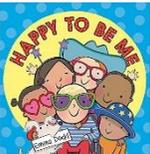
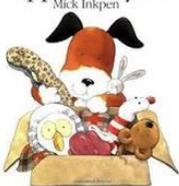
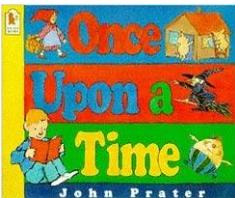
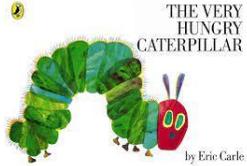
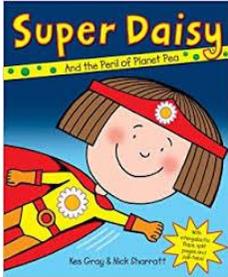
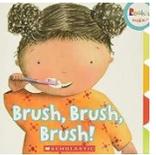
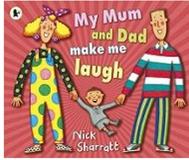
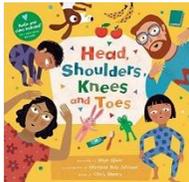
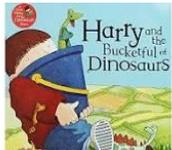
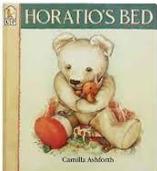
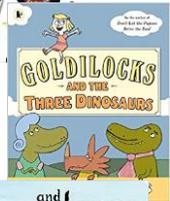
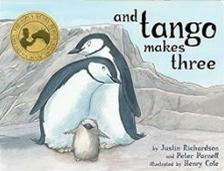
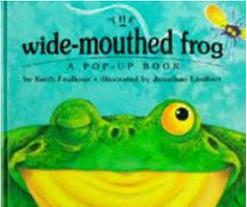
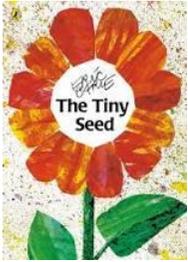
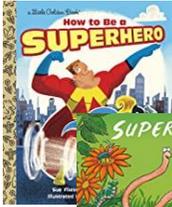
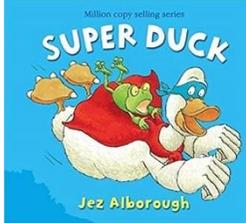
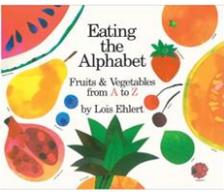
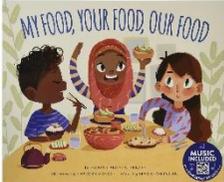




**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment  
 Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overarching Theme</b>	This is me!	What is my Favourite toy!	The Story of Three!	How do we Grow?	Are all Super heroes good?	Why do people eat different foods? around the world
<b>Planning around a quality text:</b>						
<b>Other key texts</b>	  	   	  	 	  	 

<b>Trips/Visitors Enrichments</b>	Dentist or Health visitor talk about oral hygiene	To see, touch and feel some old toys Santa Visit Toy Workshop in Hall with Year 5 children		Caterpillars from Insect Lore		Little Bikers Oral Hygiene box.
<b>Celebrations / Festivals / Special Events</b>	Internet safety day	Christmas	Valentine's Day Chinese New Year	Easter		Sports Day

**COMMUNICATION & LANGUAGE:** □ Listening, Attention & Understanding □ Speaking

**Educational Programme:** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age from the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
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**Key Learning Experiences / Vocabulary Development:**

