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

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 burt or barm 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.

PHYSICAL DEVELOPMENT

Uses one-handled tools and equipment.

Begins to form recognisable letters.

hygiene can contribute to good health.

Moving and Handling:

direction.

Beginning to be able to negotiate and solve problems without

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

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

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

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

ACTIVITIES

rankers/e

St Peter

Counting rhymes/rhymes with number names in.

Rhymes to 10

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. Matching numeral to quantity

Number and shape games - grab, board games, Shape Education City programs

Comparing length of objects and height of one another/objects

Comparing and describing the size/shape of gifts

Wrapping paper and crowns-repeating patterns. Repeating patterns on hats and scarves

MATHS

PD

ACTIVITIES

- rolling and cutting

PF - hall skills unit

and balls, Hopscotch.

Cut paper and wrap presents

PSED

Stories about special celebrations, eg birthdays, Christma The Nativity Story, role-play and performance.

Discussions about special people and special times and

Reinforce Golden Rules and behavioural expectations. Use of visual timetable.

Model playing / turn-taking.

Stories about Friendship.

Adapting activities to suit individual interests

ACTIVITIES

SEAD - Getting On and Falling Out

PE - Dressing and undressing

Selecting resources from small range of options

Discussion about ways to solve problems with others Discussion of personal hygiene - Washing hands after toilet/ before eating, etc...

Circle times on differences and similarities between self and others e.g appearances, traditions/cultural and religious beliefs-from a plac eof respect for

diversity/equality/rights and responsibilities

ACTIVITIES

UtW

Talk about and role play birthdays Explore how people celebrate - Bonfire night, Birthdays, Christmas/Diwali

Mehndi hands/Diva lamps/Indian Food tasting/Dancing. Design/ Make Cards, presents

Make presents for birthdays and Christmas Bonfire Night: Explore Light, Dark and Colour.

Remembrance - collage (provide tissue paper, small black, card, paper etc - children to design their own) Investigate and explore using torches

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. Mould and bake dough and see what happens. Bake biscuits - Observe changes

RE: Diwali/Remembrance/Christmas

food tasting, sequencing ories, dancing,

C&L/L

Circle Time and Carpet Time Collaborative tasks in Continuous Provision. Structured play with listening and writing equipment. Diwali role play kitchen

ACTIVITIES

Deconstructed Role Play with enhancements to support role play of birthdays, Christmas etc.

Create signs and labels for role play. Read, Write, Inc.

Listening station.

Book corner

Story sequencing activities. eg, Rama/Sita story

Writing opportunities indoors and out, linked to play eg. writing invitations/Replies, Birthday cards. Writing boxes linked to interests.

Christmas cards and gift tags. Water and mud painting

Play with swirling ribbons and batting balls.

Small world enhancements linke to stories

ACTIVITIES

Printing with objects and vegetables. Making playdough and cutting different shapes.

Playdough - Numbers, letters, food, Bears, Gheistmas Guttensferekithings to paint and playdough to create different textures Rangoli patterns and Mehndi handprints

Tracking, tracing, cutting linked to interest apsylhamesexture in painting - mud paint (adding colour), adding sand ect Use of scissors – Safety + fine motor skills. to paint to create textures, creating thick paint etc

Big painting / drawing. Exploring colour and colour mixing -powder paints Large Outdoor apparatus - Climbing frame, Skittles Tsievels and tecorations. Calendars.

Learn variety of topic songs relating to topic/Nativity Use of different instruments to beat

out own name/ rhythms.

EAD

wing explore and

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

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

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:

Explores colour and how colour can be changed.

Constructs with a purpose in mind, using a variety of resources.

Manipulates materials to achieve a planned effect.

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.

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

Taps out simple repeated rhythms.

Explores what happens when they mix colours

Experiments to create different textures.

Creates simple representations of events, people and objects.

DISPLAY-daily tracking of children's interests which then informs daily /weekly

planning.

Holds pencil near point between first two fingers and thumb and uses it with good control. Negotiates space successfully when playing racing and chasing games, adjusting speed or changing Handles tools, objects, construction and malleable materials safely and with increasing control.

Uses a pencil and uses it effectively to form recognisable letters, most of which are correctly Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

and writing tools. Funky Fingers challenge table

Action songs Large/small construction

Use of IWB for Big Writing/Drawing

Promote pincer grip for dra

Big painting / drawing - Large easel Gloop etc in malleable area

painthused paper for wrapping

Experiment with textures

ed ideas: PLEASE SEE 'CHILDREN'S INTERESTS' TRACKING CHART ON THE CLASSROOM'S 'CHARACTERISTICS OF EFFECTIVE LEARNING' WORKING

going to the toilet independently.

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

Shows an understanding of the need for safety when tackling new challenges, and considers and

Children manage their own basic hygiene and personal needs successfully, including dressing and

Practices some appropriate safety measures without direct supervision.