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 (BA)

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

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

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

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

ACTIVITIES

MATHS

PD

of others

Action songs

Junk modelling

writing tools

interactive table

Playdough - Numbers, letters, models

Use of scissors - Safety + fine motor skills.

Large Outdoor apparatus - Climbing frame,

Tricycles, Bats and balls, Hopscotch.

Large/small construction. - blocks

Use of IWB for Big Writing/ drawing

Finger / hand painting and printing.

omote pincer grip for drawing and

Counting rhymes/rhymes with number names in

Number songs and rhymes Counting on/back songs eg 5 Little frogs

One more/less games and activities Practise writing numbers/making numbers. Counting/matching numbers to objects and coins-

context:The Pet shop book Matching numeral to quantity

Number and shape games - grab, board games, Shape Purple Mash programs

Comparing length of objects and height of one another/objects

Finding pairs that make 10 - ladybirds etc

Exploring 100 squares -number system

PSED

ACTIVITIES Playdough disco/funky

Safety when moving around hall / jumping / awareness

Discussions about importance of exercise and healthy

Big painting / drawing - Large easel / paintbrush +

: PLEASE SEE 'CHILDREN'S

ACTIVITIES

nd fascinations Getting On and Falling Out Stories about Friendship.

Discussion about what makes us happy/sad

Games to support sharing and turn taking

Discussions about and encouragement of listening to other

Model collaborative working Reinforce Golden Rules and behavioural expectations.

Model playing / turn-taking. Adapting activities to suit individual interests

PE - Dressing and undressing

Selecting resources Discussion about ways to solve problems with others

Discussion of personal hygiene - Washing hands after toilet/ before eating, etc...healthy lifestyle

ACTIVITIES

Recall and talk about own experiences of Christmas - compare to others

Arctic and Antarctic animals - find out about differe environments

Floating and sinking

UtW

EAD

Tankers/e

St Peter

Freezing and melting - explore ice melting etc, add glitter etc for interest

Investigate frozen items in ice cubes (help them to

Investigate the changing seasons, looking for signs of Winter. Clothing for different weather conditions Dressing teddy - ICT

Making different types of dough from different ingredients.

C&L/L

RE: Winter seasons, nature, Jonah and whale,

Chinese New Year, Seed parable, the reation story.

Circle Time and Carpet Time. Looking after birds,

reflection on nature ollaborative tasks in Continuous Provision. Structured play with listening and writing

ACTIVITIES

Role Play linked to children's interests and

Create signs and labels for role play.

Read, Write, Inc.

Listening station.

Book corner.

Story sequencing activities/ story re-telling Writing opportunities indoors and out, linked to play e.g. letter, card, note writing Writing boxes linked to interests.

Water and mud painting

Play with swirling ribbons and batting balls. Small world enhancements linked to stories

Books linked to winter theme - penguins, polar pears, and information books about these animals

Descriptive writing

Weekend news. **ACTIVITIES**

Winter trees paintings

Tree/other rubbings - look at texture

Making playdough and cutting different shapes.

Texture – add different things to paint and playdough to create different textu Collage - using different textures e.g. rough, smooth, shiny fabrics

Exploring texture in painting - mud paint (adding colour), adding sand etc to paint to create textures, creating thick paint, puffy paint. Big painting / drawing.

Exploring colour and colour mixing -powder paints

Learn variety of topic songs Use of different instruments to

beat out own name/ rhythms.

COMMUNICATION & LANGUAGE LITERACY

They know about similarities and differences between themselves and others, and among families, communities and

To comment and ask questions about aspects of their familiar world such as the place they live or the natural world.

UNDERSTANDING THE WORLD

Enjoys joining in with family customs and routines.

Completes a simple program on a computer

Look closely at similarities, differences, patterns and change

Remembers and talks about significant events in their own experience

Recognises and describes special times or events for family or friends.

Uses ICT hardware to interact with age appropriate computer software

To know about similarities and differences in relation to places, objects and materials.

They select and use technology for particular purposes eg cameras, microphones

People and Communities:

traditions. The World

Technology

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

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

Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings

They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

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.

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

Write some irregular common words

PD

Moving and Handling

Can copy some letters eg from their name (BA)

Travel with confidence and skill around, under, over and through balancing and climbing

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(BA)

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 (BA)

To understand equipment and tools have to be used safely

To understand that exercise contributes to good health

Shows understanding of the need for safely 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 INTERESTS' TRACKING CHART ON THE CLASSROOM'S

'CHARACTER STICS OF EFFECTIVE LEARNING' WORKING DISPLAY-daily tracking of children's interests which informs daily /weekly planning

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.