

Statement of intent

It is our aim to give children the best possible start to their school life by **embracing** each unique child, **engaging**, **empowering**, **elevating** and **equipping** them with skills and attitudes to be happy, confident, well rounded individuals with a love for learning.

Communication and Language INTENT

- Watch someone's face as they talk.
- Be able to copy what adults do.
- Take turns in conversation (through babbling / signing).
- Enjoy singing and listening to music and rhymes.
- Listen and respond to simple instructions.
- Make sounds to get attention.
- Use gestures to communicate.
- Be able to point to something whilst making a sound.
- Be able to copy familiar adults' gestures and words.
- Use single words during play.
- Be able to use intonation, pitch and volume.
- Be able to understand single words in context.
- Understand frequently used words e.g. 'all gone'.
- Use babble to put two words together.
- Understand simple instructions.
- Be able to recognise and point to objects if asked about them.
- Say around 10 words.
- Say 20 clear words.
- Be able to chose between 2 objects e.g. 'do you want the ball or the car'?
- Be able to recognise and point to objects if asked about them.
- Be able to focus on an activity of their own choice.
- Sometimes listen to other people's talk with interest.
- Be able to make themselves understood.
- Be able to express how they are feeling with help (with actions).
- Be able to express how they are feeling with help (in words).
- Start to develop conversation jumping from topic to topic.
- Develop pretend play using speech.
- Be able to shift attention from one task to another.
- Ideally be able to use the speech sounds **p,b,m,w** (refer to speech sound and development chart) **APPENDIX 1**
- Ideally be able to pronounce:
 - **l, r, w, y**
 - **f, th**
 - **s, sh, ch, dz, j**

(refer to speech sound and development chart) **APPENDIX 1**

- Be able to pronounce multi syllabic words e.g. 'banana'.
- Be able to use up to 50 words together.
- Be able to ask questions.
- Be able to use around 300 words including descriptive language, words for time, space and function.
- Be able to link up to 5 words together.
- Start to be able to use pronouns (me, she, him) plurals and prepositions.
- Be able to follow instructions with 3 key words.
- Be able to use good manners 'please and thank you'.
- Listen to simple stories.
- Be able to understand what is happening with help from the pictures.
- Be able to point to objects in a picture book.
- Understand simple questions (who, what and where).

Communication and Language INTENT

- Listen to others on a one-to-one basis.
- Listen to others in a small group.
- Listen to others in a class discussion.
- Be able to speak on a one-to-one basis.
- Be able to speak in a small group.
- Be able to speak in a class discussion.
- Be able to comment on what they have heard.
- Be able to listen attentively.
- Be able to listen to longer stories and remember what happens.
- Be able to recognise humour in stories and rhymes.
- Join in with repeated refrains.
- Be able to pay attention to more than one thing at a time.
- Introduce new vocabulary e.g., scientific vocabulary and vocabulary from books.
- Be able to use a wider range of vocabulary.
- Use vocabulary from stories, rhymes and poems.
- Be able to understand a question or instruction that has two parts.
- Be able to understand 'why' questions.
- Know and be able to sing a large repertoire of songs.
- Know many rhymes.
- Be able to talk about familiar books.
- Be able to tell a long story.
- Model to children if they use irregular tenses and plurals e.g., 'runned'.
- Help model words to children who have pronunciation problems.
- Be able to use longer sentences of four to six words.
- Be able to use talk to connect ideas.
- Retell a past event in correct order.
- Be able to express a point of view.
- Be able to debate if they disagree with an adult or friend.
- Be able to start a conversation with an adult or friend.
- Continue to take turns in conversation.
- Engage in 'sustained shared thinking'. i.e. work with an adult or child in an intellectual way. **APPENDIX 2**
- Use talk to organise their play.
- Introduce a storyline or narrative in their play.

