

MATHEMATICS

Number

Recites some number names in sequence. Sometimes match numeral and quantity correctly

Show an interest in numerals in the environment and in representing numbers

Knows that numbers identify how many objects are in a set

Begin to represent numbers using fingers, marks on paper or pictures and recognises not only objects, but anything can be counted, eg steps, claps, and jumps

Shows an interest in representing numbers Recognise numbers of personal significance

Recognise numerals 1-5 Count 3 or 4 objects by saying number names for each. Counts actions or objects which cannot be moved. Count out up to 6 objects from a larger group. Select the correct numeral to represent 1-5 objects. Counts an irregular arrangement of up to 5. Estimate how many objects can be seen and check by counting them. Says the number that is 1 more or 1 less than a set of up to 5 objects. Beginning to use vocabulary involved in adding and subtracting. Begins to identify own mathematical problems based on own interests and fascinations. **Shape, Space and Measures** Anticipates time based events e.g meal times

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

To select a particular named shape

To use everyday language to compare size

PERSONAL, SOCIAL AND EMOTIONAL

DEVELOPMENT **Making relationships** Seeks out others

to share experiences. 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 Beginning to express own preferences and interests. 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.** **Managing Feelings and Behaviour**

To show understanding and co-operate with some boundaries and routines. 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.*

PHYSICAL DEVELOPMENT

Moving and Handling

Shows control in holding and using jugs to pour, hammer, books and mark making tools 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

Feeds self competently with spoon 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.

EYFS END POINTS MEDIUM TERM PLANNING

Autumn Term 1a

F1- Who am I?

F2-Why is it good to be me?

Development Matters statements 22-36m

30-50 months 40-60 months Early Learning Goals

END POINTS

F1-I CAN SUBTITISE, COUNT, AND REPRESENT AMOUNTS OF 1,2, AND 3. I UNDERSTAND THE FACTS, SKILLS AND CONCEPTS LINKED TO NUMBERS, ORDERING AND COMPARING TO 3.

F2- I CAN EXPLORE NUMBER AND PLACE VALUE TO 5. I CAN COUNT UP TO 5 OBJECTS FROM A LARGER SET. I CAN SORT OBJECTS INTO DIFFERENT GROUPS. I CAN COMPARE QUANTITIES OF IDENTICAL AND NON-IDENTICAL SETS.

END POINTS

F1- I AM CONFIDENT TO TALK ABOUT MYSELF, MY FAMILY AND MY COMMUNITY.

F2- I AM ABLE TO TALK ABOUT MY OWN INTERESTS AND ABILITIES. I CAN COMMENT UPON AND ASK QUESTIONS ABOUT OTHER PEOPLE'S INTERESTS AND ABILITIES.

F1-I AM DEVELOPING MY GROSS AND FINE MOTOR CONTROL IN MY LEARNING.
F2-I CAN SHOW INCREASING GROSS AND FINE MOTOR CONTROL IN MY LEARNING.
PE: Small and Large apparatus sessions

END POINTS

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.

UNDERSTANDING THE WORLD

People and Communities Has a sense of own immediate family and relations.

Remember and talk about significant events – holidays

Shows an interest in people who are familiar to them

Know some things that make them unique and can talk about some of the similarities and diffs of friends and family **Children talk about past and present events in their own lives**

The World

Enjoys playing with small world models e.g farm, garage.

Comments and asks questions about aspects of their familiar world

To develop an understanding of growth and changes over time

Look closely at similarities, differences, patterns and change

Talk about the features of their own immediate environment and how environments may vary from one another.

Technology **Seeks to acquire basic skills in turning on and operating ICT equipment.**

To know how to operate simple equipment eg remote control, CD player

To show interest in technological toys or real objects such as cameras / phones.

Show skill in making toys work with moving parts.

Know that information can be retrieved from computers

Completes a simple program on a computer **(With adult support)**

Uses ICT hardware to interact with age appropriate computer software **(With adult support)**

COMMUNICATION AND LANGUAGE

Listening and Attention Listens with interest to the noises adults make reading stories. Listens to others, one-to-one and in small groups, when the conversation interests them.

Listen to stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Focuses attentions – still listen and do, but can shift attention

To follow directions if not intently focused on own choice of activity

Maintains attention, concentrates and sits quietly during appropriate activity

Children can listen attentively in a range of situations.

Understanding Understands more complex sentences e.g put your toys away and then we'll read a book

Responds to simple instructions eg, to get out or put away an object

Begin to understand how and why questions.

Respond to instructions involving a two-part sequence.

Listens and responds to ideas expressed by others in conversation or discussion.

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.

Speaking Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

Can retell a simple past event in the correct order

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

Uses intonation, rhythm and phrasing to make the meaning clear to others.

Builds up vocabulary that reflects the breadth of their experience.

Uses talk in pretending objects stand for something else in play eg. This box is my castle

Extends vocabulary by grouping and naming.

Uses language to imagine and recreate roles and experiences in play situations.

Introduces a storyline or narrative into their play

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened are to happen in the future.

LITERACY

Reading Has some favourite stories, rhymes and jingles. 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 setting, 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

Starts to distinguish between the different marks they make. 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

Use phonics knowledge to write words in ways that match their spoken sounds.

EXPRESSIVE ARTS AND DESIGN

Exploring and Using Media and Materials Joins in singing favourite songs. 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.

Begin to build a repertoire of songs and dances

Explains what happens when they mix colours

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

Begins to: Use simple tools and techniques competently and appropriately

Being Imaginative Beginning to use representation to communicate

Uses movement to express feelings Creates movement in response to music

Notifies 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



