

MATHS

Numbers: Begins to make comparisons between quantities.

Uses number names and number language spontaneously. Uses number names accurately in play. Separates a group of 3 or 4 objects in different ways beginning to recognise that the total is still the same.

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.

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.

Shape, Space and Measures: Begins to use the language of size.

Shows an interest in shapes and space by playing with shapes or making arrangements with objects. Shows interest in shapes in the environment.

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.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Making Relationships: Shows affection and concern for people who are special to them.

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: Separates from main carer with confidence. 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: Can inhibit own actions and behaviours.

Aware that some actions can hurt or harm others. 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 aggression. 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.

PHYSICAL DEVELOPMENT

Moving and Handling: Beginning to show preference for dominant hand.

Uses one-handed tools and equipment.

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

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

Can copy some letters.

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

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

Begins to form recognisable letters.

Uses a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it

Children handle equipment and tools effectively, including pencils for writing

Health and Self-Care: Beginning to be independent in self care.

Observes the effect of activity on their bodies.

Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Shows an understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Practices some appropriate safety measures without direct supervision.

Children manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

EYFS END POINTS MEDIUM TERM PLANNING

Autumn Term 1b

F1-How do we celebrate?

F2-How do others celebrate?

Development Matters statements **22-36m 30-50m 40-60m Early Learning**

Goals

END POINTS

F1-I CAN SEPARATE AMOUNTS INTO UNEQUAL AND EQUAL GROUPS. I CAN COMBINE UNEQUAL AND EQUAL GROUPS. I CAN UNDERSTAND THE FACTS, SKILLS AND CONCEPTS LINKED TO FLAT SHAPES.

F2- I CAN COMPARE QUANTITIES OF IDENTICAL AND NON IDENTICAL SETS. I CAN EXPLORE CHANGE WITHIN 5 BY FINDING 1 MORE AND 1 LESS. I CAN EXPLORE TIME IN TERMS OF MY DAY.

END POINTS

F1-I CAN RECALL HOW I CELEBRATE HOW I CELEBRATE CHRISTMAS WITH MY FAMILY. ICT I CAN DRAW LINES AND SIMPLE MARKS USING A PEN TOOL ON A DRAWING PROGRAM **F2-I CAN COMPARE SIMILARITIES AND DIFFERENCES BETWEEN THE FESTIVALS: DIWALI AND CHRISTMAS. ICT I CAN USE ICT HARDWARE TO INTERACT WITH WORD PROCESSING SOFTWARE.**

END POINTS

F1-I CAN USE VOCABULARY BASED UPON OBJECTS AND PEOPLE OF PARTICULAR IMPORTANCE.F2-I CAN USE TALK TO ORGANISE, SEQUENCE AND CLARIFY THINKING, IDEAS, FEELINGS AND EVENTS. L :R: **F1-I CAN DESCRIBE MAIN STORY SETTINGS, EVENTS AND PRINCIPAL CHARACTERS. F2-I CAN SEGMENT THE SOUNDS IN SIMPLE WORDS AND BLEND THEM TOGETHER, KNOWING WHICH LETTERS REPRESENT SOME OF THEM. L :W: **F1-I CAN ASCRIBE MEANINGS TO MARKS. F2:I CAN USE CLEARLY IDENTIFIABLE LETTERS TO COMMUNICATE MEANING****

REPRESENTING SOME SOUNDS CORRECTLY AND IN SEQUENCE IN A WORD.

END POINTS

F1-I CAN ACCEPT THE NEEDS OF OTHERS AND START TO TAKE TURNS AND SHARE RESOURCES. F2-I CAN BEGIN TO NEGOTIATE AND SOLVE PROBLEMS WITHOUT AGRESSION.

END POINTS

F1-I CAN HOLD MY PENCIL BETWEEN THUMB AND 2 FINGERS. F2-I CAN USE A PENCIL MORE EFFECTIVELY TO FORM RECOGNISABLE LETTERS.

PE: Creative dance and Indian dancing

END POINTS

F1-I CAN USE LINES TO ENCLOSE A SPACE AND BEGIN TO USE THESE SHAPES TO REPRESENT OBJECTS. Art- I CAN EXPLORE COLOUR AND MIX COLOURS TO CHANGE THEMF2-I CAN USE SIMPLE TOOLS AND TECHNIQUES COMPETENTLY AND APPROPRIATELY. Art- I CAN CONTINUE TO COLOUR MIX, DEVELOPING MEMORY OF WHAT HAPPENS WHEN WE ADD WHITE OR BROWN TO A COLOUR.****

EXPRESSIVE ARTS AND DESIGN

Exploring and Using Media and Materials:

Creates sounds by banging, shaking, tapping. 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.

Experiments to create different textures. Sing songs, make music and dance, experiment with ways of changing them.

Being Imaginative: Shows confidence to use representation to communicate. 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 responds with a range of media, such as music, dance and paint, and other materials and words. Creates simple representations of events, people and objects. 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.

UNDERSTANDING THE WORLD

People and Communities: Beginning to have own friends.

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.

Technology: Can operate ICT equipment with developing confidence.

Completes a simple program on a computer.

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

The World: To notice features during small world play.

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: Recognises and responds to many familiar sounds. 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 understanding of simple concepts e.g big and little. 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 simple sentences. 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: Repeats words or phrases from familiar stories.

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

Writing: Distinguishes between marks they make.

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.

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.

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