

Mathematics

Number

Recognise numerals 1-5 (BA) then 1-10
Count objects to 10 (BA) and begin to count objects beyond 10
Select the correct numeral to represent 1-5 objects (BA), 1-20 (A) and 20+ (AA) objects
Estimate how many objects they can see and check by counting them
Find one more or one less from a group of up to 5, then 10 objects
In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
Records, using marks that they can interpret and explain.
Begins to identify own mathematical problems based on own interests.
Children count reliably with numbers from 1-20, place them in order and say which 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.

Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

Shape, Space and Measures

To use mathematical terms to describe 2D and 3D shapes
To order 2 or three items by length/height/weight/capacity.
Use everyday language related to time.
Begin to use everyday language related to money.
To order/sequence familiar events.

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.

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.

Personal, Social and Emotional Development

Making relationships

Can play in a group, extending and elaborating play ideas.

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.

Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.

Self Confidence and Self Awareness

Confident to speak to others about own needs, wants, interests and opinions.
Can describe self in positive terms and talk about abilities.

Confident to try new activities and say why they like some activities more than others.

Confident to speak in a familiar group, talk about ideas and choose the resources they need and say if they need help.

Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.

Managing Feelings and Behaviour

Aware of the boundaries set and of behavioural expectations in the setting.

Talk about how they and others show their feelings and talk about their own and others behaviour and its consequences, knowing that some behaviour is unacceptable.

To work as part of a group/class and understand and follow the rules.

Adjust behaviour to different situations and take changes of routine in their stride.
Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.

Physical Development

Moving and Handling

Begin to form recognisable letters.

Use a pencil to form recognisable letters, most of which are correctly formed.

Children show good control and coordination 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. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

Health and Self care

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
Practices some appropriate safety measures without direct supervision.

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 own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

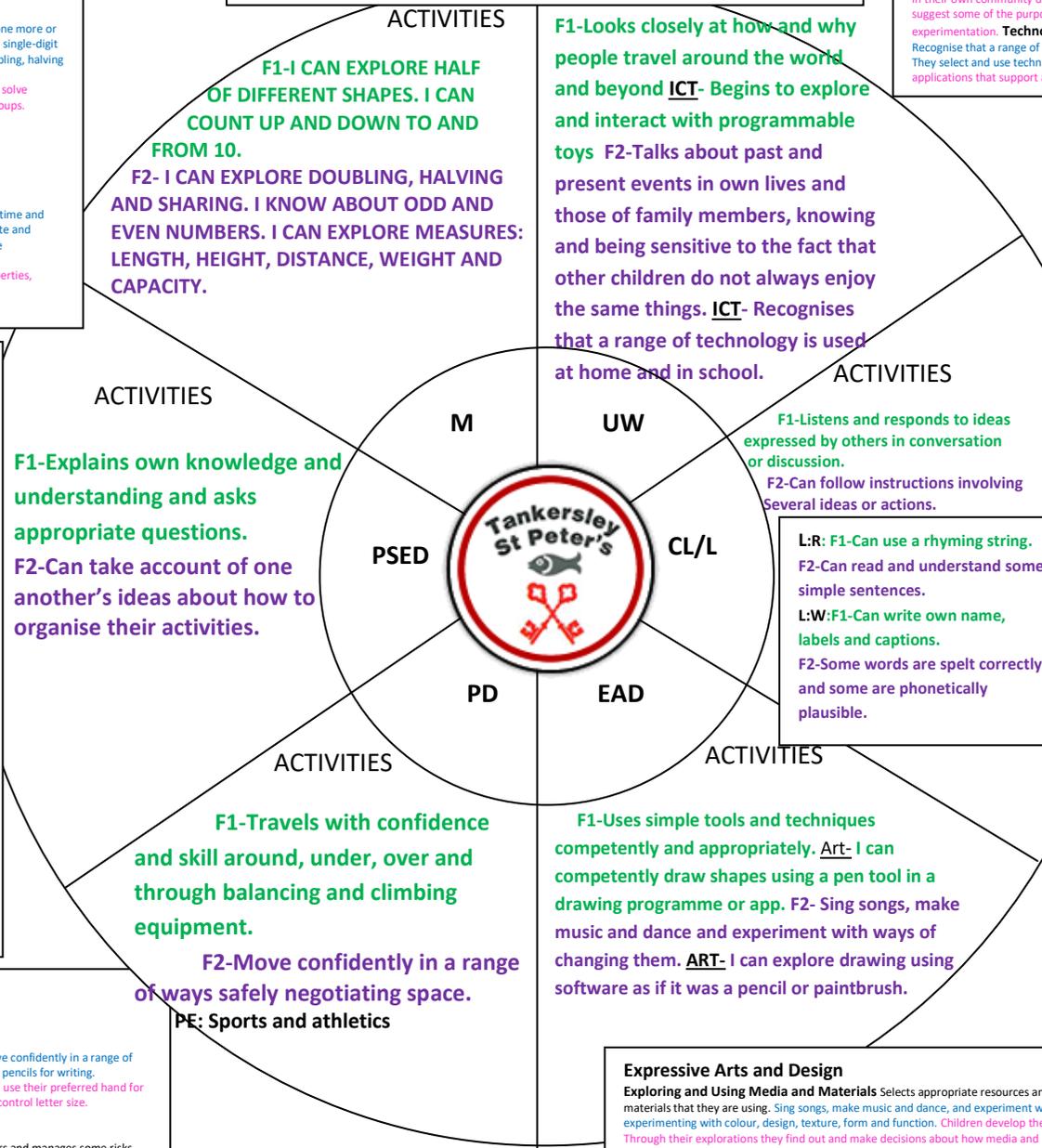
Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

EYFS END POINTS MEDIUM TERM PLANNING

Summer Term 3b F1- How and why do people travel?

F2-Who helps to keep us safe?

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



Understanding the World People and Communities Children talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. Knows the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. **The World** To know about similarities and differences in relation to places, objects and materials. Talk about features of their own environment and how environments may vary from one to another. Make observations of animals and plants and explain why some things occur, and talk about changes. Know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do to help maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation. **Technology** Completes a simple program on a computer
Recognise that a range of technology is used in places such as homes and schools.
They select and use technology for particular purposes. Find out about a range of everyday technology. Select appropriate applications that support an identified need.

Communication and Language

Listening and Attention

Maintains attention, concentrates and sits quietly during appropriate activity
Two-channelled attention – can listen and do for a short span.

Children listen attentively in a range of situations. They respond to stories, accurately anticipating key events and responding with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They listen in a larger group, for example, at assembly.

Understanding

Respond to instructions involving a two-part sequence. Understands humour eg nonsense rhymes, jokes. Listen and respond to ideas expressed by others in conversation or discussion. Children 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 confidently about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.

Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Introduces a storyline or narrative into their play. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Children express themselves effectively, showing awareness of listeners' needs. They use tenses accurately when talking about events in the past or future. They develop their own narratives and explanations by connecting ideas or events. Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Literacy Reading

Hears and says the initial sounds in words. Segments the sounds in simple words and blends them together and knows which letters represent some of them. Links sounds to letters naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.

Writing

To use some clearly identifiable letters to communicate meaning.
To write own name.

To represent some sounds correctly and in the correct sequence in writing.
Attempts to write short sentences in meaningful contexts.

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some common irregular words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

Expressive Arts and Design

Exploring and Using Media and Materials Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials that they are using. Sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.

Being Imaginative Create simple representations of events, people and objects.

Play co-operatively as part of a group to develop and act out a narrative. Play alongside other children who are engaged in the same theme.

Capture experiences and responses with a range of media.

Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.