



Doing all the good we can

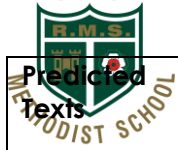
## EYFS Reception Medium Term Planning Year B Spring

Area of Learning	2.1.23	9.1.23	16.1.23	23.1.23	30.1.23	6.2.23	20.2.23	27.2.23	6.3.23	13.3.23	20.3.23	27.3.23
<b>Block Focus</b>	<b>The Natural World</b> (Science)		<b>Technology and E Safety</b> (Computing)  And K&U of the W cont.	<b>Past and Present</b> (History)		<b>Being Imaginative and Expressive</b> (Music)	<b>Creating With Materials</b> (Art)		British Science Week - Connections	<b>Creating With Materials</b> (D&T)		<b>People, Culture and Communities</b> (RE)
<b>K+U Sticky Knowledge</b>	<ul style="list-style-type: none"> <li>Describe what they see, hear &amp; feel whilst outside</li> <li>Observational drawings of the natural world</li> <li>Discuss how to care for the living things &amp; their habitats</li> <li>observe how flora &amp; fauna behave differently as the seasons change</li> <li>Examine change over time</li> <li>Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly &amp; ladybirds</li> <li>Express opinions on natural &amp; built environments &amp; opportunities to hear different points of view on the quality of the environment. Use</li> </ul>		<ul style="list-style-type: none"> <li>Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> <li>Completes a simple program on electronic devices</li> <li>Can create content such as a video recording, stories,</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to organise, sequence and clarify thinking and events</li> <li>Compare &amp; contrast characters from stories, including figures from the past</li> <li>Comment on images of familiar situations in the past</li> <li>Ask questions to find out more &amp; to check understanding of what has been said</li> <li>Understands questions such as who, why, when, where &amp; how</li> </ul>		<ul style="list-style-type: none"> <li>Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li> <li>Listen attentively, move to &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of tools competently &amp; safely</li> <li>Explore different textures. Encourage accurate drawings of people</li> <li>Create representations of both imaginary &amp; real-life ideas, events, people &amp; objects</li> <li>Explore, use &amp; refine colour mixing techniques</li> <li>Use colour for purpose, including creating moods</li> <li>Experiment to create different textures</li> <li>Use tools to create different textures</li> <li>Use a range of materials to create different textures</li> </ul>		<p>The connection between human actions and climate change.</p> <p>Showing care and concern for living things.</p>	<ul style="list-style-type: none"> <li>Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> <li>Create collaboratively sharing ideas, resources &amp; skills</li> <li>Use increasing knowledge &amp; understanding of tools &amp; materials to explore their interests &amp; enquiries &amp; develop their thinking</li> <li>Create representations both imaginary &amp; real-life ideas, events, people &amp; objects</li> <li>Express &amp; communicates working theories, feelings &amp; understandings</li> <li>Responds imaginatively to art works &amp; objects</li> </ul>	<p>Salvation</p> <p>Which places are special and why?</p>	

	<p>words such as busy, quiet, pollution</p> <ul style="list-style-type: none"> <li>• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping &amp; hygiene can contribute to good health</li> <li>• Describe what they see, hear &amp; feel</li> <li>• Identify different parts of their body &amp; animals</li> <li>• Be able to show care and concern for living things</li> <li>• Know the effects exercise has on their bodies</li> <li>• Have some understanding of growth and change</li> <li>• Talk about things they have observed including animals</li> <li>• Observational drawings of animals</li> </ul>	<p>and/or draw a picture on screen</p> <ul style="list-style-type: none"> <li>• Begin to list different IT in their home</li> <li>• Begin to give reasons why we need to stay safe online</li> <li>• Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul>	<ul style="list-style-type: none"> <li>• Understands a range of complex sentence structures including tense markers</li> <li>• Engage in non-fiction books</li> <li>• Use talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events</li> <li>• Articulate ideas &amp; thoughts in well-formed sentences</li> <li>• Ask questions to find out more &amp; to check understanding of what has been said</li> <li>• Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li> <li>• Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?</li> <li>• Understand and use vocabulary such as: I can see, I saw, same, different, similar, change,</li> </ul>	<p>talk about music, expressing their feelings &amp; responses</p> <ul style="list-style-type: none"> <li>• Respond imaginatively to music e.g. <i>this music sounds like dinosaurs</i></li> <li>• Choose particular movements, instruments/sounds for their own imaginative purposes</li> <li>• Explore &amp; engage in music making &amp; dance, performing solo or in groups</li> </ul>		<p>Manipulate materials to have a planned effect</p> <ul style="list-style-type: none"> <li>• Develop own ideas through experimentation with diverse materials to express &amp; communicate their discoveries &amp; understanding</li> <li>• Respond imaginatively to artworks &amp; objects</li> <li>• Explore, use &amp; refine a variety of artistic effects to express their ideas &amp; feelings</li> <li>• Expresses &amp; communicate working theories, feelings &amp; understandings in the form of art work &amp; objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Return to &amp; build on previous learning, refining ideas &amp; developing their ability to represent them</li> <li>• Discuss problems &amp; how they might be solved</li> <li>• Use different techniques for joining materials</li> <li>• Use tools independently, with care &amp; precision</li> <li>• Look closely at similarities, differences, patterns &amp; change</li> <li>• Know &amp; talk about the different factors that support their overall health &amp; well-being</li> </ul>	
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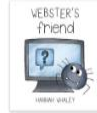
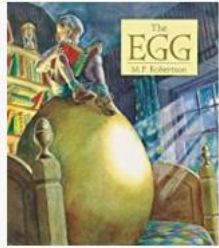


