

Mathematics Number

- Recite numbers in order to 10
- Sometimes match numeral and quantity correctly
- Show an interest in numerals in the environment and in representing numbers
- Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same
- Begin to name numbers using fingers, marks on paper or pictures and recognises not only objects, but anything can be counted, eg steps, claps, and jumps
- Recognise numbers of personal significance
- Recognise numerals 1-5 and then 1-10
- Count 3 or 4 objects by saying number names for each
- Count out up to 6 objects from a larger group
- Select the correct numeral to represent 1-5 objects, then 1-10 objects
- Count reliably with numbers from one to 20 and order them.

Shape, Space and Measures

- To show awareness of similarities of shapes in the environment
- To use shapes appropriately for tasks
- To begin to talk about shapes of everyday objects eg 'round, tall'
- To begin to use mathematical names for 2D shape
- Orders two or three objects by length
- To select a particular named shape
- To use everyday language to compare size
- Compare the length of different objects using mathematical language.

PSED Making relationships

To play in a group, extending and elaborating play ideas

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults

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

Children play co-operatively, taking turns with others

Self-Confidence and Self-Awareness

To select and use resources with help

To be more outgoing towards unfamiliar people and more confident in new social situations

To show confidence when asking adults for help.

To be confident to speak to others about own needs, wants, interests and opinions

Children are confident to try new activities and can talk about why they like some activities more than others.

Making Feelings and Behaviour

To be aware of own feelings and know actions and words can hurt others

To begin to become aware of the boundaries set and of the behavioural expectations of the setting.

They talk about their own and others' behaviour, and it's consequences, and know that some behaviour is unacceptable.

PD Moving and Handling

- Moves freely and confidently in diff ways – running, jumping, crawling, hopping...
- Draws lines and circles using gross-motor movements
- Uses one-handed tools and equipment, eg makes snips in paper with scissors
- Holds pencil between thumb and two fingers (no longer whole-hand grip)
- Can copy some letters eg from their name
- Experiments with different ways of moving
- Jumps off an object and lands appropriately
- Show increasing control over an object pushing, patting, throwing, catching, kicking
- Shows a preference for a dominant hand
- Begin to use anti-clockwise movement and retrace vertical lines
- Begin to form recognisable letters

Health and Self-care

- Observes the effect of activity on their bodies
- Understands that equipment and tools have to be used safely
- To attend to toileting needs most of the time themselves
- To wash and dry hands Dresses with help
- Usually dry and clean during the day
- Shows understanding of how to transport and store equipment safely.

Cutting out / drawing round and naming shapes
 Bubble painting
 Make triangle hats
 Shape Bingo / match
 What's in the bag? With 2D shape
 ICT – Shape reveal
 Compare size/length – shoe shop role-play

ACTIVITIES

SEAD – **New Beginnings**
 Belonging to class – Self-portraits
 Stories about belonging and families
 Carpet time behaviour – Good sitting, Good Listening
 Golden Rules: Discuss, create and display
 Introduce Traffic lights – positive behaviour system
 Forest school activities
 Use of visual timetable
 Self-Registration.
 Adapting activities to suit individual interests
 Selecting resources Friendships
 Group activities where children work co-operatively in
 Continuous provision e.g. – Working together to
 build/role-play
 Adults to model playing games and turn taking
 Talking about feelings – What makes us happy and sad?
 Making happy / sad pictures
 Looking at photographs of people and identifying feelings
 from expressions-range of feelings e.g worried, excited.

ACTIVITIES

Playdough – Numbers, numicon, faces, cutters
 and 'Myself' playdough mats.

<p>Use of scissors – cutting lines, simple shapes, faces, body parts Val Sabin Gym Unit 1- Travelling over/under/around. Safety when moving around hall or outdoor area. Discussions about safety when jumping and landing in OCP Large Outdoor apparatus – Climbing frame, Tricycles, Bats and balls, Space hoppers Circle games using large balls for catching Action songs Large/small construction. Use of IWB for Big Writing Big painting / drawing – Large easel/paintbrush/water. Finger / hand painting and printing. Promote pincer grip for drawing/writing tools. Funky Fingers to match developmental needs Interactive fine motor display /Name cards to copy/ Pencil control sheets.</p>	<p>Learn new topic songs (Music Session) Listen to music and create movements to show feelings Paintings, collages of faces and people / bodies Big painting / drawing. – Holidays, faces, family, bodies, Exploring colour and colour mixing to paint people Collages using textured materials for large faces Hand and feet prints –marvellous monkeys with own photo Use playdough to add features to faces, bodies etc Use of different instruments or clap to beat out own name/ rhythms. Role play in home / dolls house/shoe shop Free choice construction – Encourage children to link to role play.</p>
<p>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 directions.</p>	

ACTIVITIES

- Counting Rhymes/Rhymes with number names
- Number focus – recognising numbers to 10
- Writing numbers using different media and resources.
 - sand, paint, water, playdough etc
- Counting body actions, steps, claps etc...up to 10
- Number Hunts – Looking for/identifying numbers in ICP/OCP
- Matching numbers to groups of up to 10 objects - maths table
- Counting objects – maths table, shoes in shoe shop etc
- Number games
- Shape Hunts – Shape fishing /discovering in water, soil and sand
- Using shapes to create pictures – describe shapes and objects using tall, big, round... words and shape names (more able)
- Cutting out / drawing round and naming shapes
- Bubble painting
- Make triangle hats
- Shape Bingo – match
- What's in the bag? With 2D shape
- ICT – Shape reveal
- Compare size/length – shoe shop role-play

Maths

PSED

PD

ACTIVITIES

- Portraits
- Families
- Good sitting, Good Listening
- Work and display
- Positive behaviour system
- Individual interests
- Ships
- Work in work co-operatively in
- Working together to
- Games and turn taking
- What makes us happy and sad?
- People and identifying feelings
- Feelings e.g worried, excited.