<ul style="list-style-type: none"> <li>• Quality read aloud with props- opportunities to listen, answer questions, repeat and recall</li> <li>• Learn new vocabulary linked to text (see knowledge organisers)</li> <li>• Playing parts of body games with repeating refrains; Thank you hands, I can clap!</li> <li>• Circle games (Key worker groups) Send an action around the circle. Extending sentence opportunities; I like my hands...because...</li> <li>• Games when then music stops choose a child for others to copy an action</li> <li>• What's in the bag. Children pass a bag around a circle. They can keep the object if they can name and say the part of body that they would use it i.e a cup I would use my hands to drink etc.</li> <li>• Learning songs related to body movements; Heads, shoulders, knees and toes etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To be encouraged to join in and repeat refrains from traditional tales e.g 'run, run as fast as you can.'</li> <li>• Opportunities to use props in their play to re-enact stories they have heard and seen modelled for them.</li> <li>• Encourage children to organise their play, saying what they are doing in the sequence of events.</li> <li>• To extend vocabulary in conversation, stories, rhymes and songs and through themes (knowledge organiser).</li> <li>• To begin to sequence events and refer to them in order from stories read to them and life cycles of butterflies and plants. 'and then' and 'next'. The order of straw, sticks and bricks.</li> <li>• Continue to provide opportunities to extend sentences using 'because...'</li> </ul>	<ul style="list-style-type: none"> <li>• To have favourite stories and begin to recognise familiar authors (through illustrations)</li> <li>• Use a wider range of vocabulary when explaining events that have happened to them, using Seesaw as a prompt or items for show and tell.</li> <li>• Pretend to be a superhero and talk about what their powers would be and why.</li> <li>• Be confident to speak to unfamiliar adults as they have opportunities for transition into reception.</li> <li>• Understand more complex instructions, two and three step.</li> <li>• Jigsaw - Relationships and changing me.</li> <li>• Identifying children who have reached four with CLL concerns to be reassessed.</li> <li>• Extra transition for those that need it.</li> </ul>
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**Learning Outcomes: Development Matters 2020**

- **Communication and Language**

- Begins to listen although is easily distracted by what is going on around them. May respond by making eye contact.

- Begins to communicate through gesture or single words. 'car'
- Understands an instruction accompanied by a gesture 'Coat' pointing at coat.
- Begins to understand the word 'why?'

- To listen to songs and show they enjoy them by facial expressions or body movements.
- To begin to join in with rhymes and go and get a book when asked.

- Begin to communicate verbally with familiar adults.
- May have difficulty pronouncing some sounds or unfamiliar words.

- Communicate through gesture and the odd words utterance.

- Respond to a disagreement with a physical reaction, facial expression, pointing, crying or snatching.
- To respond to an adult or friend with eye contact or a simple response.
- To follow what their friend is doing and copy verbally suggestions made in play.

- **Communication and Language**

- Enjoys listening to stories.
- Listens and responds when spoken to.

- Is communicating using phrases or captions 'I want it'.
- Understands a longer instruction 'Get your coat.'
- To understand 'why?' questions related to what they are doing.

- Begin to join in with songs they enjoy.
- To start reciting their favourite rhymes independently. Show which book is their favourite and begin to retell an event or favourite story.

- Communicate verbally often muddling irregular tenses and plurals.
- Becoming more confident in pronouncing sounds and unfamiliar words but may still have difficulty.

- Begin to use less gestures and two words.

- To start communicating what the problem is using simple words and gestures.
- Responds to a friend or adult with a longer statement.
- Begin to listen to a friend's suggestion in play and respond by doing it and making another suggestion.

- **Communication and Language**

- Enjoys listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.

- Use a wider range of vocabulary. 'I want the blue car'.
- Understand a question or instruction that has two parts 'Get your coat and wait at the door.'
- Understand 'why' questions, like., 'why do you think the caterpillar got so fat?'

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.
- May have problems saying some sounds: r, j, th, ch and sh.
- Multisyllabic words such as 'pterodactyl'

- Use longer sentences of four to six words.

- Be able to express a point of view and to debate when they disagree with an adult or friend, saying words as well as actions.
- Can start a conversation with an adult or friend and continue it for many turns.
- Use talk to organise themselves and their play 'Let's go on a bus.. you sit there... I'll be the driver.'

**PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT:** □ Self-Regulation □ Managing Self □ Building Relationships

**Educational Programme:** Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**Autumn**

**Spring**

**Summer**

**Key Learning Experiences / Vocabulary Development:**

- Getting to know each other; All about me box Key person. Sharing family photos, favourite toys, pets etc.
- Developing independence putting on coats, toileting.
- Sharing WOW moments
- Getting to know names circle games; pass teddy round to music when it stops child says “I have the teddy” everyone says “name has the teddy” or “my name is... I want to swap places with...”
- Copying adults emotion faces when the music stops. Sharing and naming own feeling “How are you feeling today?” Emotion cards to go to when the music stops
- Share personal events from home sent in via parents through Seesaw.

- Continue to encourage independence in being confident in putting their coats and hats on. Use the toilet unaided. Maybe support a friend who is struggling.
- Continue to share Wow and personal moments through Seesaw and photos sent in from home.
- Be increasingly more aware of the boundaries within the setting and point this out to their friends when they have forgotten e.g tidying, listening at carpet time.
- Continue to form relationships with other children and have a friend.
- Be able to sit, listen and look when on the carpet to traditional tales.
- Show an understanding when someone is upset or happy by gesture or voice, How the pigs felt when the wolf blew down their house.
- 

- Be confident in putting their own coats and boots on and attempt their zip.
- Use the toilet unaided.
- Begin to have their own friendship groups and start the transition for reception.
- Be able to manage their own emotions and make suggestions for feeling for baddies and superheroes.
- Make up some of their own rules for super heros.
- Solve conflict between superheroes and baddies
- Jigsaw - Changing Me, how they feel about the upcoming change into school.
- Talk about what a super hero could eat to help them keep healthy and strong.

**Learning Outcomes: Development Matters 2020**

<ul style="list-style-type: none"> <li>• Be able to choose an activity to go to or be taken to one with adult support.</li> <li>• -----</li> <li>• To be happy to come into the nursery setting and begin to form friendships. To be happy to play and begin to tidy.</li> <li>• -----</li> <li>• To separate confidently from their familiar adult when coming into the nursery setting.</li> <li>• Prefers to stay with a familiar adult when there are different adults within the setting.</li> <li>• -----</li> <li>• Play comfortably in isolation.</li> <li>• Be able to control emotions when a toy is taken away from them during play with peers.</li> <li>• -----</li> <li>• Be able to listen and respond.</li> <li>• To listen when being given boundaries and rules to follow.</li> <li>• -----</li> <li>• Recognise when they have been wronged.</li> <li>• Be able to read facial expressions and tone of voice</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use the resources provided to achieve a goal with another child or adult.</li> <li>• -----</li> <li>• To know that they are in nursery and that we all like to keep our nursery clean and tidy.</li> <li>• -----</li> <li>• Are forming relationships with peers and adults within the nursery setting.</li> <li>• Is being inquisitive and asking who people re when they visit the setting.</li> <li>• -----</li> <li>• Begin to play alongside their peers beginning to copy others' ideas.</li> <li>• Be comfortable and tolerant when a peer wants to play with the same toy.</li> <li>• -----</li> <li>• To start to be able to understand boundaries and sometimes do as they are asked by an adult.</li> <li>• To begin to make the right choices when reminded.</li> <li>• -----</li> <li>• Speak to an adult when something happens that they do not like.</li> <li>• Begin to explain what it was that they didn't like and how they may be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen or has been suggested to them.</li> <li>• -----</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• -----</li> <li>• Become more outgoing with unfamiliar people in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• -----</li> <li>• Play with one or more children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflict and rivalries. e.g accepting that not everyone can be spiderman in the game and suggesting other ideas.</li> <li>• -----</li> <li>• Increasingly following rules, understanding why they are important.</li> <li>• Do not always need an adult to remind them of a rule.</li> <li>• -----</li> <li>• Develop appropriate ways to be assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy,' 'sad,' 'angry' or 'worried.'</li> <li>• Begin to understand how others maybe feeling.</li> </ul>
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## PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

**Educational Programme:** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

**Autumn**

**Spring**

**Summer**

### Key Learning Experiences / Vocabulary Development:

- Climbing and balancing on obstacle courses.
- Travelling-parachute games; swapping under with friends
- Simon says. Moving in different ways
- Rolling a ball to a friend and saying their name. Roll through each others legs
- Building opportunities- towers/dens
- Making a cake - pouring, stirring, mixing etc.
- Mud and water painting on different surfaces. Using whole body.

