

Theme: Author Study – Ian Whybrow Dinosaurs.		Visits/visitors: Steve Platter – Palaeontologist		Active questions: What do you notice? What do you see? How do you know? Can you explain? What is the same? What is different? Which could be the odd one out?		Use of the environment: Use of the wildlife area, explore the school grounds for natural materials, Physical – access the adventure playground.	
	Personal, Social and Emotional Development	Communication and Language/ Literacy	Physical Development	Numeracy	Understanding the World	Expressive Arts and Design	
Where did our egg come from? Phonic workshops	<p>Sharing our holiday news.</p> <p>Talk about bonfire night.</p> <p>Egg discussion and care for- Carpet sessions – see speaking and listening.</p> <p>SEAL – getting on and falling out</p> <p>Continue to re-enforce exp and rules</p>	<p>Sharing our holiday news.</p> <p>Talk about bonfire night.</p> <p>Egg discussion and care for- Carpet sessions – see speaking and listening.</p> <p>SEAL – getting on and falling out</p> <p>Carpet session - share holiday news – what have we been up to? Take it in turns to speak – use increasingly complex sentences. (see if ch talk about bonfire night- talk about bonfire safety).</p> <p>Carpet session - Letter and egg from visitor (to be a surprise delivery from Mrs coates? – try to work out clues – who sent us the egg? What could be in the egg? What sort of creatures lay eggs? What do we need to do with the egg/ how do we handle eggs? Children to think of ways we can look after the egg. Do we need to make rules for how to care for our egg? Children to check/look after the egg throughout the day</p> <p>Carpet session 1: any news on the egg? Any more clues? Do we think that the egg is ok? Are we remembering to look after our egg?</p> <p>Carpet session 1: any news on the egg? Any more clues? Would egg be better off outside where there is more room – whole class take a look around and leave egg somewhere safe.</p> <p>Carpet session 3: Children to find hatched egg – look at clues and letter – whatever could it be?</p> <p>Carpet time: end of day. Circle time – discuss the week. What a busy week! What have we really enjoyed doing</p>	<p>To introduce the children to real PE – Look at scheme.</p> <p>Handling tools – see creative.</p> <p>Awareness of safety handling construction materials.</p> <p>Open ended exploration outside – Come and build a nest to look after our eggs.</p> <p>Need to gather natural materials and borrow some woodland resources from year1. Tuff spots.</p> <p>Sand tray – With natural resources.</p> <p>Have the community blocks available to make nests for ourselves. How many people can you fit in your next?</p> <p>To create reptile small world area – in a sand tray for children to access.</p> <p>Mark making and continuous provision.</p> <p>Egg and spoon races.</p>	<p>Counting : Children can count reliably with numbers from 1-20.ELG</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Begin to represent no.s using fingers, marks on paper etc. an irregular arrangement of up to 10 objects. 30-50 mths</p>	<p>Carpet session - Letter and egg from visitor (to be a surprise delivery from mrs coates? – try to work out clues – who sent us the egg? What could be in the egg? What sort of creatures lay eggs? What do we need to do with the egg/ how do we handle eggs? Children to think of ways we can look after the egg. Do we need to make rules for how to care for our egg? Children to check/look after the egg throughout the day</p> <p>Carpet session 1: any news on the egg? Any more clues? Do we think that the egg is ok? Are we remembering to look after our egg?</p> <p>Carpet session 1: any news on the egg? Any more clues? Would egg be better off outside where there is more room – whole class take a look around and leave egg somewhere safe.</p> <p>Carpet session 3: Children to find hatched egg – look at clues and letter – whatever could it be?</p> <p>Carpet time: end of day. Circle time – discuss the week. What a busy week! What have we really enjoyed doing?</p> <p>Teach the children to use the camera and cam corder to record the eggs arriveal.</p> <p>Continue R.E. – what is a festival?</p>	<p>Bonfire night pictures – talk to adult about how we celebrate bonfire night as the children create their pictures – are they going to a bonfire party?(outside)- powder paints/ fluorescent paints.)</p> <p>Making a nest for the egg – explore materials and describing words.</p> <p>Small world creatures which come from eggs.</p> <p>Making dens using a range of resources.</p> <p>Make a clay thumb pot nest.</p>	
<p>Harry and his bucketful of dinosaurs</p> <p>Author week.</p>	<p>SEAL – getting on and falling out</p> <p>Continue to re-enforce expectations and rules</p> <p>Talk about Diwali – visit</p>	<p>Drama related to story.</p> <p>Act out story</p> <p>Hot seating</p> <p>Thought tapping</p> <p>Role play related to story</p> <p>SEAL – getting on and falling out</p> <p>Continue to re-enforce exp and rules</p>	<p>Kinetic letters – week 1</p> <p>Awareness of safety handling construction materials. Estimate how many objects they can see then check by counting. ?</p> <p>Use malleable / junk materials to make dinos and sm world.</p> <p>PE – dance – respond to dinosaur rhyme</p>	<p>Number with one more.</p> <p>Self-initiated activity -</p> <p>Dinosaur matching game</p> <p>Throw a bean bag into the bucket.</p> <p>Children colour pictures to make a card game (adult to laminate).</p> <p>Dotty dinosaur games</p> <p>Puzzles</p>	<p>Continue R.E. – what is a festival?</p> <p>Discussion about dinosaurs and habitats – what the world was like. Find out what a dinosaur is.</p> <p>Introduce harry website</p> <p>Small world play</p>	<p>Drama.</p> <p>Some form of art work – printing/colour mixing.</p> <p>Polystyrene tile printing.</p> <p>Role play area children to continue developing.</p> <p>Acting out harry's story.</p> <p>Dinosaurs and make a small world area.</p>	

