

## MATHS

**Numbers:** Knows that a group of things change in quantity when something is added or taken away. 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. To solve problems involving doubling and halving. Children estimate a number of objects and check quantities by counting up to 20.

### Shape, Space and Measures:

Notifies simple shapes and patterns in pictures. 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. To use everyday language to talk about size. Recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. Children estimate and measure using non-standard measures.

**PSED Making relationships** Interested in others' play and starting to join in. Can play in a group, extending and elaborating play ideas. Keeps play going by responding to what others are saying or doing. 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. To play cooperatively, taking turns with others. Children play group games with rules. Self Confidence and Self Awareness. Confidently expresses own preferences and interests. To communicate freely about home and community. Confident to speak to others about own needs, wants, interests and opinions. To talk about ideas and choose resources they need for chosen activities. Children are confident speaking to a class group. **Managing Feelings and Behaviour** Can express own feelings such as sad, happy, cross, worried. Begins to accept the needs of others and can take turns and share resources. 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. To work as part of a group / class and understand and follow the rules. Children know some ways to manage their feelings and are beginning to

**PD Moving and Handling** Climbs confidently and is beginning to pull themselves up on climbing equipment. Can copy some letters eg from their name (BA). 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. Use a pencil to form recognisable letters, most of which are correctly formed. To handle equipment and tools effectively including pencils for writing. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. **Health and Self care** Clearly communicates their need for potty or toilet. Dresses with help. To understand equipment and tools have to be used safely. 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. Practise some appropriate safety measures without direct supervision. To manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. They can dress and undress independently, successfully managing fastening buttons or laces.

## EYFS END POINTS MEDIUM TERM PLANNING

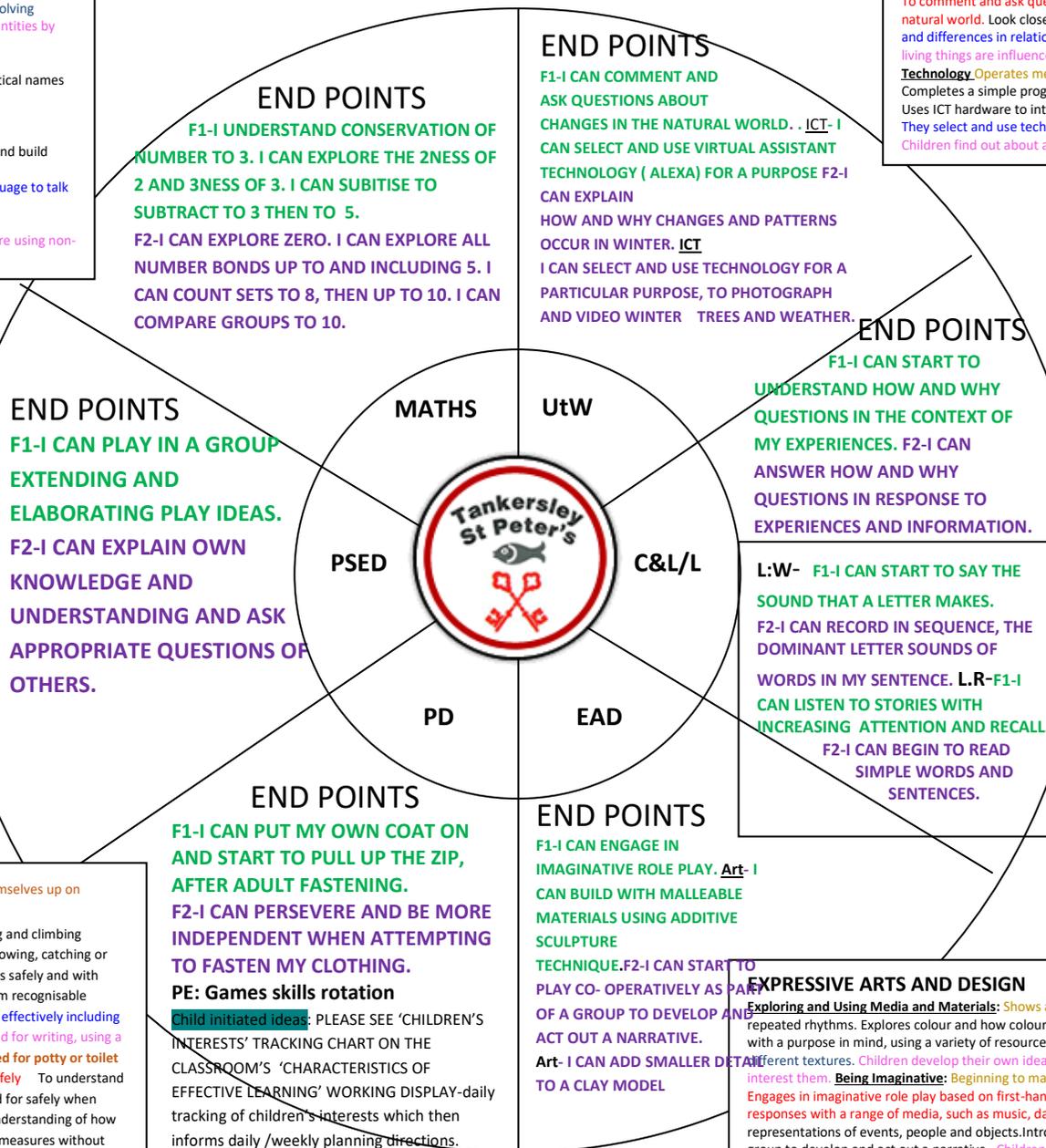
### Spring Term 2a

### F1-What makes it Winter?

### F2-How does Winter Weather affect us?

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

Learning Goals Exceeding statements



## UNDERSTANDING THE WORLD

### People and Communities:

In pretend play, imitates everyday actions and events from own family and cultural background. 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. They know about similarities and differences between themselves and others, and among families, communities and traditions. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

### The World

Notifies detailed features of objects and the environment. 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 and materials. Children know that the environment and living things are influenced by human activity. Technology Operates mechanical toys e.g turns knob on wind up toy. 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. Children find out about and use a range of everyday technology.

## COMMUNICATION & LANGUAGE

**Listening and Attention** Shows interest in play with sounds, songs and rhymes. 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. Children listen to instructions and follow them accurately, asking for clarification if necessary.

**Understanding** Identifies action words by pointing to the right picture e.g who's jumping. 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. After listening to stories children can express views about events or characters in the story and answer questions about why things happened. **Speaking** Holds a conversation jumping from topic to topic. 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. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Children show some awareness of the listener by making changes to language and non-verbal features.

### LITERACY

**Reading:** Fills in the missing word or phrase in a known rhyme, story or game. Know that print carries meaning and in English is read top to bottom, left to right. 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. Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words.

**Writing:** Distinguish between marks made.

Sometimes gives meanings to marks as they draw and paint. 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. Children can spell phonically regular words of more than 1 syllable.

## EXPRESSIVE ARTS AND DESIGN

**Exploring and Using Media and Materials:** Shows an interest in the way that musical instruments sound. 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. Children develop their own ideas through selecting and using materials and working on processes that interest them. **Being Imaginative:** Beginning to make believe by pretending. 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 responses with a range of media, such as music, dance and paint, and other materials and words. 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. Children talk about the ideas and processes which have led them to make music, designs, images or products.