

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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

They solve problems, including doubling, halving and sharing

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.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They 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

Children play co-operatively, taking turns with others.

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

They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self Confidence and Self Awareness

Confident to speak to others about own needs, wants, interests and opinions

Children are confident to try new activities, and to say why they like some activities more than others.

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.

They say when they do or don't need help.

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.

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.

They work as part of a group or class, and understand and follow rules.

They adjust their behaviour to different situations, and take changes of routine in their stride the rules

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'Who helps to keep us safe?'

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

ACTIVITIES

Comparing size – 3 bears

Introduction to time – sequencing the events in a day

Positional language – in, on, under, behind, next to, in between the chairs (use in crime scene investigation/link to Police/People Who Help Us)

Adding and subtracting – introduce counting on and backward

Explore 100 squares

Ordering three objects according to their weight-in and outdoors (big bucket scales)

Identifying own mathematical problems and fascinations in the provision

Ordering numerals to 20 and beyond

Doubling and halving problem solving

ACTIVITIES

Growing beans and looking at the roots

Making porridge & gingerbread – discussion of the change of materials

Similarities and differences between three 3 bears

Discussion around what we enjoy doing/what others enjoy doing

Find out about bears

Using computers to create pictures (teacher to introduce word processing)

Use of ipads – creating photo booth, using apps to support stories e.g. morpho/cover it live, imovie etc

Learning about Police, firefighters, doctors, nurses and Canon Hale-How do they help people? Visitors and information writing plus role play police station/doctors surgery. R.E.:The Good Samaritan, 'The Lost Sheep'-How can we help others? Charity and Easter Story learning

UtW

ACTIVITIES

Circle Time and Carpet Time.

Collaborative tasks in Continuous Provision.

Structured play with listening and writing equipment. Role Play linked to traditional tales and People who help us.

Create signs and labels for role-play/lists and letters in the role-play area. Writing challenges linked to stories/interests and non-fiction writing-People Who help us.

Read, Write, Inc Listening station.

Book corner. Story sequencing activities/ story re-telling for traditional tales e.g Goldilocks, Gingerbread Man, Jack and the Beanstalk, Rapunzel.

Writing opportunities indoors and out, linked to play e.g. letter, card, note writing and non fiction

Water and mud painting

Small world linked to traditional tales

Small world enhancements linked to fairytales

High frequency/Decodable words

Reception Lending library

ACTIVITIES

Tree rubbings-describe textures

Making play dough – adding textures e.g. porridge oats

Exploring texture in painting – mud paint (adding colour), adding sand etc

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 play music and sing songs

Designing a new chair for baby bear / new bed etc

Using hard/soft materials for creative purposes

Role play – linked to traditional tales

Small world – dramatic & imaginative play

Junk modelling

Variety of creative resources in creative area

Set up stage area and encourage children to perform for one another (e.g. songs/dances)

Bear masks

Design bridge for gingerbread man

Repeating pattern police cars

MATHS

PSED

PD

ACTIVITIES

Playdough – normal, textured, use of tools, gloop

Use of scissors – lots of opportunities for cutting skills.

Fine motor activities e.g. small bowls and spoons for scooping and transferring, nuts and bolts, pegging, peg boards, marbles balancing, paper clip joining, sorting seeds with tweezers

Discussions about importance of exercise, healthy eating discussions (link with making porridge)

Large Outdoor apparatus – Climbing frame, Tricycles, Bats and balls, Hopscotch.

Large/small construction. – blocks Junk modelling

IWB for Big Writing/ drawing Big painting / drawing

Easel painting.

Promote pincer grip for drawing and writing tools.

Dancing-P.E sessions

All in one suits-mud kitchen

ACTIVITIES

SEAD Going for Goals

Stories about Friendship.

Discussion about what makes us happy/sad

Games to support sharing and turn taking

Discussions about and encouragement- listening to others

Model collaborative working – provide opportunities for collaborative working

Provide opportunities for working with older children eg. Reading buddies

Reinforce Golden Rules and behavioural expectations.

Model playing / turn-taking.

PE – Dressing and undressing

Out door clothing and wellies – independent changing

E.g for mud kitchen

Discussion about ways to solve problems with others

E.g compromise, negotiate turns.

Discussion of personal hygiene – Washing hands after toilet/ before eating, etc...

Staying safe – link to Goldilocks

PD

Moving and Handling

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 (BA)

Use a pencil to form recognisable letters, most of which are correctly formed

Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space.

They handle equipment and tools effectively, including pencils for writing.

Health and Self care

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

Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

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.

To talk about the past and present events in their own lives and in the lives of family members

To know that others don't always enjoy the same things

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, materials and living things.

Can talk about features of own immediate environment and how environments might vary from one another.

Can make observations of animals, plants & explain why some things occur, and talk about changes.

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, use of ipads

Recognise that a range of technology is used schools and homes

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.

Children express themselves clearly showing an awareness of the listeners needs.

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

Develop their own narratives and explanations by connecting ideas and events.

Reading:

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.

Use phonic knowledge to decode regular words and read them aloud accurately

Read some irregular common words

Writing:

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

Write simple sentences that can be read by themselves and others.

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.

Sing songs, make music and dance & experiment with ways of changing them.

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, shape and form.

Being Imaginative:

Creates simple representations of events, people and objects.

Introduce a storyline or narrative into their play

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

Use what they have learnt about media and materials in original ways, thinking about uses and purposes.

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.