		<p>Children to describe Harry or one of his dinosaurs. Children to be given an illustration to label.</p> <p>Adult to read Harry and the bucket full of dinos – class to explore the story. Predict ending/ retell story/ describe characters and events.</p> <p>Guided reading – In mixed ability groups conduct a discussion about books. Where do books come from? Why do we have books? Who writes books and what are they called? How can we find out who the author is? Look at the features of a book. Discussing ‘Story books – fiction books’.</p> <p>Adult to read other Harry stories and compare.</p> <p>Story sequencing ‘Harry and the bucketful of dinosaurs’. LA – To have pictures from the story, can the children sequence the parts in order and retell the story to an adult. MA – To have 3 boxes as a template, children to record what happened at the beginning, middle and end of the story. To draw a picture and label it. HA – To have a 3 box template and record what happened at the beginning, middle and end, Then try to write a sentence to describe part of the story. Have key words to support.</p>		<p>Dinosaur race</p> <p><u>Roll a dice and pick that many dinos to put into your bucket. The winner is the person with the most dinos.</u> <u>Roll the dice to make sums using the dinosaurs.</u></p>		<p>Art work – small worlds / collage – make a harry display?</p> <p>See snug and outside planning.</p>
Rhyming Stories.	<p>SEAL – getting on and falling out</p> <p>Continue to re-enforce exp and rules</p> <p>Look at the activities within SEAL and cornerstones – Friendship unit.</p>	<p>Dinosaur Rhyming Stories.</p> <p>Guided Reading to focus on Rhyme.</p> <p>Sharing stories, Song and developing Rhyming Strings.</p> <p>Rhyming songs.</p>	<p>Kinetic letters week 2</p> <p>p.e.- Bumpus, Jumpus Dinosaur Rumpus or different dinosaur book – continue work on building up a dino dance. Look at how dinosaurs move.</p> <p>Use malleable / junk materials to make dinos and sm world.</p>	<p>• In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Finds the total number of items in two groups by counting all of them.</p> <p>Find the total number of items in 2 groups by counting all of them.</p> <p><u>AL: Have 2 pictures of buckets and pictures of harrys dinos. Throw dice to make sums and count to find the total.</u></p> <p><u>HA – add up to 10 – use a 6 spotted dice.</u></p> <p><u>MA – use a dice with numbers up to 3.</u></p> <p><u>LA – use dice with 6 spots but add on one.</u></p> <p><u>Challenge : can we write our sum? Adult to model.</u></p>	<p>Continue R.E. – what is a festival?</p> <p>Discussion about dinosaurs and habitats – what the world was like. Find out what a dinosaur is.</p> <p>Introduce harry website</p> <p>Small world play/ habitats - build</p>	<p>Drama.</p> <p>Some form of art work – printing/colour mixing.</p> <p>Polystyrene tile printing.</p> <p>Role play area children to continue developing.</p> <p>Dinosaurs and make a small world area.</p> <p>Art work – small worlds / collage – make a harry display?</p> <p>See snug and outside planning.</p>
	Getting on and falling out / friends– seal.	See lit plans – INFORMATION TEXTS TO BE SHARED AND USED IN WHOLE CLASS AND GROUP ACTIVITIES focus on one dinosaur.	Introduce Kinetic letters	To continue addition.	Load millipedia and see what we can find out about dinosaurs	Make dinosaur museum in role play area.

