



## Appendix 1 Example of a Learning Journey

# Transport

What we already know	What we'd like to find out	What we know now!
<ul style="list-style-type: none"> <li>• Taxis are a type of transport</li> <li>• You use an aeroplane to go on holiday</li> <li>• Trains go really, really fast</li> <li>• You can sit on booster seats in the car</li> <li>• A minibus is a little car</li> <li>• Open topped buses are in London. They are double deckers with no roof top.</li> <li>• A transporter lorry takes cars to the garage.</li> <li>• A quad bike is a motorbike with four wheels.</li> <li>• Some cars go on boats.</li> <li>• You can get "quad scooters"</li> <li>• Fire can come out of the back of scooters.</li> <li>• Fire engines, ambulances, police cars all have sirens and flashing lights.</li> <li>• Break down lorries like the AA.</li> </ul>	<ul style="list-style-type: none"> <li>• How do they put sirens on?</li> <li>• What do AA men do?</li> <li>• How do sirens make their noise?</li> <li>• How do they work the rides at Disneyland?</li> <li>• How does the Eurostar work?</li> <li>• How do they pour cement from a cement lorry?</li> <li>• How do tractors plough the ground??</li> <li>• How do helicopters spin round?</li> <li>• How do you put an engine on a train?</li> <li>• How do helicopters spin round?</li> <li>• How do fire-engines squirt the water?</li> <li>• How do firemen get up the ladder?</li> <li>• How do they turn the taps on the hoses of the fire-engine?</li> </ul>	<ul style="list-style-type: none"> <li>• Aeroplanes fly</li> <li>• Helicopters lift up by pressing a button, the rotors spin and lift off the ground.</li> <li>• The bolt is attached to the roof and when you press the button the rotors spin.</li> <li>• Fire engines have a button which makes the lights turn on and the light spins. They press it in an emergency. You also hear a siren.</li> <li>• Aeroplanes have wings and a nose!</li> <li>• A team of people race cars.</li> <li>• Bicycles have tyres they spin round by putting your feet on the pedals.</li> <li>• Fire engines squirt water in an emergency.</li> <li>• Aeroplanes can carry people, so do cars, trains, limousines and buses.</li> <li>• Trucks and tractors dig the ground.</li> </ul>

Richard: 

Julie/Bryony: 

Claire: 

Jo: 

## Appendix 2 Example of Foundation Stage

# Foundation Stage Short Term Plan

**Staff:** RA, JH, BC, CW, JH    **Autumn Term 1:** Week 7    **Date:** 13.10.2010    **Context:** Health Week

### What has happened before?

The whole school is coming together to discuss and work on all aspects of a healthy lifestyle. This covers eating healthy foods, keeping our bodies fit through exercise and how to live a healthy lifestyle. The Foundation Stage class will be completing the following programme a work in line with the rest of the school.

### What we want the children to learn

#### Development matters:

##### PSED

30-50 months:

- Show confidence in linking up with others for support and guidance.
- Show increasing confidence in new situations.
- Feel safe and secure, and show a sense of trust.

40-60+ months:

- Be confident to try new ideas and speak in a familiar group.
- Express needs and feelings in appropriate ways.
- Form good relationships with adults and peers.
- Have an awareness of the boundaries set, and of behavioral expectations in the setting.  
Have confidence to speak to others about own wants and interests.

##### CLL


30-50 months


- Begin to be aware of the way stories are structured.
- Understand the concept of a word.
- Know information can be relayed in the form of print.
- Listen to and join in with stories and poems, one-to-one and also in small groups.

### Look, Listen, Note:

- Children's reactions to and relationships with peers and adults, particularly those whose company they enjoy.
- Children's attentiveness to others.
- Children's confidence and how they express their needs.
- Children's relationships with other children and adults.
- Children's increasing understanding of acceptable behaviour for themselves and others.
- Children's readiness to engage in conversation.
  
- Children's familiarity with the way books work. For example, turning the pages and telling the story using the pictures and using phrases such as "Once upon a time".
- The stories and poems children choose and know how to follow. For example retelling a story, using words and phrases from a well-known story.
- Children's references to and understanding of how print works. For example, asking what a word says or what instructions mean.
- Children's recognition of their names, or letters or words, in scripts other than English.
- The marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing

Richard: 

Julie/Bryony: 

Claire: 

Jo: 

- Suggest how the story might end.
- Show interest in illustrations and print in books and print in the environment.
- ascribe meanings to marks that they see in different places.
- Sometimes give meaning to marks as they draw and paint.

