

MATHS

Numbers:

Recognise numerals 1-5 and beyond.
Counts up to three or four objects by saying one number name for each object.
Counts actions or objects that cannot be moved.
Selects the correct numeral to represent up to 10 objects.
Uses the language of 'more' and 'fewer' to compare two sets of objects.
Estimate how many objects they can see and check by counting them.
In practical activities, begin to use vocabulary involved with addition (and subtraction).
Says the number that is one more than a given number (8A)
Finds one more or one less from a group of up to five objects, then ten objects.
Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number
To solve problems involving doubling and halving
Shape, space and measures:
Beginning to use mathematical names for 2D and 3D shapes, and mathematical terms to describe them.
Order items by length, weight or capacity.
Can describe their relative position, such as 'behind' or 'next to'.
Uses familiar objects and common shapes to create and recreate patterns and build models.
Uses everyday language related to time.
Beginning to use everyday language related to money.
To use everyday language to talk about size.
Recognise, create and describe patterns.
They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

PSED

Making relationships

Initiates conversations, attends to and takes account of what others say
Explains own knowledge and understanding and asks appropriate questions of others
Takes steps to resolve conflicts with other children eg. Finding a compromise
To play cooperatively, taking turns with others
Self Confidence and Self Awareness
To communicate freely about home and community.
Confident to speak to others about own needs, wants, interests and opinions
To talk about ideas and choose resources they need for chosen activities.
Managing Feelings and Behaviour
To understand that own actions affect other people, eg becomes upset, or tries to comfort another child when they realise they have upset them
To be able to negotiate and solve problems without aggression eg, when someone has taken their toy.
To work as part of a group / class and understand and follow the rules

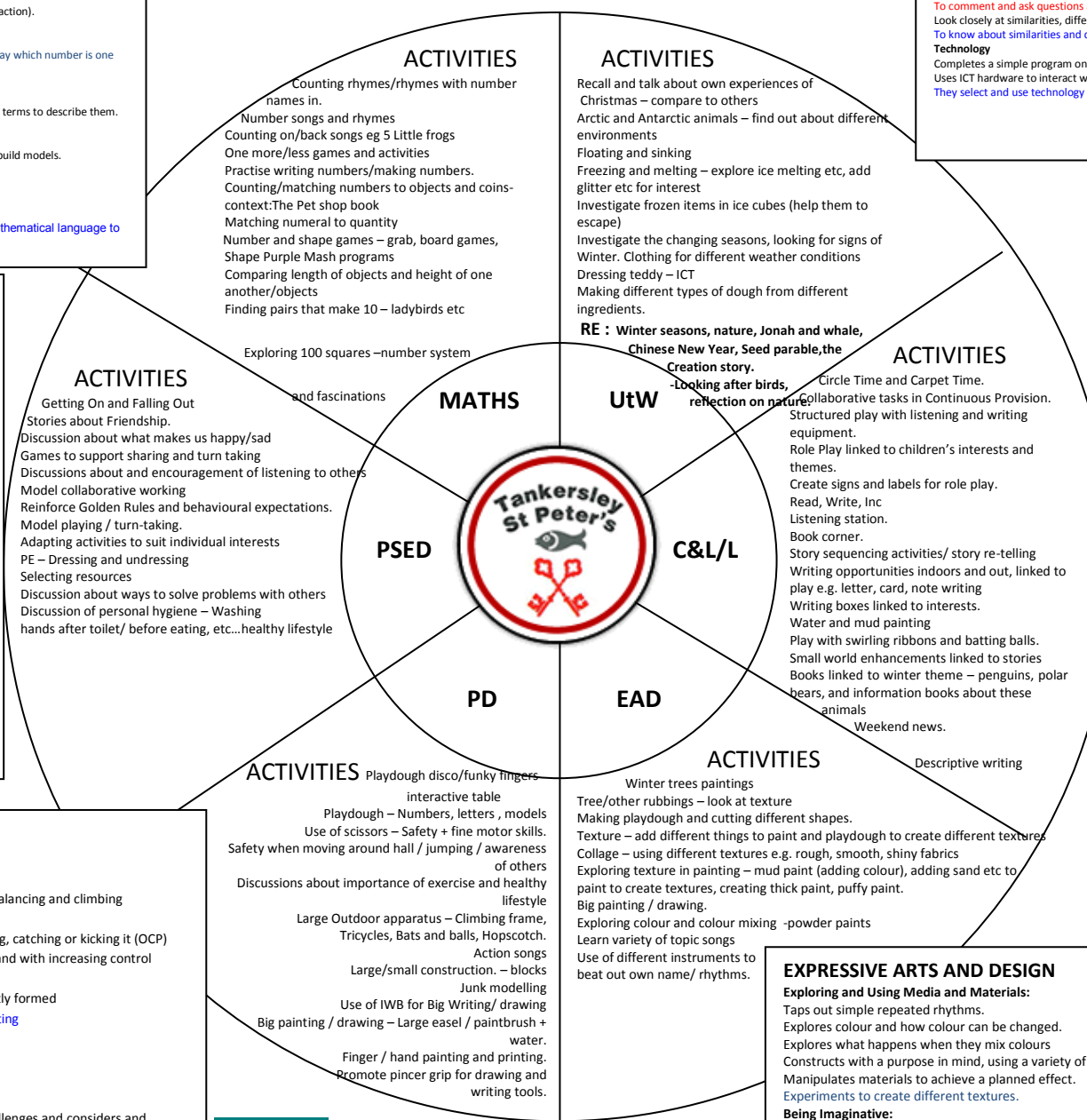
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Moving and Handling