Communication and Language IMPLEMENTATION

- Back and forth interactions.
- Share books indoors and outdoors.
- Reading individually with an adult.
- Listening to books in a small group.
- Listening to books with the whole group.
- Storytelling.
- Puppet shows.
- Roleplay.
- Singing, action rhymes, music.
- Story cards.
- Story sacks.
- Story cube.
- Makaton.
- Makaton books.
- Books with no pictures.
- Timeline / additional visual clues.
- Visual prompts.
- Modelling new vocabulary.
- E-Readers.
- EAL electronic reader (Mantra Lingua Pen).
- Listening stories.
- Mirrors.
- Sensitive questioning.
- Circle time (take turns with teddy).
- Kim's game.
- Talk about our news.
- Listening games.
- Topic books.
- Labelling areas and toys.
- Talk about our favourite things.
- Talking flowers (garden).
- Extendable telephone.
- Toy mobile phones.
- Discuss jobs people do.
- Discuss seasonal changes.
- Language rich environment.
- Celebrate multilingualism.
- Dual Language books.
- Greetings in different languages.
- Act out stories.
- Discuss weekly themes.
- Name and talk about items in sound and colour bag.
- Conversation games.
- Sound differentiation activities e.g. odd one out.
- Discuss other children's feelings.

- Investigate living things.
- Explore new vocabulary.
- Explore rhyming words.

EAL IMPLEMENTATION

- Common words in child's own language.
- Small group activities.
- Break down language.
- Repeat words and phrases.
- Model correct language.
- Ensure we check language development with parents against the EYFS.
- Ensure as well as asking children with EAL to use nouns to help establish English we use verbs as well to help them build sentences and develop conversational language.
- Songs in different languages.
- Clothes, play food from different cultures.
- Access bilingual support.
- Opportunities to record and listen to their own talk.
- Encourage role play.
- Extend their play using their interests e.g. dinosaurs. Follow their lead and bring other objects and animals to help with the use of verbs e.g. "the horse is hungry" "the car is on top of the tower" "the baby is going to the shops".
- Model behaviour by copying them. Use simple language. Copy +1.
- Share factual books that show everyday things and experiences to help develop language.
- Use a running commentary.
- Visual clues – photos, pictures, real objects, facial expressions, gestures.
- Puppets
- Simple storybooks with repetitive text.
- Photo books with child's own language and English.
- Circle time.
- Songs / rhymes.
- Positive reinforcement.
- Time and space.

APPENDIX 3 Our Approach to Phonics and C&L

Personal, Social and Emotional Development - INTENT

- Be able to separate from a carer with support.
 - Feel secure in the environment.
 - Build a strong relationship with key person.
 - Engage with other through gestures, gaze and talk.
 - Feel valued and that their views count.
 - Be able to make transitions smoothly.
 - Be familiar with learning spaces indoors and out.
 - Explore indoors and outdoors with support.
 - Seek an adult for help when necessary.
 - Express their needs.
 - Explore indoors and outdoors making independent choices.
 - Select and use activities / resources with help.
 - Develop their learning through their own interests.
 - Be able to sit and listen for short periods.
 - Be able to respond to new experiences.
 - Be able to follow instructions with support.
 - Understand what different emotions are and identify them.
 - Express different emotions.
 - Safely explore emotions through stories.
 - Be able to begin to show a sense of control.
 - Understand that we are all different e.g. skin colour, hair colour, gender, special needs, disabilities, beliefs.
 - Explore these differences and value them.
 - Recognise their name.
 - Establish a sense of self.
 - Recognise their belongings.
 - Be able to manage their personal hygiene with support and independently (when appropriate).
 - Demonstrate independence in selecting fruit.
 - Work as part of a group at tidy up time.
 - Understand the boundaries of behaviour.
 - Begin to take turns and wait for what they want.
 - Understand right from wrong with support.
 - Begin to understand with support how others may feel.
 - Play alongside children.
 - Play with 1 or more children.
 - Develop friendships.
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Personal, Social and Emotional Development - INTENT