40-60+months

- **Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.**
- **Know that print carries meaning and, in English, is read from left to right and top to bottom.**
- **Retell narratives in the correct sequence, drawing on language patterns of stories.**
- Know that information can be retrieved from books and computers.
- Use writing as a means of recording and communicating.
- **Write their own names and other things such as labels and captions, and begin to form simple sentences, sometimes using punctuation.**

#### Knowledge and Understanding of the world

30-50 months

- Show curiosity about why things happen and how things work.
- Show curiosity and interest in the features of objects and living things.

40-60+ months

- **Find out about, and identify, some features of living things, objects and events they observe.**
- Explain own knowledge and understanding, and ask appropriate questions of others.
- **Look closely at similarities, differences, patterns and change.**
- **Ask questions about why things happen and how things work.**
- Notice and comment on patterns.
- **Investigate objects and materials by using all of their senses as appropriate.**

#### CD

30-50 months:

- Capture experiences and responses with music, dance, paint and other materials or words.
- Tap out simple repeated rhythms and make some up
- Enjoy joining in with dancing and ring games.
- Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

40-60+ months:

- Choose particular colours to use for a purpose.


Create constructions, collages, painting and drawings


- The words that children recognise, such as their name and signs such as 'open'.
- Children's understanding of the elements of stories, for example, Mehmet refers to the 'beginning' and 'end' of a story. He says, "I don't like that ending. I think he should've run away and been happy ever after".
- How children use non-fiction books.
- Children's understanding about how information is kept in different places and can be retrieved.
- Children's formation of recognisable letters.
- Children's dexterity in using a range of tools in their play and writing.

- How children express choices and preferences
- How children examine objects and living things to find out more about them, for example, observing plants and animals, or noticing the different materials that things are made of.
- Ways in which children find out about things in the environment, for example, by handling something and looking at it closely.
- Instances of children investigating everyday events, such as why a bicycle stops when the brakes are pressed.
- Instances of children identifying features of living things or objects.
- The changes and patterns that children notice.

- The ways in which children explore materials and the effects they can create, for example, making swirling lines with scarves and streamers by twirling round.
- The patterns and structures children talk about, make or construct.
- The range of experiences children represent through imaginative play.
- How children design and create, either using their own ideas or developing those of others.
- The numerous ways in which children create and construct, and how their explorations lead to new understandings about media.

Richard: 

Julie/Bryony: 

Claire: 

Jo: 