<p>What do we know about dinosaurs</p> <p>Phonic workshop</p>	<p>Talk about need to be careful with historical artefacts.</p>	<p>Use a different dinosaur topic book/websites each day to help us to find information about dinosaurs/ particularly about our dinosaur-carpet time – carpet time</p> <p>guided reading – find favourite page, put pot-it note on fav page. See what they can find out – k & u. Observing how use books.</p> <p>Read abacus wk 13 – dino facts.</p> <p>Information and story books on display. Mark good pages with sticky notes.</p> <p>Ask the children to bring in any dinosaur books they have at home.</p> <p>Make own/ class fact book about dinosaurs – ma to make a page for a fact book (title and picture and captions/ labels – have a go), middle ability write labels) La (picture and 1st letter of dinos name – title)</p> <p>All children to practice writing names.</p> <p><i>Make labels for role play area.</i></p> <p><i>Writing with twigs/rulers in compost..</i></p> <p><i>Clip boards in outdoor role play and id sheets and ruck sack and willies and binoculars, cameras, tent ?</i></p> <p><i>bordered dinosaur paper and writer letter to our dino or</i></p> <p><i>wanted poster – have you seen this dino?</i></p> <p><i>make maps – outdoor role play.</i></p> <p><i>(dino stationary?)</i></p> <p>Wednesday – go on a shape hunt and tally chart the shapes found.</p>	<p>Take the ch to a large space. Talk about how dinos would have moved.... See page 9 of dino planning book. Encourage the children to explore how dinosaurs would have moved</p>		<p>Children to use the abacus resource to find out/ millipedia.</p> <p>Continue R.E. scheme – festivals</p> <p>See literacy – using info texts and websites to find out what we can about dinosaurs.</p>	<p>Make dinosaur dens in class rooms and other areas to mark make.</p> <p>p.e. dance</p> <p>Take the ch to a large space. Talk about how dinos would have moved.... See page 9 of dino planning book. Encourage the children to explore how dinosaurs would have moved</p> <p>Look at dino rhyming books.</p> <p>Make dino masks/ colouring. Make dino nest/eggs. Playdour sheets/mats. Printing tracks Dinosaur puppets, Wednesday morning – ordering dinosaur cut outs.</p>
<p>Week 5</p> <p>Steve Platter</p> <p>Fossils/museums</p>	<p>Getting on and falling out / friends– seal.</p> <p>Talk about need to be careful with historical artefacts.</p> <p>After Tuesday – Begin Christmas topic!</p>	<p>To continue last week’s literacy -</p> <p>See lit plans – INFORMATION TEXTS TO BE SHARED AND USED IN WHOLE CLASS AND GROUP ACTIVITIES focus on one dinosaur.</p> <p>Use a different dinosaur topic book/websites each day to help us to find information about dinosaurs/ particularly about our dinosaur-carpet time – carpet time</p> <p>guided reading – find favourite page, put pot-it note on fav page. See what they can find out – k & u. Observing how use books.</p> <p>Read abacus wk 13 – dino facts.</p> <p>Information and story books on display. Mark good pages with sticky notes.</p> <p>Ask the children to bring in any dinosaur books they have at home.</p> <p>Make own/ class fact book about dinosaurs – ma to make a page for a fact book (title and picture and captions/ labels – have a go), middle ability write labels) La (picture and 1st letter of dinos name – title)</p>	<p>Kinetic letters – week 3</p> <p>PE – continue dance – responding to dinosaur rhymes</p>	<p>One less than.</p>	<p>Load millipedia and see what we can find out about dinosaurs</p> <p>Children to use the abacus resource to find out/ millipedia.</p> <p>Continue R.E. scheme – festivals</p> <p>See literacy – using info texts and websites to find out what we can about dinosaurs.</p>	<p>Make dinosaur museum in role play area.</p> <p>Make dinosaur dens in class rooms and other areas to mark make.</p> <p>p.e. dance</p> <p>Take the ch to a large space. Talk about how dinos would have moved.... See page 9 of dino planning book. Encourage the children to explore how dinosaurs would have moved</p> <p>Look at dino rhyming books.</p> <p>Make dino masks/ colouring. Make dino nest/eggs. Playdour sheets/mats. Printing tracks Dinosaur puppets, Wednesday morning – ordering dinosaur cut outs.</p>