- Select and use an increasing range of resources.
- Develop a sense of responsibility e.g. carrying out tasks for their teacher.
- Feel part of the community.
- Know how to keep themselves safe e.g. fire safety, stranger danger, e-safety, personal safety, personal hygiene.
- Know importance of keep their bodies healthy.
- Be confident to try new activities.
- Show more confidence in new social situations.
- Become more outgoing with unfamiliar people.
- Plan how they will explore objects.
- Extend their play ideas.
- Be able to set themselves simple goals and show a can-do attitude.
- Demonstrate resilience and perseverance.
- Feel proud of their achievements.
- Work and play co-operatively.
- Have special friends.
- Negotiate and find solutions to conflicts.
- Be able to take turns, share and collaborate.
- Be able to follow rules.
- Understand and demonstrate good manners.
- Be able to follow multi-step instructions.
- Develop appropriate ways of being assertive.
- Be able to negotiate to solve a problem.
- Know ways to calm themselves down e.g. by taking deep breaths.
- Understand how others may be feeling.

Personal, Social and Emotional Development - IMPLEMENTATION

- Partnership with parents.
- Safe and secure environments.
- Positive role models.
- Puppets.
- Circle time.
- Stories.
- Small group work.
- Large group work.
- Board games.
- Timetable.
- Golden rules.
- Roleplay.
- Promote risk taking.
- Setting achievable goals.
- Geo the travelling giraffe.
- Small world play.
- Celebrate birthdays.
- Celebrate special occasions.
- Teamwork
- Group art.
- Snack time routines.
- Makaton.
- Sand timers.
- Bell for transitions.
- Self-selection of resources.
- Happy / sad board laminated pictures.
- Emotion cube.
- Emotion puppets.
- Feelings game.
- Labels, pictured resources.
- Tidy up time routine.
- Multicultural books and resources.
- Name cards.
- Celebrating religious festivals.
- Dual language books.
- Questioning.
- Scaffolding.
- Seesaws, rickshaw, encouraging group play.
- Community:
 - Christmas fayre
 - Visits from fire officers, vets, police officers, scientists, vicar, parents, wildlife charities etc. etc. visit to allotments, school trips.
- Transition activities – PJ party, school uniform and bags, starting school stories, teacher visits, blue visit to yellow tables.

- Move their body freely indoors and outdoors.
- Move in response to music.
- Be able to clap and stamp to music.
- Fit into spaces like tunnels, dens etc.
- Enjoy joining in with dancing and ring games.
- Use flags and streamers to make large body movements.
- Build independently with a range of resources.
- Walk slowly / quickly.
- Run freely.
- Be able to find a space.
- Be able to walk and run around obstacles safely.
- Be able to adjust speed and change direction.
- Be able to stop on a signal.
- Can they climb with help.
- Be able to climb independently.
- Be able to slide.
- Be able to spin.
- Be able to jump with two feet on a trampoline.
- Jump with two feet off a bench / land appropriately.
- Be able to crawl, slither, gallop.
- Walk up the stairs with two feet to a step.
- Be able to kick and throw a ball.
- Push with their feet to move a four wheeled ride on.
- Drink from a cup.
- Pour using a jug.
- Wash and dry their hands with help.
- Wash and dry their hands independently.
- Wipe their nose.
- Experience manipulating materials.
- Complete a simple jigsaw.
- Be able to thread.
- Use simple one-handed tools.
- Hold a crayon with whole hand.
- Be able to make snips with scissors.
- Make choices at snack time.
- Be able to put on their coat with help.
- Be able to do up a zip with help.
- Know if they have a wet or dirty nappy.
- Tell an adult if they have a wet or dirty nappy.
- Sit on the toilet with help.
- Use the toilet independently.