- Continue to climb and balancing on the obstacles and tree trunks, use decking boards to navigate pathways at low level height Trip Trap Bridge
- Join in with wellie walks up and down the hills and in and out of the trees and build houses for three pigs.
- Know that and use trowels for planting.
- Use scissors safely in their creativity.
- To try and put their coat on and fasten the zip independently.
- To take themselves to the toilet.
- To begin to understand that growing our own food is a healthy choice.

- Continue to climb and balance on the obstacles and tree trunks, use decking boards to navigate pathways at low level height. Begin to make their own navigations by moving trunks, decking boards safely and work collaboratively with others.
- Use a pencil to continue to practice mark making skills using a dominant hand with good control.
- Be confident in putting their own coats and boots on and attempt their zip.
- Be able to choose the right tools and equipment for a task they want to complete.
- 

### Learning Outcomes: Development Matters 2020

- To have the confidence and want to try and ride the bikes, scooters, and trikes.
- Be confident in wanting to climb on the apparatus using an adult's hand for support and to travel across.
- To join in various physical games using balance.
- 
- 
- Enjoy playing in isolation, alongside others.
- To enjoy listening and moving to music and rhythm.
- 
- 

- To develop their movement, balancing and riding of the bikes, scooters and trikes.
- To climb up onto the apparatus independently and walk or shuffle across.
- To continue to develop their gross motor skills and begin to balance and hold a pose.
- Continue to use large arm movements in a variety of ways,
- 
- Enjoy playing in pairs or small groups.
- To begin to act out dance routines.
- 
- 
- 

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and holds a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- 
- Start taking part in some group activities which they make up for themselves or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

- -----
- **Begin to have the confidence to move confidently around the setting.**
- -----
- **To familiarise themselves with the provision's available in the setting.**
- **Seek out new friends.**

- -----
- **Can hold a pencil, with any hand, using cylindrical grip.**
- **Is able to feed themselves using their fingers.**
- **Want to try and use scissors, know what they are for.**

- -----
- **To be able to find their coat and put their arms in the sleeves with support.**
- **To know when they need the bathroom but may need reminding to go. May sometimes have accidents.**
- **Will need reminding to wash their hands and dry them.**
- **Is able to feed themselves and eat a limited range of foods.**

- -----
- **Continue to develop the way they move, experimenting with different movements.**

- -----
- **Be able to use the resources safely and know what they are for (including scissors)**
- **Begin to work with others**
- **Begin to know how to carry resources safely**

- -----
- **To develop holding a pencil with tripod grip, starting to show a dominant hand.**
- **To begin to feed themselves using a fork, fork and spoon.**
- **Be able to use the resources safely and know what they are for (including scissors), rotate the scissors and begin to hold them correctly.**
- -----
- **Be able to put their coat on when asked and begin to do up the fastening.**
- **To go to the bathroom when asked and use the toilet successfully.**
- **Is sometimes reminded to wash and dry their hands.**
- **Is eating a broader range of foods and is willing to try others. Begins to know a selection of healthy foods.**

- -----
- **Match their developing physical skills to tasks and activities in the setting. E.g they decide whether to crawl, walk or run cross a plank, depending on its length and width.**

- -----
- **Choose the right resources to carry out their own plan. E.g. choosing a spade to enlarge a small hole they dug with a trowel.**
- **Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.**