Playdough – Numbers, numicon, faces, cutters and 'Myself' playdough mats.

ACTIVITIES

British Values-family customs

Talk about themselves and their holidays
Small World play with dolls house/home.
Role play-shoe shop with shoes, boxes, tills ,customers.
Draw and label faces and bodies – Talk about sims and diffis
Create faces from magazines
Draw the members of their own family
Compare pictures of themselves and their friends.

TECH- Use phones / cameras in role play Maker Space trolley-
Exploring simple circuits-copper tape, batteries, bulbs to light up pictures. **Global-E twinning with European schools-sustainability.** Explore range of toys with moving parts
Use listening centre and headphones.**Computers** (with adult support) Use 2 simple to make faces and draw pictures, rhymes on the computer (2simple)/Purple Mash.Label body parts, use espresso programs.**Ipads** – use appropriate apps and take photographs.Pictures of each other doing different things in the classroom/pictures of themselves on the ipads

RE - Family: Own and School family / Church family/God's family.

Circle Time and Carpet Time.
Collaborative tasks
Structured play in Home corner with Technological and writing equipment
Book time / activities in small groups (Guided reading)
Create signs and labels for Home corner
Discrete Phonics activities.- RWI
Listening station – Nursery Rhymes
Letter puzzles, jigsaws
Rhyming jigsaws, Nursery rhyme jigsaws
Author focus: Oliver Jeffers books and activities
Range of stories in story time
My Mum and Dad make me laugh – Nick Sharett
Writing name and other things in role-play etc
Naming family member and friends
Labelling pictures of faces / bodies
Talking about how their bodies have grown / changed
Emergent writing about family members
Adult supporting in book corner
Story time with books chosen by children

ACTIVITIES

ACTIVITIES

Sings familiar songs and Nursery Rhymes

EA&D Exploring and Using Media and Materials
 Sings some familiar songs
 Initiates movements in response to music
 Explores colour and how colours can be changed
 Understands they can use lines to enclose a space, and to begin to use these shapes to represent objects
 Uses various construction materials
 Joins construction pieces together to build and balance
 Realises tools can be used for a purpose
 Tap out simple repeated rhythms
 Begins to build a repertoire of songs and dances
 Explains what happens when they mix colours
 Constrains with a purpose in mind, using a variety of resources
Begins to: Use simple tools and techniques competently and appropriately

Being Imaginative
 Uses movement to express feelings Creates movement in response to music
 Notices what adults do, imitating it what is observed and then doing it when adult is not there.
 Engages in imaginative role-play based on first hand experience
 Use available resources to create props to support role-play
 Creates simple representations of events, people and objects
 Chooses particular colours to suit a purpose
 Introduce a storyline or narrative into their play

- To show awareness of rhyme and alliteration
- Listen and join in with stories and poems in small groups
- Listen to stories with increasing attention and recall
- Describe story settings, events and characters
- Show interest in illustrations and print in books and the environment
- Recognises familiar words and signs such as own name and advertising logos
- Look at books independently
- Handle books carefully
- Hold books the correct way and turn pages
- Know that print carries meaning and in English is read top to bottom, left to right
- Hear and say the initial sound in words
- Enjoys an increasing range of books.
- To begin to link sounds to letters
- To use phonic knowledge to read some simple words.

Writing

- Sometimes gives meanings to marks as they draw and paint
- Ascribes meanings to marks they see in different places
- 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
- To use phonic knowledge to write words in ways that match their spoken sounds.

RE - Family: Own and School family / Church family/God's family.

Utw

Circle Time and Carpet Time.
Collaborative tasks
Structured play in Home corner with
Technological and writing equipment
Book time / activities in small groups (Guided reading)
Create signs and labels for Home corner
Discrete Phonics activities - RWI
Listening station – Nursery Rhymes
Letter puzzles, jigsaws
Rhyming jigsaws, Nursery rhyme jigsaws
Author focus: Oliver Jeffers books and activities
Range of stories in story time
My Mum and Dad make me laugh – Nick Sharetts
Writing name and other things in role-play etc
Naming family member and friends
Labelling pictures of faces / bodies
Talking about how their bodies have grown / changed
Emergent writing about family members
Adult supporting in book corner
Story time with books chosen by children

CL& LIT

EA&D

ACTIVITIES

Sings familiar songs and Nursery Rhymes
Learn new topic songs (Music Session)
Listen to music and create movements to show feelings
Paintings, collages of faces and people / bodies
Big painting / drawing. – Holidays, faces, family, bodies, friends
Exploring colour and colour mixing to paint people
Collages using textured materials for large faces