Physical Development INTENT

- Balance on stepping stones, on a bench, on stilts.
- Walk up the stairs using alternate feet.
- Stand on one leg.
- Hop on one foot.
- Be able to skip.
- Be able to jump with two feet together.
- Roll a hoop.
- Be able to throw a beanbag at a target.
- Be able to catch a ball with two hands.
- Be able to do a sideways roll.
- Be able to do a forwards roll assisted.
- Be able to ride a scooter.
- Be able to pedal a tricycle.
- Be able to ride a balance bike.
- Decide on ways of moving.
- Participate in games with simple rules.
- Collaborate with others to complete a physical task.
- Be able to build with the hollow blocks.
- Engage in simple team games.
- Remember sequences of movements related to rhythm.
- Choose right resources to carry out their plan.
- Be able to blow their nose.
- Be able to put on dressing up clothes.
- Be able to put on their coat independently.
- Use one handed tools independently e.g. hammers, scissors.
- Show a preference for hand dominance.
- Encourage correct independent use of a knife and fork, chopsticks, eating utensils.
- Use a comfortable pen grip.
- Encourage and develop the use of a tripod grip.
- Know the importance of healthy foods.
- Encourage the children to make healthy food choices.
- Know the importance of brushing teeth.
- Know which foods are kind to teeth.
- Know how to brush teeth.

Physical Curriculum IMPLEMENTATION

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| <ul style="list-style-type: none">• Threading• Sewing.• Tweezers.• Scissors.• Weaving.• Puzzles.• Woodwork.• Tap and Hammer.• Gluing.• Painting.• Playdough.• Clay work.• Mud kitchen.• Sand.• Water.• Kinetic sand.• Gardening.• Small world play.• Cooking.• Baking.• Sandwich making.• Fruit salad / smoothies.• Whisks.• Crayons.• Chalks.• Felt pens.• Pencils.• Pastels.
<ul style="list-style-type: none">• Climbing frame.• Climbing wall.• Scramble net.• Slide.• Bench.• Barrel.• Trampoline.• Cloths, den covers, den clips.• Pop up den.• Obstacle course, cones, tunnels.• Stilts.• Skipping rope.• Space hoppers.• Stepping stones.• Hoops. | <ul style="list-style-type: none">• Ball and beanbag play.• Build / balance / construct – hollow blocks.• Forward rolls.• Ball skills.• Trikes.• Four wheeled train.• Little trike cars.• Scooters.• Balance bikes.• Rickshaw.
<ul style="list-style-type: none">• Circle songs• Musical instruments.• Party games.• Games with rules.• Cultural dancing.• Maypole dancing.• Dragon dancing.• Sports day.• Sequence movements together.• Tracking games, healthy eating, fitness, heart rate. |
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Literacy - INTENT

- Enjoy songs and rhymes.
- Join in songs and rhymes.
- Say some of the words in songs and rhymes.
- Copy a rhythm.
- Copy finger movements.
- Sing songs and rhymes independently.
- Share books with an adult.
- Show awareness of pictures and words.
- Have favourite books.
- Handle books carefully.
- Hold books the correct way up and turn pages.
- Listen to stories one-to-one and in small groups.
- Know print carries meaning.
- Repeat phrases from a book.
- Ask questions about a book.
- Draw freely.
- Use some print knowledge in early writing.
- Notice print around them.
- Recognise their name.
- Start to write their name.
- Be able to identify the sounds made by instruments.
- Be able to recall sounds.
- Be able to discriminate between sounds.
- Be able to describe sounds.

- Fill in missing words from a rhyme.
- Be aware of rhyme and alliteration.
- Recognise words that rhyme.
- Print has meaning.
- Know that print has different purposes.
- English text is left to right, top to bottom.
- Recognise different parts of a book.
- Retell stories.
- Sequence stories and name different parts of a book.
- Anticipate and identify main events in stories.
- Suggest how stories may end.
- Use vocabulary from experience and newly introduced vocabulary.
- Know the difference between numbers and letters.
- Be able to write some letters accurately.
- Be able to write their name.
- Understand writing for different purposes.
- Describe sounds they hear with a wide vocabulary.
- Group sounds e.g. loud and quiet.
- Use sounds to represent a story character.
- Be able to give an opinion about what they have heard.
- Clap syllables in a word.
- Be able to make different sounds with their voices.
- Hear sounds at the beginning of words.
- Recognise words with the same initial sound.
- Link sounds to letters.
- Blend phonemes to recognise simple CVC words.