				what happened? because, explain								
<b>Seasons and Celebration Stimulus</b> <i>Do the good we can</i>			<b>Chinese New Year</b>	<b>Shrove Tuesday</b>	<b>Ash Wednesday</b>	<b>Valentines</b>		<b>St David's Day</b>	<b>Purim</b>	<b>Holi Mother's Day</b>	<b>Ramadan</b>	<b>Easter Anglican Church Visit</b>
<b>PSHE</b> Dreams and Goals Healthy Me	Stay motivated when doing something challenging	Keep trying even when it is difficult	Work well with a partner or in a group	Have a positive attitude	Help others to achieve their goals	Are working hard to achieve their own dreams and goals	Have made a healthy choice	Have eaten a healthy, balanced diet	Have been physically active	Have tried to keep themselves and others safe	Know how to be a good friend and enjoy healthy friendships	Know how to keep calm and deal with difficult situations
<b>Christian Values</b>	Perseverance					Justice						

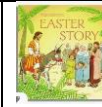
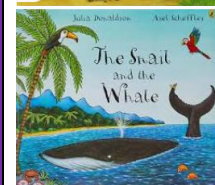
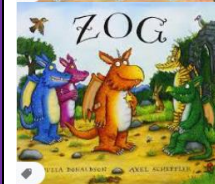
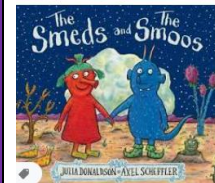
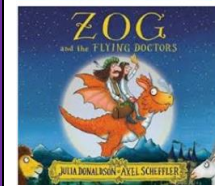
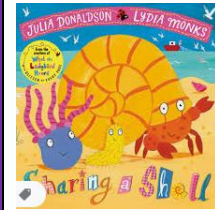


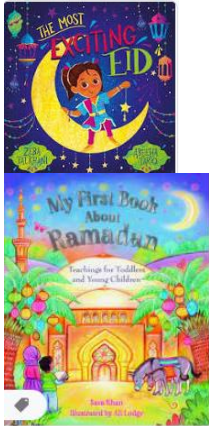
Predicted  
Texts

Doing all the good we can



### Julia Donaldson Focus



								
<p><b>C &amp; L</b> Listening, Attention and Understanding</p>	<ul style="list-style-type: none"> <li>• Listens to others in one-to-one or small groups, when conversation interests them</li> <li>• Listens to familiar stories with increasing attention and recall</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Focusing attention – can still listen or do, but can change their own focus of attention</li> <li>• Is able to follow directions (if not intently focused)</li> <li>• Understands use of objects (e.g. Which one do we cut with?)</li> <li>• Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> <li>• Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</li> <li>• Beginning to understand why and how questions</li> </ul>				<ul style="list-style-type: none"> <li>• Listens to others in one-to-one or small groups, when conversation interests them</li> <li>• Listens to familiar stories with increasing attention and recall</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Focusing attention – can still listen or do, but can change their own focus of attention</li> <li>• Is able to follow directions (if not intently focused)</li> <li>• Understands use of objects (e.g. Which one do we cut with?)</li> <li>• Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> <li>• Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</li> <li>• Beginning to understand why and how questions</li> </ul>			
<p><b>C&amp;L</b> Speaking</p>	<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>• Able to use language in recalling past experiences</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>• Uses talk to explain what is happening and anticipate what might happen next</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>• Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>• Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>• Talks more extensively about things that are of particular importance to them</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul>				<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>• Able to use language in recalling past experiences</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>• Uses talk to explain what is happening and anticipate what might happen next</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>• Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>• Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>• Talks more extensively about things that are of particular importance to them</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul>			
<p><b>P,S and E D</b> Self Regulation</p>	<p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</p> <ul style="list-style-type: none"> <li>• May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some</li> </ul>				<p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</p> <ul style="list-style-type: none"> <li>• May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions</li> </ul>			



	actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions	and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions
P,S and E D Managing Self	<ul style="list-style-type: none"> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> <li>• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • 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</li> </ul>	<ul style="list-style-type: none"> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> <li>• Can tell adults when hungry, full up or tired or when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can name and identify different parts of the body • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Can mirror the playful actions or movements of another adult or child • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • 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</li> </ul>
P,S and E D Building Relationships	Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play	Seeks out companionship with adults and other children, sharing experiences and play ideas • Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
PD Gross Motor Skills	<ul style="list-style-type: none"> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles</li> </ul>	<ul style="list-style-type: none"> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the</li> </ul>
PD Fine Motor Skills	<ul style="list-style-type: none"> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles</li> </ul>	<ul style="list-style-type: none"> <li>• Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the</li> </ul>



