EYFS END POINTS MEDIUM TERM PLANNING

Spring Term 2b **F1-What happens in Spring?**

F2-What do living things need to grow?

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

MATHS

Numbers: Selects a small number of objects when asked.
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.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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. They solve practical problems that involve combining groups of 2,5 or 10.
Shape, Space and Measures: Begins to categorise objects according to properties such as shape/size. 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.Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Estimate, weigh and compare and order objects.

UNDERSTANDING THE WORLD

People and Communities: Learns that they have similarities and differences that connect them to, and distinguish them from, others. 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.
To talk about the past and present events in their own lives and in the lives of family members. To know that others don't always enjoy the same things. They know about similarities and differences between themselves and others, and among families, communities and traditions. They know that other children have different likes and dislikes.
The World Notices 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, materials and living things. Can talk about features of own immediate environment and how environments might vary from one another. Can make observations of animals, plants & explain why some things occur, and talk about changes. They can describe some actions which people in their own community do that help to maintain the area they live in. **Technology** Can operate ICT equipment with some confidence.
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, use of ipads
Recognise that a range of technology is used schools and homes. They select appropriates applications that support an identified need.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Making Relationships May form a special friendship with another child. 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. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Understands that someone's point of view can be different from their own.
Self Confidence and Self Awareness . Can begin to select activities with support. Confident to speak to others about own needs, wants, interests and opinions. Children are confident to try new activities, and to say why they like some activities more than others. 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. They say when they do or don't need help. They can talk about the things they enjoy and are good at and about the things they do not find easy. **Managing Feelings and Behaviour** Tries to help or give comfort when others are distressed. 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. 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. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride the rules. They can listen to each other's suggestions and plan how to achieve an outcome without adult help.

COMMUNICATION & LANGUAGE

Listening and Attention Single channelled attention. Can shift to a different task if attention fully gained-using child's name helps focus. 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. They listen attentively with sustained concentration to follow a story without pictures or props. **Understanding** **Understands who, what and where in simple questions e.g Who's that/can? What's that? Where's that?** 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. Carry out instructions which contain several parts in a sequence. **Speaking** Learns new words very rapidly and is able to use them in communicating.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. Children express themselves clearly showing an awareness of the listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas and events. They recount experiences and imagine possibilities, often connecting ideas.

LITERACY **Reading:** Talks about some favourite stories, rhymes, poems or jingles.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. Use phonic knowledge to decode regular words and read them aloud accurately. Read some irregular common words.
They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. **Writing:** Distinguishes between the marks they make.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.
Write simple sentences that can be read by themselves and others. Can spell many irregular but high frequency words.

PHYSICAL DEVELOPMENT

Moving and Handling Imitates drawing simple shapes such as circles and lines.
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. 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. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
They handle equipment and tools effectively, including pencils for writing.
Children can hop confidently and skip in time to music. **Health and Self-Care** Begins to recognise danger and seek support from adults for help. To understand that exercise contributes to good health. Shows understanding of the need for safely when tackling new challenges and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Children know about and can make healthy choices in relation to healthy eating and exercise.

EXPRESSIVE ARTS AND DESIGN

Exploring and Using Media and Materials:
Experiments with blocks, colours and marks. 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. Sing songs, make music and dance & experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, shape and form. Through explorations, they find out and make decisions about how media and materials can be combined and changed.
Being Imaginative: 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. Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. They talk about features of their own and others' work, recognising the differences between them and the strengths of others.

MATHS

END POINTS

F1-I CAN SHARE ITEMS OUT EQUALLY. I UNDERSTAND THE FACTS, SKILLS AND CONCEPTS LINKED TO FLAT AND SOLID SHAPES.
.F2-I CAN COMBINE 2 GROUPS TO FIND THE WHOLE. I CAN EXPLORE NUMBER BONDS TO 10 USING A 10 FRAME, THEN PART WHOLE MODEL. I CAN LEARN ABOUT SPATIAL AWARENESS AND INVESTIGATE FLAT AND SOLID SHAPES.

UtW

END POINTS

F1-I CAN LOOK CLOSELY AT SIMILARITIES, DIFFERENCES, PATTERNS AND CHANGE. ICT I CAN NAME AND TALK ABOUT AN EXAMPLE OF TECHNOLOGY FROM HOME AND NURSERY **F2-I CAN MAKE OBSERVATIONS OF PLANTS AND MINI-BEASTS, EXPLAINING WHY SOME THINGS OCCUR, TALKING ABOUT CHANGES. ICT I CAN USE B- BOTS TO EXPLORE SIMPLE PROGRAMMING INSTRUCTIONS.**

PSED

END POINTS

F1-I AM CONFIDENT TO SPEAK TO OTHERS ABOUT MY OWN NEEDS, WANTS, INTERESTS AND OPINIONS.
F2-I AM CONFIDENT TO TRY NEW ACTIVITIES AND SAY WHY I LIKE SOME ACTIVITIES MORE THAN OTHERS.

C&L/L

END POINTS

F1- I CAN MAINTAIN ATTENTION, CONCENTRATE AND SIT QUIETLY DURING APPROPRIATE ACTIVITY.F2-I CAN GIVE MY ATTENTION TO WHAT OTHERS' SAY AND RESPOND APPROPRIATELY, SOMETIMES WHILST ENGAGED IN ANOTHER ACTIVITY.

L:W F1-I CAN START TO RECORD THE CORRESPONDING INITIAL LETTER TO THE FIRST SOUND OF A WORD I CAN HEAR.F2-I CAN ATTEMPT TO WRITE SIMPLE SENTENCES IN MEANINGFUL CONTEXTS. L:R F1-I CAN HEAR AND SAY INITIAL SOUNDS IN WORDS, LINKING SOME SOUNDS TO LETTERS. F2-I CAN READ SOME COMMON IRREGULAR WORDS.

PD

END POINTS

F1-I CAN SHOW PREFERENCE FOR A DOMINANT HAND AND USE ANTI-CLOCKWISE MOVEMENTS AND RETRACE VERTICAL LINES.
F2-I CAN USE MY PENCIL EFFECTIVELY TO FORM RECOGNISABLE LETTERS, MOST OF WHICH ARE CORRECTLY FORMED.

PE: Large apparatus and mats

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.

EAD

END POINTS

F1-I CAN CREATE SIMPLE REPRESENTATIONS OF EVENTS, PEOPLE AND OBJECTS. Art- I CAN EXPLORE MAN-MADE AND NATURAL FABRICS AND DESCRIBE HOW THEY FEEL.F2-I CAN CHOOSE PARTICULAR COLOURS FOR A PARTICULAR PURPOSE.

Art- I CAN BEGIN TO

MAKE SIMPLE COMPOSITIONS USING FABRICS AND OTHER MATERIALS.