Literacy - IMPLEMENTATION

- Storytelling.
- Drama through stories.
- Puppets, small world play.
- Information books.
- Alphabet books, pop up books.
- Big books, magazines, early reader books.
- Picture / fiction books.
- Songs, rhymes, poems, music.
- Atlas.
- Dual language books.
- Book corner.
- Garden road signs.
- E-Reading books.
- Letter tiles.
- Letter pebbles.
- Sand letters.
- Magnetic letters.
- CVC boards.
- Letter and sounds programme.
- Boogie Mites.
- Phonics.
- Listening walks.
- Musical instruments – identifying sounds.
- Sound bag.
- Sound games.
- Letter recognition.
- Name cards / recognition.
- Reading the calendar.
- Model word blending.
- Phonic robot / bear.
- Mark making.
- Chalks, crayons, felt pens, pencils, paint, pastels.
- Clipboards.
- Dough letters.
- Magnetic boards.
- Magic writing boards.
- Writing black mat.
- Chalkboards.
- Labelling on displays, emergent writing.
- Making cards.
- Making posters.
- Making group picture books.
- Letter bingo.
- Sound lotto.

Expressive Arts and Design - INTENT

- Explore different materials indoors and outdoors.
- Explore paint with body parts.
- Explore open ended resources.
- Explore natural resources.
- Start to make marks.
- Express themselves through marks.
- Explore art on a small and large scale.
- Make simple models.
- Explore simple pretend play.
- Develop pretend play alongside others engaged in the same theme.
- Make use of props and materials in roleplay.
- Make sounds with their bodies.
- Join in with familiar songs.
- Sing well known nursery rhymes.
- Sing songs from other cultures.
- Show attention to music.
- Make repetitive sounds.
- Explore playing instruments.
- Start and stop playing at a signal.

- Explore different materials in order to develop own ideas and decide on materials.
- Explore joining methods.
- Explore colour mixing.
- Use drawings to represent movement.
- Create closed shapes and add detail.
- Show emotions in their drawings.
- Make their own creations and discuss them.
- Use a variety of tools.
- Be able to use tools safely.
- Look at work of different artists.
- Engage in imaginative roleplay with others.
- Use an object to represent something else.
- Begin to develop complex stories with small world props.
- Invent and recount complex narrative and stories.
- Negotiate rules in their role play.
- Remember and sing entire songs.
- Perform rhymes, stories, poems and songs.
- Sing the correct pitch of a song.
- Listen with increased attention to sounds.
- Move in time with music.
- Respond emotionally and physically to music.
- Clap and tap to the pulse of music.
- Explore dynamics, tempo, pitch, rhythm.
- Play instruments with increasing control.
- Make music and record it.
- Use ICT to listen to and record music.

Expressive Arts and Design - IMPLEMENTATION

- Painting – with different brushes.
- Drawing.
- Pastels.
- Chalks.
- Printing.
- Junk modelling.
- Dough.
- Clay
- 2D and 3D collages.
- Colour mixing.
- Natural materials.
- Fabric.
- Textures.
- Papier Mache.
- Large scale art.
- Group art.
- Transient art.
- Make greetings cards.
- Make gifts.
- Puppet making.
- Mask making.
- Open ended materials.
- Explore joining methods e.g. Pritt stick, PVA, Sellotape, split pins, treasury tags, children's stapler.
- Woodwork.
- Small world scenarios.
- Imaginative roleplay with props.
- Themed roleplay.
- Percussion instruments.
- Musical stepping stones.
- Boom whackers.
- Music from around the world.
- Taking photos of creations and constructions.