Can copy some letters eg from their name (8A)
Travel with confidence and skill around, under, over and through balancing and climbing equipment.
Show increasing control over an object in pushing, patting, throwing, catching or kicking it (OCP)
Handle tools, objects, construction and malleable materials safely and with increasing control
Begin to form recognisable letters(8A)
Use a pencil to form recognisable letters, most of which are correctly formed
To handle equipment and tools effectively including pencils for writing
Health and Self care
Dresses with help (8A)
To understand equipment and tools have to be used safely
To understand that exercise contributes to good health
Shows understanding of the need for safety when tackling new challenges and considers and manages some risks
Shows understanding of how to transport and store equipment safely
Practise some appropriate safety measures without direct supervision

'What makes it Winter?' – Spring Term 2a 2016/17

Development Matters statements 30-50 and below/4060/ELGs



UNDERSTANDING THE WORLD

People and Communities:

Remembers and talks about significant events in their own experience.
Recognises and describes special times or events for family or friends.
Enjoys joining in with family customs and routines.
They know about similarities and differences between themselves and others, and among families, communities and traditions.
The World
To comment and ask questions about aspects of their familiar world such as the place they live or the natural world.
Look closely at similarities, differences, patterns and change
To know about similarities and differences in relation to places, objects and materials.
Technology
Completes a simple program on a computer
Uses ICT hardware to interact with age appropriate computer software
They select and use technology for particular purposes eg cameras, microphones.

COMMUNICATION & LANGUAGE LITERACY

CLL
Maintains attention, concentrates and sits quietly during appropriate activity
Children can listen attentively in a range of situations.
Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
Respond to instructions involving a two-part sequence.
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.
Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
Links statements and sticks to a main theme or intention.
Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
Reading:
Know that print carries meaning and in English is read top to bottom, left to right
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Enjoys an increasing range of books.
Children read and understand simple sentences.
Writing:
Sometimes 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 words
To write own name and other things such as labels
Attempts to write short sentences in meaningful contexts
Use phonics knowledge to write words in ways that match their spoken sounds.
Write some irregular common words

EXPRESSIVE ARTS AND DESIGN

Exploring and Using Media and Materials:

Taps out simple repeated rhythms.
Explores colour and how colour can be changed.
Explores what happens when they mix colours
Constructs with a purpose in mind, using a variety of resources.
Manipulates materials to achieve a planned effect.
Experiments to create different textures.
Being Imaginative:
Sings to self and makes up simple songs.
Engages in imaginative role play based on first-hand experiences.
Builds stories around toys.
Captures experiences and responses with a range of media, such as music, dance and paint, and other materials and words.

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 informs daily /weekly planning.