

MATHS

Numbers:

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 sharing into equal groups.

Shape, Space and Measures:

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. They talk about properties, position and time.

PSED

Making relationships Demonstrates confidence when entering play. 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. Resolve minor disagreements through listening to each other to come up with a fair solution.

Self Confidence and Self Awareness Begins to show interest in talking to other children when playing. 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. Resourceful in finding support when they need help or information.

Managing Feelings and Behaviour 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 know how and when to stand up for themselves appropriately.

PD

Moving and Handling

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. Beginning to be able to write on the lines and control letter size.

Health and Self care

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. Confident dressing and undressing independently, successfully managing fastening buttons or laces.

EYFS END POINTS MEDIUM TERM PLANNING

Summer Term 3a F1-Where do different animals live?

F2-How are places different?

Development Matters statements 22-36m 30-50 and below/40-60/ELGs/Exceeding statements

END POINTS

F1-I CAN PUT ITEMS INTO EQUAL GROUPS AND PRESENT AS ARRAYS AND TOWERS OF CUBES. I UNDERSTAND THE CONCEPT DOUBLING TO 10. I CAN COUNT OBJECTS TO 10.
F2 I CAN MAKE SIMPLE PATTERNS AND EXPLORE MORE COMPLEX PATTERNS. I CAN EXPLORE ADDING MORE AND TAKING AWAY. I CAN COUNT OBJECTS UP TO 20.

END POINTS

F1-Begins to be able to Negotiate and solve problems without aggression.
F2-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.

END POINTS

F1-Shows understanding of need for safety when tackling new challenges and considers/manages some risk.
F2-Know the importance for good health. Physical exercise and a healthy diet and talk about ways to keep healthy and safe.

PE: Dance and sequences

END POINTS

F1-Enjoys joining in with family customs and routines. ICT- I can type my name using a computer keyboard.

F2-They talk about features of their own immediate environment and how environments might differ from one another.

ICT I can select and use virtual assistant technology (Alexa) for different purposes.

END POINTS

F1-Extends vocabulary by grouping and naming, exploring the name and meaning of new words. F2- They develop their own narratives and explanations by connecting ideas or events.

L:R :F1-Can segment the sounds in simple words and blend them together.F2-Use phonic knowledge to decode regular words and read them aloud accurately. L:W: F1-Uses some identifiable letters to communicate meaning, representing some sounds correctly and in sequences. F2-I can write simple sentences that can be read by myself and others.

END POINTS

F1- Introduces a storyline or narrative into their play. Art- I CAN CREATE A COLLAGE BY USING THE LAYERING TECHNIQUE F2-Use what they have learnt about media and materials in original ways, thinking about uses and purposes

Art-I CAN CUT AND TEAR IMAGES TO CREATE VARIOUS SIZED SHAPES.

UNDERSTANDING THE WORLD

People and Communities:

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. Know that children may be good at different things.

The World 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 know the properties of some materials and can suggest some of the purposes they are used for.

Technology

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 in schools and homes
Find out about and use a range of every day technology confidently.

COMMUNICATION & LANGUAGE /LITERACY

CL:LA 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 give their attention to what others say and respond appropriately, while engaged in another activity. Can listen in a larger group e.g at assembly time.

CL:U: 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. Greater confidence to express views about characters or events after listening to stories, answering questions about why things happened.

CL:S: 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. Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Reading: 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 demonstrate understanding when talking with others about what they have read. Describe the main events in simple stories they have read.

Writing: 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 phonic 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. Some words are spelt correctly and others re phonetically plausible. Write simple sentences that can be read by themselves and others. They use key features of narrative in their own writing.

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.

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.

Confidently develop their own ideas through selecting and using materials and working on processes that interest them. 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.

Talk confidently about the ideas and processes which have led them to make music, , designs, images or products.