	<p>pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p>	<p>shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p>
<p>L Comprehension</p>	<ul style="list-style-type: none"> <li>• Understands use of objects (e.g. Which one do we cut with?)</li> <li>• Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> <li>• Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</li> <li>• Beginning to understand why and how questions</li> </ul>	<ul style="list-style-type: none"> <li>• Understands use of objects (e.g. Which one do we cut with?)</li> <li>• Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> <li>• Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</li> <li>• Beginning to understand why and how questions</li> </ul>
<p>L Word Reading</p>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books independently</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Looks at and enjoys print and digital books independently</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</li> </ul>
<p>L Writing</p>	<ul style="list-style-type: none"> <li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Includes mark making and early writing in their play</li> <li>• Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>	<ul style="list-style-type: none"> <li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Includes mark making and early writing in their play</li> <li>• Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>

M  
Number  
And M  
Number  
Patterns

Master the  
Curriculum  
NECTM

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Spring	Alive in 5			Growing 6,7,8		
	One Less Zero	Composition of numbers How many altogether?	Balance scales Full and empty	Representing 6 Making 7 Making 8	Matching 6, 7 8 Making pairs Combining 2 groups	Comparing height Comparing length Days of the week Measuring height Measuring time
	Composition of 5 Composition of 5	Composition of numbers -- 3 groups	Measuring capacity Measuring capacity	Matching 6,7,8.	Combining 2 groups Combining 2 groups Adding more	
	Equal and unequal groups	How many are hiding? (animals) How many are hiding (cubes)	Measuring capacity Measuring ingredients	One more and one less		

Term 2

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Building 9 & 10			Consolidation		
Representing 9 and 10 Sorting 9 and 10 in different ways Order numbers to 10 Composition of 9 and 10 Bingo – Numbers to 10	Counting backwards from 10 Comparing within 10 Comparing numbers within 10 Making 10 Making 10	Building 9 and 10 Matching 3D Shapes Real life objects Making 3D Prints Patterns Movement Patterns	Activities for: Composition of 5 Equal and unequal groups Measurement Zero <a href="#">Click to see this overview</a>	Activities for: Combining 2 groups Length and height Number 6 Number 7 Number 8 <a href="#">Click to see this overview</a>	Activities for: 3D and Pattern Assessment 3D and real life images Investigate 3D shapes Patterns <a href="#">Click to see this overview</a>

Term 2

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals
- begin to identify missing parts for numbers within 5
- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame
- focus on equal and unequal groups when comparing numbers





	<ul style="list-style-type: none"> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<ul style="list-style-type: none"> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>
<p>M Number And M Number Patterns</p>	<p>Comparison • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 Cardinality • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings Composition • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Spatial Awareness • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like Shape • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks Pattern • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next Measures • In meaningful contexts, finds the longer or shorter, heavier or lighter and</p>	<p>Comparison • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! Counting • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 Cardinality • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings Composition • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Spatial Awareness • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like Shape • Chooses items based on their shape which are appropriate for the child's purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks Pattern • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next Measures • In meaningful contexts, finds the</p>



more/less full of two items • Recalls a sequence of events in everyday life and stories				longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories				
U the W Past and Present			<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Enjoys joining in with family customs and routines</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Shows interest in different occupations and ways of life indoors and outdoors</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities</li> </ul>					



			and differences in relation to friends or family					
U the W People, Culture and Communities	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them</li> <li>Enjoys joining in with family customs and routines</li> <li>Remembers and talks about significant events in their own experience</li> <li>Recognises and describes special times or events for family or friends</li> <li>Shows interest in different occupations and ways of life indoors and outdoors</li> <li>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</li> </ul>							
U the W The Natural World						<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Talks about why things happen and how</li> </ul>		



						<p>things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment</p>	
E A & D Creating with Materials					<ul style="list-style-type: none"> <li>• Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally,</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed • Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns • Enjoys joining in with moving, dancing and ring games • Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and</li> </ul>	



					balancing, making enclosures and creating spaces • Uses tools for a purpose		how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose	
EA & D Being Imaginative and Expressive				<ul style="list-style-type: none"> <li>• Explores and learns how sounds and movements can be changed</li> <li>• Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>• Enjoys joining in with moving, dancing and ring games</li> <li>• Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes,</li> </ul>				



				<ul style="list-style-type: none"> <li>songs from home</li> <li>Taps out simple repeated rhythms</li> <li>Develops an understanding of how to create and use sounds intentionally</li> </ul>				
Technology		<ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</li> <li>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and</li> </ul>						





		<ul style="list-style-type: none"><li>tablets • 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 digital devices and the internet • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet</li></ul>							
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