- -----
- **Use one handed tools and equipment, e.g. making snips in paper with scissors.**
- **Use a comfortable grip with good control when holding pens and pencils.**
- **Start to eat independently and learning how to use a knife and fork.**
- **Show a preference for a dominant hand.**
- -----
- **Be increasingly independent as they get dressed and undressed e.g. putting on coats and doing up zips.**
- **Be increasingly independent in meeting their own care e.g. brushing teeth, using the toilet, washing and drying their hands.**
- **Make healthy choices about food, drink, activity and toothbrushing.**

**LITERACY:** □ Reading - Comprehension □ Reading - Word Reading □ Writing

**Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**Autumn**

**Spring**

**Summer**

**Key Learning Experiences / Vocabulary Development:**

- Phase 1 phonics activities. Environmental sounds and instrumental sound discrimination. Matching body sounds to pictures, matching sounds to objects Body percussion; clap, stamp, what sounds can our body parts make? Alliteration: Making up alliterated names for each child. Voice sounds- talking in different ways singing silly songs
- Text book- Happy to be Me text and Teacher box of favourite things. Children to create their own for display
- Concept around print. Sharing and joining in the reading process, turning pages, answering questions about key events. Encouraging children to visit the book area
- Name reading and writing; Names in centre of circle when it's their turn child selects name out of the circle. Tracing over and copying first letter of name using different media (start large)
- Mark making- Drawing self and labelling, drawing family and making a birthday card for class bear etc.

- Phase 1 phonics activities. Body Percussion and Rhythm and rhyme.
- Text Book - Three Bears, Three Billy Goats, Three Pigs... Hungry Caterpillar. To join in with repeated refrains 'I'm going to huff and puff and blow your house down' and sequence of events in the life cycle of the butterfly.
- Enjoy using the Reading Garden to look at books and other traditional tales., share with friends and that see that print has meaning.
- Enjoy listening to stories and poems and begin to have favourites and talk about them.
- Enjoy sharing non-fiction books and that books have information about life cycles.
- Opportunities to recognise their name (self-registration) and begin to try and 'write.'
- Use pages of a book to sequence events in a life cycle. To draw and write about each stage.

- Phonics - Continue with phase 1 phonics, securing oral blending, rhyming and tuning into sounds. Identify children who need extra support and practice.
- More able children to start phase 2 alongside consolidating phase 1.
- Securing concepts surrounding print by building opportunities for reading independently and in groups and continue the relationship with Year 5 and book sharing.
- Talk about vocabulary used by superheroes to expand their vocabulary.
- Provide opportunities for writing through role play e.g shopping list. Label a super hero, cutting zig zags, cut out different foods.
- To continue to develop name writing and write some letters accurately.

**Learning Outcomes: Development Matters 2020**

- To enjoy picking up a book and looking at the pictures, turning pages.

- 
- Listen to rhyming stories and songs.

- 
- Start to engage in conversations about stories, naming the characters.

- 
- Begin to be confident to hold a writing tool and have a go at mark making.
  - Recognise their name in self registration and on their coat pegs.

- To hold a book the right way up, starting at the beginning. Know which is the front cover and point to pictures.

- 
- Begin to join in with rhyming stories and begin to make suggestions for rhyming endings.

- 
- Continue to talk about stories in more depth and begin to use vocabulary from the story.

- 
- To know that print has meaning.
  - To have a go at writing their name and know that what they have written says their name.

- Understand the five key concepts about print
- Print has meaning
- The names of the different parts of a book
- Print can have different purposes
- Page sequencing
- We read English from left to right, top to bottom

- 
- Develop their phonetical awareness, so they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.

- 
- Engage in extended conversations about stories, learning new vocabulary.