		<p>All children to practice writing names.</p> <p><i>Make labels for role play area.</i></p> <p><i>Writing with twigs/rulers in compost..</i></p> <p><i>Clip boards in outdoor role play and id sheets and ruck sack and willies and binoculars, cameras, tent ?</i></p> <p><i>bordered dinosaur paper and writer letter to our dino or</i></p> <p><i>wanted poster – have you seen this dino?</i></p> <p><i>make maps – outdoor role play.</i></p> <p><i>(dino stationary?)</i></p> <p>Wednesday – go on a shape hunt and tally chart the shapes found.</p>				
<p>Week 6/7</p> <p>Christmas stories/ Christmas</p>	<p>Introduce Christmas Nativity,</p> <p>Continue to discuss expectations.</p> <p>SEAL – getting on and falling out</p>	<p>To share traditional Christmas stories/ popular stories.</p> <p>To share the story of the nativity.</p> <p>To write a letter to Santa,</p> <p>Develop the role play areas and create signs and labels.</p>	<p>Handwriting to continue kinetic letters.</p>	<p>To introduce the children to Subtraction</p>	<p>To continue RE syllabus – To focus on the celebration of Christmas.</p> <p>What is the meaning of Christmas? Why do we celebrate Christmas?</p> <p>To share our own Christmas news and memories.</p> <p>To recognise we all have similar and different experiences.</p> <p>Share Christmas stories.</p>	<p>To learn our songs for Christmas nativity,</p> <p>To perform our productions,</p> <p>To play Christmas games,</p> <p>Christmas role play</p> <p>Make a Santa’s workshop.</p> <p>Christmas related crafts.</p>
<p>Additional</p>						

Term: Two

Class: 1 and 2

Communication and Language:**Listening and Attention** 30-50 mths/ 40-60mths

- Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity).
- Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span of time.

Understanding 30-50 mths/ 40-60mths

- Understands use of objects (e.g. “What do we use to cut things?”) • Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand ‘why’ and ‘how’ questions.
- Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion.

Speaking 30-50 months/ 40-60mths

- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*). • Can retell a simple past event in correct order (e.g. *went downslide, hurt finger*). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*. • Uses a range of tenses (e.g. *play, playing, will play, played*). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. *‘This box is my castle.’*
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.

Expressive Arts and Design:**Exploring and using media and materials** 30-50mths/ 40-60mths

- Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose.
- Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures.
- Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using.

Being Imaginative 30-50mths/ 40-60mths

- Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative.

Author Study

Who would have left our egg?

Ian Whybrow

Physical Development :**Health and Self-Care** 30-50 months/ 40-60mths

- Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
- Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute 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. • Practices some appropriate safety measures without direct supervision.

Understanding the World:**People and Communities** 30-50mths/ 40-60mths

- Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
- Enjoys joining in with family customs and routines.

The World 30-50mths/ 40-60mths

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment.
- Looks closely at similarities, differences, patterns and change.

Technology 30-50mths/ 40-60mths

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers.
- Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software.

PSHE:**Relationships 30-50 mths/ 40-60mths**

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- 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, e.g. finding a compromise

Self-confidence and self-awareness 30-50 mths/ 40-60mths

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

Managing Feelings and Behaviour 30-50 months/ 40-60mths

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Literacy:**Reading 30-50mths/ 40-60mths**

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend 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.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computer

Writing 30-50mths/ 40-60mths

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.
- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Author Study

Who would have left our egg?

Ian Wybrow

Physical Development**Moving and Handling 30-50 months/ 40-60mths**

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.
- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Mathematics:**Number 30-50mths/ 40-60mths**

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.
- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- 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.
- In practical activities and discussion, beginning 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 and fascinations.

Shape, Space and Measure 30-50mths/ 40-60mths/ ELG

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Selects a particular named shape.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- 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.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money, to compare quantities and objects and to solve problems.