Understanding the World - INTENT

- Explore properties of materials through their senses e.g. texture, smell, sound, taste.
- Explore natural materials indoors and outdoors.
- Explore the natural world e.g. splash in puddles, mini beast hunts, growing flowers, see spring arriving, changing seasons etc. etc.
- Encourage respect for living things.
- Show curiosity about people and show interest in stories about people and animals.
- Have a sense of their own family.
- Talk about themselves and their family.
- In pretend play imitate everyday actions and events from their own family and cultural background.
- Talk about differences and what makes them special.
- Enjoy play with small world reconstructions building on first hand experiences.
- Notice differences between people.
- Have positive attitudes towards differences including race, religion, gender, special needs etc.
- Show interest in toys with buttons, flaps and mechanisms.
- Be able to operate mechanical toys.
- Use pipes, funnels etc. to transport water.
- Show awareness of recycling, repairing and reusing.

- Use all senses to explore natural materials.
- Explore collections of materials with similar or different properties.
- Be able to talk about what they see.
- Develop a wide vocabulary.
- Be able to talk about significant events that happen to them.
- Be able to comment and ask questions about where they live.
- Show an interest in different occupations.
- Talk about lives of people around them and their roles.
- Explore how things work.
- Understand key features of plants.
- Understand the life cycle of plants and minibeasts, growth and decay.
- Know how to care for living things and plants.
- Understand the effect of their behaviour on the environment.
- Explore different forces e.g. water, magnets.
- Observe changes in material e.g. cooking, cooling and heating, melting, sinking, floating, shadows, transparency, reflection.
- Know some of the things that make them unique.
- Talk about differences between people, families and communities.
- Have positive attitudes about the differences between people.
- Enjoy joining in with family customs and routines.
- Know the members of our group and pronounce their names correctly.
- Be able to talk about their own immediate environment.
- Know there are different countries in the world.
- Know there are different habitats in the world.
- Know how to operate simple equipment.
- Show an interest in technological toys.
- Know information can be retrieved from digital devices.
- Play with a range of materials learning cause and effect.

Understanding the World - IMPLEMENTATION

- Visits, outings, school trips
- Visits from, for example, police officer, vet, lollipop person, firefighters etc, visits and role play.
- Stories – non-fiction, fiction, rhymes, poems – depicting places, journeys, habitats, communities etc. etc.
- Explore natural materials indoors and outdoors.
- Treasure baskets.
- Materials portraying diversity and confronting gender and other stereotypes e.g. National Women's Day.
- Look at photos, artefacts,
- Globes, atlas, wall charts, planting / gardening / growing potatoes, cress, sunflowers, veg etc. etc.
- Cogs, pulleys, water wall.
- Magnets
- Magnifying glasses.
- Remote control cars
- E-readers
- Metal detectors.
- Recording flowers.
- CD player.
- Digital camera
- Beebots.
- Cooking
- Experiments
- Circle time
- Blenders and mixers
- Toasters
- Learning about: bonfire night, harvest, thanksgiving, valentines day, mothers / fathers day, Easter, Christmas, nativity play, Diwali, Bonfire Night, Australia Day, St David's Day, St Patrick's Day, St George's Day, Chinese (Lunar) New Year, Burn's Night, St Andrew's Day, Pancake Day
- Celebrate relevant and important celebrations for our families.
- Learning about cold lands, hot lands, animal conservation, ocean conservation, the rainforest.
- Geo the travelling Giraffe.
- Stories from around the world.
- Pirate week, dinosaurs, castles etc.
- Allotment visit – growing food and seeing our community
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- Lighthouse keeper story and seaside themes.
- Understand change in seasons and weather
- Calendar
- Recycling paper, cardboard, plastic (labelled bins)
- Recycling food for compost tub
- Repair and reuse box.
- Daily routines / passage of time.
- Caring for the birds, hibernation, migration, nocturnal animals.
- Wet and dry sand.
- Water, paint, playdough, rice, clay, ice, jelly.
- Minibeast stories, information books and activities
- Looking after the caterpillars watching their lifecycle.
- National Bee Day, honey sandwiches.
- Floating and sinking.
- Space, moon, sun topics.
- Dark dens, torches etc.
- Look at growth and decay.
- Gradients – guttering.
- British wildlife.
- Small world play (representing diversity).
- Mini Me's in small world play promoting belonging.
- Kindle.
- Yoga.
- Making maps.
- Watering the plants.
- Water conservation.
- Draw / make flowers identifying the different parts.
- New / old objects.
- Stories about the countryside.
- Stories about towns and cities.
- Stories and activities connected to farming.
- Model investigational skills. Introduce new vocabulary.
- Expand knowledge through kinaesthetic learning (move like leaves falling, for example).

