and of the behavioural expectations of the setting.

Draws lines and circles using gross-motor movements

Can copy some letters eg from their name

Experiments with different ways of moving

Jumps off an object and lands appropriately

Shows a preference for a dominant hand

Observes the effect of activity on their bodies

To wash and dry hands Dresses with help

Usually dry and clean during the day

Begin to form recognisable letters

Health and Self-care

They talk about their own and others' behaviour, and it's consequences, and know that some behaviour is unacceptable.

Moves freely and confidently in diff ways - running, jumping, crawling, hopping...

Show increasing control over an object pushing, patting, throwing, catching, kicking

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)

Begin to use anti-clockwise movement and retrace vertical lines

Understands that equipment and tools have to be used safely

Shows understanding of how to transport and store equipment safely.

To attend to toileting needs most of the time themselves

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

40-60 months

Early Learning Goals

ACTIVITIES

Counting Rhymes/Rhymes with number name 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.

Shape Hunts - Shape fishing /discovering in water, soil and sand Using shapes to create pictures – describe shapes and objects using tall, hig 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

PSED

ACTIVITIES

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 - Rewards and sanctions 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

Talk about themselves and their holidays Small World play with dolls house/home.

Role play-shoe shop with shoes hoves tills customers Draw and label faces and bodies - Talk about sims and diffs

Create faces from magazines Draw the members of their own family

UtW

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

RE - Family: Own and School family,

CL&

LIT

Church family/ God's family.

Collaborative tasks

Structured play in Home corner with

Book time / activities in small groups (Guided reading) Create signs and labels for Home corner

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

Talking about how their bodies have grown / changed

Emergent writing about family members

tory time with books chosen by children

ACTIVITIES

ACTIVITIES aydough - Numbers, numicon, faces, cutt and 'Myself' playdough mats.

PD

Maths

rankers/e

St Peter

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 hopers 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.

Sings familiar songs and Nursery Rhymes

Learn new topic songs (Music Session)

EA&D

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 phot

Use playdough to add features to faces, bodies etc

Use of different instruments or clap to beat out own

Role play in home / dolls house/shoe shop Free choice construction - Encourage children to link to role play.

CL

Listening and Attention

Listen to stories with increasing attention and recall

Know some things that make them unique and can talk about some of the similarities and diffs of friends and family

Talk about the features of their own immediate environment and how environments may vary from one another.

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

Understanding

esponds to simple instructions eg, to get out or put away an object Begin to understand how and why question

Respond to instructions involving a two-part sequence.

Listens and responds to ideas expressed by others in conversation or discussion.

They answer 'how' and 'why' questions about their experiences and in response to stories or

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

Literacv

Reading

To show awareness of rhyme and alliteration

Listen to stories with increasing attention and recal

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 Hear and say the initial sound in words and in English is read top to bottom, left to right

phonic knowledge to read some simple words

Writing

Ascribes meanings to marks they see in different place

To write own name and other things such as labels

Initiates movements in response to music

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

Tan 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

Being Imaginative

Notices what adults do, imitating it what is observed and then doing it when adult is not there.

Use available resources to create props to support role-play

Introduce a storyline or narrative into their play

Realises tools can be used for a numose

Begins to: Use simple tools and techniques competently and appropriately

Engages in imaginative role-play based on first hand experience

Creates simple representations of events, people and objects Chooses particular colours to suit a purpose

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.

ACTIVITIES

Circle Time and Carpet Time.

UtW

The World

People and Communities

Remember and talk about significant events - holidays

Children talk about past and present events in their own lives

To develop an understanding of growth and changes over time Look closely at similarities, differences, patterns and change

Comments and asks questions about aspects of their familiar world

To know how to operate simple equipment eg remote control, CD player

To show interest in technological toys or real phiects such as cameras / phones

Uses ICT hardware to interact with age appropriate computer software (With adult support)

Shows an interest in people who are familiar to them

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)

Technological and writing equipment

Discrete Phonics activities.- RWI

Listening station - Nursery Rhymes

Writing name and other things in role-play etc

Naming family member and friends Labelling pictures of faces / bodies

Adult supporting in book corner

Author Focus - Anthony Browne

Enjoys an increasing range of books. To begin to link sounds to letters

etimes gives meanings to marks as they draw and paint

To give meanings to marks they make as they draw, write and paint Hear and say the initial sound in word:

Use phonics knowledge to write words in ways that match their spoken sounds

EA&D Exploring and Using Media and Materials

Explores colour and how colours can be changed