- Long Term Planning - Continuous Provision.

Long Term Key Learning Opportunities / Key Early Learning Goals.

PSE

*Continue to be interested, excited and motivated to learn.
*Be confident to try new activities, initiate ideas and speak in a familiar group.
*Maintain attention and concentration.
*Respond to significant experiences, showing a range of feelings when appropriate.
*Form good relationships with adults and peers.
*Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
*Understand what is right, what is wrong and why.
*Consider the consequences of their words and actions for themselves and others
*Select and use activities and resources independently.
*Sustains involvement and perseveres, particularly when trying to solve a problem.
* Takes into account the ideas of others.

CLL

*Listens and responds
*Interact with others, negotiating plans and activities and taking turns in conversation.
*Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.
*Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.
*Extend their vocabulary, exploring the meanings and sounds of new words.
*Speak clearly and audibly with confidence and control and show awareness of the listener.
*Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
*Experiment with mark making.

PSRN

*Say and use number names in order in familiar contexts.
*Count reliably up to ten everyday objects.
*Recognise numerals 1-9
*Use developing mathematical ideas and methods to solve practical problems.
*In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.
*Use language such as 'more' or 'less' to compare two numbers.
*Find one more or less than a given number.
*Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.
*Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.
*Talk about, recognise and recreate simple patterns.
*Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.
*Use everyday words to describe position.

KUW

*Investigate objects and materials by using all of their senses as appropriate.
*Look closely at similarities, differences, patterns and change.
*Ask questions about why things happen and how things work.
*Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary
*Use information technology to support learning.

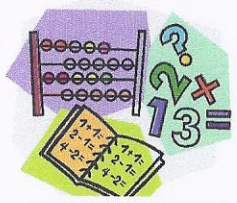
PD

*Use a range of small and large equipment
*Handle tools, objects, construction and malleable materials safely and with easing control
*Develop manipulative skills

CD

*Respond in a variety of ways to what they see, smell, touch and feel.
*Explore texture, shape, form and space in two or three dimensions.
*Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making
*Use their imagination in design and small world play.

Numeracy



Resources

Range of sorting and counting equipment - small toys, animals, counters etc.
Dice - numbered, coloured and dots
Numbers - cards, plastic, magnetic,
Washing line for sequencing
Cubes - multilink, unifix
Number lines
Pegs and boards
Beads and threading activities
Flat and solid shapes
Number games - dominoes, matching, counting etc.
Number puzzles
Timers
Number books and rhymes
Clipboards/pencils/crayons/whiteboards/magnetic boards

Resource enhancements throughout the year.

Graded equipment - boxes, bottles, parcels etc.
Money
Clocks
Scales and weights

Extra resources for outdoor activities

Washing line, clothes, pegs
Large numbers
Large dice
Number carpet tiles
Hopscotch,
Numbered bays for parking

Possible experienc

Using a range of mathematical language
Estimating and checking
Counting regular and irregular arrangements of objects
Ordering numbers / sizes / quantities
Conservation of number
Comparing and exploring shapes
Beginning to record
Problem solving
Sharing and combining
Following directional instructions
Using positional language

Adult's Role and Links to EYFS

Unique Child

*Promote access to all areas
* Follow individual interests.
* Promote and encourage independence.
* Praise and acknowledge children's explorations and discoveries
.*Support language development

Positive Relationships

* Respecting others feelings.
* Sharing and taking turns.
* Children playing cooperatively.
* Encourage children to listen and respond to each other.

Enabling Environments

* Provide resources to support children in discovering different mathematical concepts
* Demonstrate clear and consistent boundaries re safety.
* Providing a wide range of enhancements for children to extend their play.
* Ensure accessibility to all children.

Learning & Development

* Supporting children's curiosity e.g. 'What happens if I add .....?'
* Model language to enable children to develop an understanding of different concepts e.g. more / less,
* Support children in developing estimation skills e.g. weight, capacity volume etc.
* Ensure children have time and space to complete and revisit started projects.
* Recognising patterns and changes in patterns.
*Support children's exploration of size, position, shape etc.