## **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.

Finds one more or one less from a group of up to five objects, then ten objects.

Using quantities and objects, add and subtract two single digit numbers and count on or back to

## 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 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

about their own and others' behaviour, and its consequences. and know that some behaviour is unacceptable

## Term 1b - How do people celebrate?

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

## **ACTIVITIES**

Rhymes to 10/20 Numicon and bars exploration -Maths Mastery-subitising-base 10-number pairs to 10

Practise writing numbers and making numbers. Counting/matching numbers to objects and coins.

Number and shape games - board games,

Comparing length of objects and height of one another/objects-Ordering containers according to capacity. Comparing and describing the size/shape of

Repeating patterns on hats and

**MATHS** 

**PSED** 

Playdough - Numbers, letters, food, Bears, Christmas

Tracking, tracing, cutting linked to interest and themes

Large Outdoor apparatus - Climbing frame, Skittles

Big painting / drawing - Large easel / paintbrush for

Promote pincer grip for drawing and writing tools.

Funky Fingers challenge table- nuts and bolts

Letter formation/practise

cutters. Baking - rolling and cutting

Tricycles Bats and balls, Hopscotch.

Use of IWB for Big Writing/Drawing

Action songs Large/small construction.

Cut paper and wrap presents

PE - Dance

Use of scissors - Safety + fine motor skills.

PD

The Nativity Story, role-play and performance.

Discussions about special people and special times and

Reinforce Golden Rules and behavioural expectations.

Model playing / turn-taking.

Adapting activities to suit individual interests

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 place of respect for diversity/equality/rights and **ACTIVITIES** 

responsibilities plus Anti-Bullying

UtW

Tankersley St Peter

Explore how people celebrate - Bonfire nigh Birthdays, Christmas/Diwali

Design/ Make Cards, presents,

card, paper etc - children to design their own)

Investigate and explore using torches

Dressing teddy - ICT Making different types of dough from different ingredients.

- Observe changes RE: Diwali Global

## Remembrance/Christmas **British Values**

Structured play with listening and writing equipment. Diwali role play kitchen Role Play with enhancements to support role play

Create signs and labels for role play.

Read, Write, Inc/Handwriting

Book corner.

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

Water and mud painting

Play with swirling ribbons and batting balls.

Fiction and non-fiction writing linked to Celebrations e.g Letters to Father

## **ACTIVITIES**

## Printing with objects and vegetables.

**EAD** 

C&L/L

Making playdough and cutting different shapes.

Texture - add different things to paint and playdough to create different textures Rangoli patterns and Mehndi handprints Exploring texture in painting – mud paint (adding colour), adding sand ect to paint to create textures, creating thick paint etc

Big painting / drawing. Create clay diva lamps. Exploring colour and colour mixing -powder paints

Christmas cards and decorations. Calendars. Learn variety of topic songs relating to topic/Nativity

Use of different instruments to beat

Textured paper for wrapping Gloop etc in malleable area Experiment with textures.

out own name/ rhythms.

## **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.

Being Imaginative: Sings to self and makes up simple songs.

Engages in imaginative role play based on first-hand experiences

Captures experiences and responses with a range of media, such as music, dance and paint, and other materials and words.

Uses one-handled tools and equipment.

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

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

Begins to form recognisable letters. 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

## 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 manages some risks.

going to the toilet independently.

## **ACTIVITIES**

# Talk about and role play birthdays

Mehndi hands/Diva lamps/Indian Food tasting/Danci

Make presents for birthdays and Christmas

Bonfire Night; Explore Light, Dark and Colour. Remembrance - collage (provide tissue paper, small black,

Investigate the changing seasons, looking for signs of

Winter. Clothing for different weather conditions

Mould and bake dough and see what happens. Bake biscuits

learning-food tasting, sequencing stories, dancing, acting.

## **ACTIVITIES**

Circle Time and Carpet Time. Collaborative tasks in Continuous Provision.

of birthdays, Christmas etc.

Listening station.

Story sequencing activities. eg, Rama/Sita story and The Nativity. Global learning/British values

Christmas cards and gift tags.

Small world enhancements linked to stories.

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.

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

### 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.

representing some sounds correctly and in sequence. Writes own name and other things such as labels and captions.

Links sounds to letters, sounding letters of the alphabet. Attempts to write short sentences in meaningful contexts Use phonic knowledge to write words in ways which match their spoken sounds

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

Creates simple representations of events, people and objects.

Use what they have learnt about media and materials in original ways.

## Technology:

Completes a simple program on a computer.

Remembers and talks about significant events in their own experience.

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

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.

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

**People and Communities:** 

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.

UNDERSTANDING THE WORLD

Enjoys joining in with family customs and routines.

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

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

Uses some clearly identifiable letters to communicate meaning,

Experiments to create different textures.

Builds stories around toys.

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

## hild initiated ideas: PLEASE SEE 'CHILDREN'S INTERESTS' TRACKING CHART ON THE CLASSROOM'S

'CHARACTERISTICS OF EFFECTIVE LEARNING' WORKING

## Counting rhymes/rhymes with number

Counting on/back songs eg 5 Little frogs One more/less games and activities

Matching numeral to quantity

Purple Mash games

Wrapping paper and crowns- repeating patterns

Stories about Friendship. Stories about special celebrations, eg Birthdays, Christmas

events. British Values

**ACTIVITIES** 

SEAD - Getting On and Falling Out

Use of visual timetable.

Children talk about how they and others show feelings, talk Week activities.

PHYSICAL DEVELOPMENT Moving and Handling:

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

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

## Children handle equipment and tools effectively, including pencils for writing

hygiene can contribute to good health.

Practices some appropriate safety measures without direct supervision. Children manage their own basic hygiene and personal needs successfully, including dressing and

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