

MATHS

Numbers:

Recognise numerals 1-5 and beyond.

Counts up to three or four objects by saying one number name for each object.

Counts objects to 10 and beyond.

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.

Finds the total number of items in two groups by counting all of them.

Says the number that is one more than a given number.

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

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.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Making Relationships:

Initiates conversations, attends to and takes account of what others say.

They take account of one another's ideas about how to organise their activity.

Self-confidence and Self-awareness:

Enjoys responsibility of carrying out small tasks.

Can describe self in positive terms and talk about abilities.

They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities

Managing Feelings and Behaviour:

Aware that some actions can hurt or harm others.

Can inhibit own actions/behaviours, e.g. stop themselves doing something they shouldn't do.

Can usually adapt behaviour to different events, social situations and changes in routine.

Understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.

Aware of the boundaries set, and of the behavioural expectations in the setting.

Beginning to be able to negotiate and solve problems without aggression.

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable

PHYSICAL DEVELOPMENT

Moving and Handling:

Uses one-handed tools and equipment.

Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

Holds pencil near point between first two fingers and thumb and uses it with good control.

Can copy some letters.

Negotiates space successfully when playing racing and chasing games, adjusting speed or changing direction.

Handles tools, objects, construction and malleable materials safely and with increasing control.

Begins to form recognisable letters.

Uses a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

Children handle equipment and tools effectively, including pencils for writing

Health and Self-care:

Observes the effect of activity on their bodies.

Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

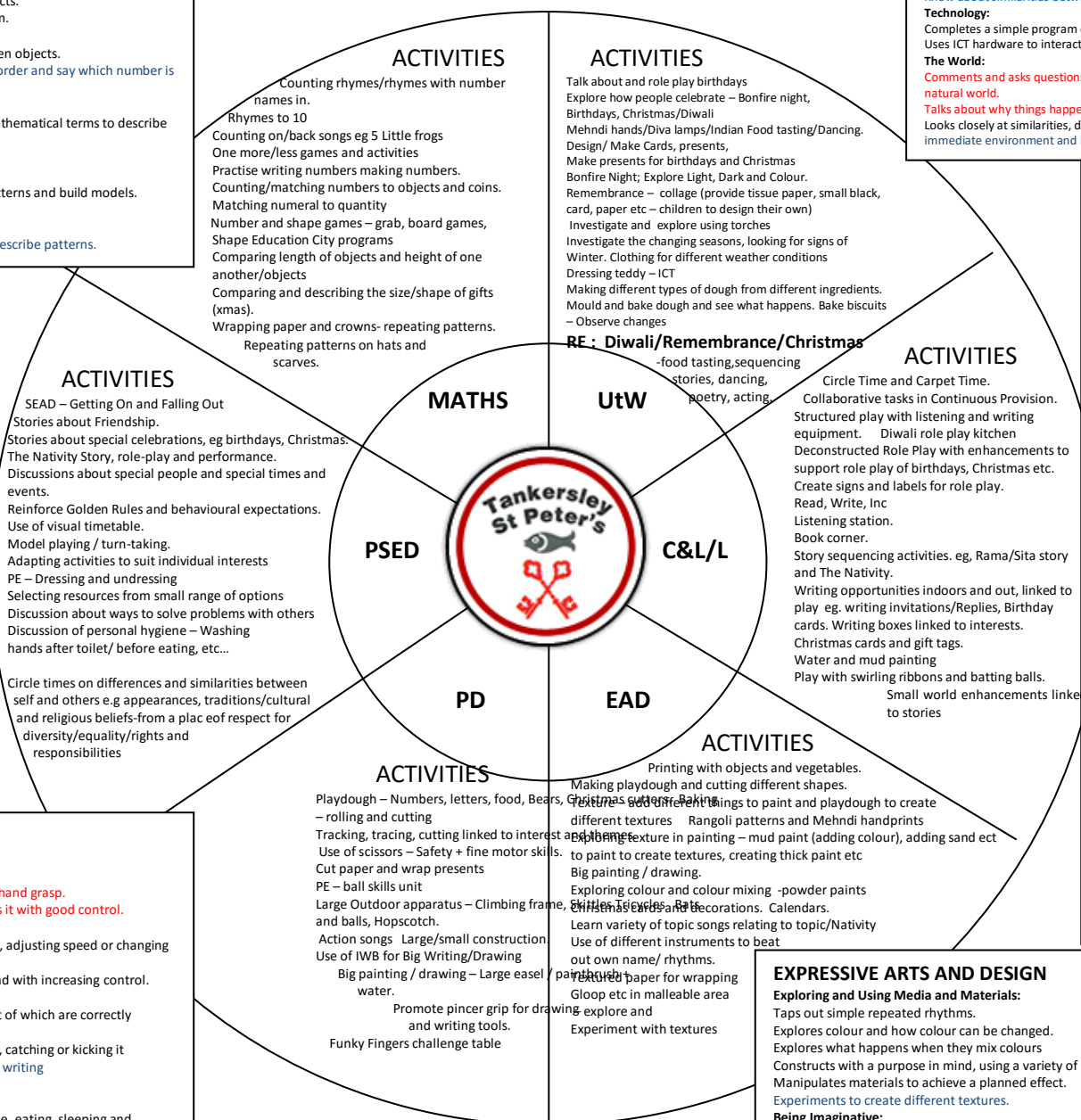
Shows an understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Practices some appropriate safety measures without direct supervision.

Children manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Term 1b 2016/17-How do people celebrate?

Development Matters statements 30-50 and below/40-60/ELGs



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.

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.

Know that other children do not always enjoy the same things and are sensitive to this

Know about similarities between self and others, among families, communities and traditions

Technology:

Completes a simple program on a computer.

Uses ICT hardware to interact with age-appropriate computer software.

The World:

Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world.

Talks about why things happen and how things work.

Looks closely at similarities, differences, patterns and change. They talk about the features of their own immediate environment and how environments might vary from one another

COMMUNICATION & LANGUAGE

Listening and Attention:

Shows interest in play with sounds, songs and rhymes.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Maintains attention, concentrates and sits quietly during appropriate activity.

Children can listen attentively in a range of situations

Understanding:

Developing an understanding of simple concepts.

Responds to simple instructions.

Responds to instructions with a two part sequence.

Able to follow a story without pictures or props.

Children follow instructions involving several ideas or actions

Speaking:

Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Extends vocabulary, especially by grouping and naming, exploring the meaning and sound of new words.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Children express themselves clearly showing an awareness of the listeners needs

LITERACY

Reading:

Shows an awareness of rhyme and alliteration.

Recognise rhythm in spoken words.

Describes main story settings, events and principal characters.

Knows that print carries meaning, and in English, is read from left to right and top to bottom.

Hears and says the initial sounds in words.

Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

Links sounds to letters, sounding the letters of the alphabet.

Begin to read words and simple sentences.

Writing:

Ascribes meanings to marks they see in different places.

Gives meaning to marks as they write paint and draw.

Begins to break the flow of speech into words.

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Writes own name and other things such as labels and captions.

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.

Creates simple representations of events, people and objects.

Plays cooperatively as part of a group to develop and act out a narrative.