Mathematics - INTENT

- Enjoy joining in with counting activities.
 - Use numbers in play.
 - Be able to count in everyday contexts.
 - Know that everything can be counted.
 - Count a variety of objects.
 - Count up to 10 by rote.
 - Recognise some numbers.
 - Explore properties of a range of materials.
 - Sort a collection of random materials.
 - Sort and compare by colour, size, shape and weight.
 - Talk about patterns in the environment.
 - Squeeze into different spaces.
 - Complete inset puzzles.
 - Notice simple shapes and patterns in pictures.
 - Build with a range of shapes.
 - Talk about and explore 2D and 3D shapes.
 - Talk about the shapes of everyday objects.
 - Ideally know the names for 2D and some 3D shapes.
 - Use number skills in shopping activities.
 - Be able to sequence familiar events.
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Mathematics - INTENT

- Be able to subitise up to 3 objects (without counting individually)
- Recite numbers past 5.
- Understand that in counting activities none is represented by zero.
- Say one number for each item in order 1,2,3,4,5.
- Know that the last number reached tells you the total (cardinality).
- Solve problems with numbers to 5.
- Count up to 20 orally.
- Recognise numbers to 5, then 10.
- Order numbers 1-5
- Order numbers 1-10.
- Compare quantities (more than, fewer than etc.)
- Know number does not change if items are rearranged (conservation).
- Count on from a number to 10.
- Count backwards from 10.
- Say 1 more or 1 less than a number to 10.
- Understand concept of addition by counting two sets.
- Investigate concept of subtraction.
- Understand ordinal number e.g. 1st, 2nd, 3rd.
- Recognised connection between numbers of items and their written numerals.
- Experiment with own ways of representing numbers.
- Sort and compare by length, height and capacity.
- Categorise objects by size, shape and properties.
- Select shapes appropriately for tasks.
- Understand the concept of space.
- Use mathematical terms to describe shapes e.g. flat, solid, sides, corners, faces, curved, circle, square, rectangle, triangle, star, heart, diamond, oval, semi circle, cube, cylinder, sphere, cuboid, pyramid).
- Combine shapes to make new ones.
- Understand what money is used for.
- Become familiar with coins in everyday use.
- Copy simple patterns.
- Continue a pattern.
- Spot errors in a repeating pattern.
- Create a pattern.
- Talk about data and represent it in simple pictograms.
- Understand positional language e.g. under, over, above, by the side of, in front of, behind, up, down, forwards, backwards, sideways.
- Experience making judgements about speed and direction.
- Be able to use vocabulary related to time e.g. morning, afternoon, nighttime, daytime.
- Describe a sequence of events e.g. first, then.
- Understand why we use a calendar.

Mathematics - IMPLEMENTATION

- Number / size stories
- Number rhymes / songs
- Counting natural objects
- Hopscotch
- Track games, target games.
- Cooking
- Symmetry in butterflies
- Wet / dry sand
- Pulleys
- Pegboards / large peg boards
- Aximo / large Aximo
- Number jigsaws
- Russian dolls
- Abacus
- Tap hammer shapes
- Matching games
- Board games
- Ordering elephants
- Dominoes
- Construction kits.
- Small wooden blocks
- Large hollow blocks
- Giant games – Jenga, connect 4

- Obstacle course
- Dice
- Making graphs, picto games.
- Clocks
- Tape measures
- Money
- Shape collages
- Weighing scales, measuring jugs, different size containers
- Guttering / gradients
- Calendar
- Timeline
- Sets of toys
- Magnetic numbers
- Sand timers
- Dough
- 2D shapes
- 3D shapes
- Music and movement
- Whiteboard with numbers
- Shopping till
- Birthday cakes
- Fishing game