- 
- Use some of their print and letter knowledge in their early writing. E.g writing a pretend shopping list that starts at the top of the page with 'm' for Mummy.
  - Write some or all their name.
  - Write some letters accurately

**MATHEMATICS:** □ Numerical Pattern □ Number Linked to White Rose programme of learning.

**Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

**Autumn**

**Spring**

**Summer**

**Key Learning Experiences / Vocabulary Development:**

- Number rhymes with numbers on fingers; one finger, one thumb, show me 5 fingers
- Sorting/matching identifying if a group has more/less. Things that match
- Finding the odd one out opportunities; socks, gloves, toys etc.
- Copying ABABABAB using different media, loose parts, natural materials
- Counting 1:1 correspondence. Giving out things to friends, setting a table for two
- Encourage the use of language such as big, little, small, large etc

- Number rhymes with numbers on fingers; show me 5 fingers, show me 2 fingers etc. (to 5)
- Children to identify representations of 1, 2 3 and begin to subitise recognising three bears, pigs and billy goats.
- Sorting/matching identifying if a group has more/less. Things that match.
- different media, loose parts, natural materials.
- Describe and plan out the route the wolf took to get to the pigs houses.
- Begin to order the numbers 1, 2 an 3 to represent the characters in the story.

- Number rhymes counting forwards and backwards.
- Continue to subitise up to 5 objects.
- To use real objects to see the quantity of a group can be changed by adding more. Explore 1 more and 1 less.
- Explore positional language.
- Look at the properties of shape, straight, flat, round curved.
- Recognise and make patterns ABABABAB.
- Build in opportunities in continuous provision to explore real world number problems to 5.
- Talk about our wellie walks around school and how we can get to our new reception classroom.
- Discuss objects and order them by size, weight and capacity in connection with food..

**Learning Outcomes: Development Matters 2020**

- Begin to use number names.
- Start to count by rote up to 5.
- Recognise when they see 1 object.
- Begin to use their fingers to show 1 and 2.
- Be able to say the number 1 or 2 and match it to the correct numeral.

- Count by rote to 5.
- Recognise when they can see 2 objects without counting them.
- Use their fingers to show 1,2 and 3 and be able to match these numbers to the correct numeral.
- Begin to know that the last number reached tells you how many there are.

- Recognise 3 objects without having to count them individually (subitising).
- Count by rote beyond 5.
- Use one number for each item in order 1, 2, 3, 4, 5.
- Use their fingers to show values up to 5.
- Know that the last number reached when counting tells you how many there are in total (cardinal principle)
- Be able to link numerals to objects up to 5.

<ul style="list-style-type: none"> <li>• To solve simple number problems using 1 and 2 objects.</li> <li>• Use language to say which group has 'more.'</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Start to handle and explore different 2D and 3D shapes.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Understand positional language with the aid of gesture.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Enjoy talking about different journeys and routes and what they have seen.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Understand that two objects may not be the same.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Recognise that there are different shapes and use them in their play.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Notice patterns around them and say whether they like or dislike them when asked.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to represent number in their mark making.</li> <li>• Continue to solve real but simple problems related to number up to 3</li> <li>• Start to compare which group has more and which has 'fewer.'</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Use 2D and 3D shapes and start to look at their properties.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Start to understand positional language with and without physical clues and prompts.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Begin to expand their vocabulary when talking about a familiar route.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Start to point out the differences between two objects.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Experiment with 3D shapes when building and 2D shapes when making pictures.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Talk with an adult about the colours or what they see in the pattern, colours, lines etc.</li> <li>• Talk about an event.</li> </ul>	<ul style="list-style-type: none"> <li>• To experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world problems with numbers up to 5.</li> <li>• Compare quantities using language 'more than', 'fewer than.'</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Talk about and explore 2D and 3D shape (circle, rectangle, triangles, cuboids) using informal mathematical language (sides, corners, straight, flat, round).</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Understand position through words alone without gesture.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Describe a familiar route and locations and discuss using words like 'in front of' and 'behind'</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof.</li> <li>• Combine shapes to make new ones. An arch, a bigger triangle etc.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Talks and identifies the patterns around them and uses informal language.</li> <li>• Be able to create ABAB patterns and notice an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional using words such as 'first', 'then.'</li> </ul>
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**EVALUATION:**

**AUTUMN TERM:**

**SPRING TERM:**

**SUMMER TERM:**