## Focused session/adult initiated activity

Day	Session 1	Session 2	Session 3
Weds 13.10.10 OBS: RA Float: CW	<ul style="list-style-type: none"> <li>▪ Activate</li> <li>▪ Phonics</li> </ul> <p><i>Colour mixing: AI</i>, Using poster paints the children will explore how different colours can be made by mixing. Use palettes and laminated colour mixing boards.</p> <p><i>Creating produce: AI</i>, Using junk materials children will create fruit and vegetables for the Farmers Market. Display images of fruit and vegetables for the children to observe as they work.</p>	<p><i>Colour mixing: AI</i>, Using poster paints the children will explore how different colours can be made by mixing. Use palettes and laminated colour mixing boards.</p> <p><i>Creating produce: AI</i>, Using junk materials children will create fruit and vegetables for the Farmers Market. Display images of fruit and vegetables for the children to observe as they work.</p> <ul style="list-style-type: none"> <li>▪ Shared reading (11:30am)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Metal mathematics (see planning)</li> </ul> <p>In the investigation area children will explore a range of fruit and vegetables, both whole and sliced, investigating what they look, feel, smell and taste like. Collect their adjectives on cards next to the fruit basket. <b>AI</b></p> <ul style="list-style-type: none"> <li>▪ All About Me (2:30pm)</li> </ul> <p>Based on results of ‘All About Me’ booklets each child will have the opportunity to share one of their favourite things.</p>
Thurs 14.10.10 OBS: JoH Float: CW	<ul style="list-style-type: none"> <li>▪ Activate</li> <li>▪ Phonics</li> </ul> <p><i>Colour mixing: AI</i>, Using poster paints the children will explore how different colours can be made by mixing. Use palettes and laminated colour mixing boards.</p> <p>Using baskets, encourage the children to sort whole fruits and vegetables and to explain their choices and criteria for sorting. Discussions could centre around the numerical size of the sets, relative size of the produce and mathematical language; more/a lot/a few/less etc. <b>CI</b></p>	<p><i>Colour mixing: AI</i>, Using poster paints the children will explore how different colours can be made by mixing. Use palettes and laminated colour mixing boards.</p> <p>Using baskets, encourage the children to sort whole fruits and vegetables and to explain their choices and criteria for sorting. Discussions could centre around the numerical size of the sets, relative size of the produce and mathematical language; more/a lot/a few/less etc. <b>CI</b></p> <ul style="list-style-type: none"> <li>• Shared reading (11:30am)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Metal mathematics (see planning)</li> </ul> <p>All staff to co-play with the children/observe the children working with the continuous provision. Look, listen and note: How children express choices and preferences How children examine objects and living things to find out more about them, for example, observing plants and animals, or noticing the different materials that things are made of. Ways in which children find out about things in the environment, for example, by handling something and looking at it closely.</p> <ul style="list-style-type: none"> <li>▪ All About Me (2:30pm)</li> </ul> <p>Based on results of ‘All About Me’ booklets each child will have the opportunity to share one of their favourite things.</p>
Fri 15.10.10 OBS: JuH Float: JoH	<ul style="list-style-type: none"> <li>▪ Activate</li> <li>▪ Phonics</li> </ul> <p><i>Creating produce: AI</i>, Using junk materials children will create fruit and vegetables for the Farmers Market. Display images of fruit and vegetables for the children to observe as they work.</p> <p><i>Floating and Sinking: CI</i>, Building on prior floating</p>	<p><i>Creating produce: AI</i>, Using junk materials children will create fruit and vegetables for the Farmers Market. Display images of fruit and vegetables for the children to observe as they work.</p> <p><i>Floating and Sinking: CI</i>, Building on prior floating and sinking activity children will</p>	<ul style="list-style-type: none"> <li>▪ Metal mathematics (see planning)</li> </ul> <p>All Staff: Children will begin the process of data handling with the title ‘my favourite fruit or vegetable’. Building on Weds session the children will look at, smell, touch and taste a range of produce and draw a picture of their favourite.</p>

Richard: .....

Julie/Bryony: .....

Claire: .....

Jo: .....

	<p>and sinking activity children will explore different types of fruit and vegetables in the water tray. K UW - <b>Investigate objects and materials by using all of their senses as appropriate. (collect with children on cards the words they suggest to describe what they see – L+S)</b></p>	<p>explore different types of fruit and vegetables in the water tray. K UW - <b>Investigate objects and materials by using all of their senses as appropriate. (collect with children on cards the words they suggest to describe what they see – L+S)</b></p> <ul style="list-style-type: none"> <li>• Shared reading (11:30am)</li> </ul> <p><b>Vegetables</b> – Non-fiction text, discuss key features such as photos and contents page. <i>What is the job of contents page?</i> Children to select different pages to look at.</p>	<ul style="list-style-type: none"> <li>▪ All About Me (2:30pm)</li> </ul> <p>Based on results of ‘All About Me’ booklets each child will have the opportunity to share one of their favourite things.</p>
<p>Mon 18.10.10 OBS: BC Float: JoH</p>	<ul style="list-style-type: none"> <li>▪ Activate</li> <li>▪ Phonics</li> </ul> <p><i>Shopping list:</i> AI, Children will use provided, labeled, images of fruit and vegetables with shopping list blanks. With support they will write their own shopping list. (Key Children)</p> <p><i>Observational drawings:</i> CI, Using real examples of cut fruit and vegetables children will apply the skills developed during the colour mixing activity to make drawings of the fruit and vegetables they can see.</p>	<p><i>Shopping list:</i> AI, Children will use provided, labeled, images of fruit and vegetables with shopping list blanks. With support they will write their own shopping list. (Key Children)</p> <p><i>Observational drawings:</i> CI, Using real examples of cut fruit and vegetables children will apply the skills developed during the colour mixing activity to make drawings of the fruit and vegetables they can see.</p> <ul style="list-style-type: none"> <li>• Shared reading (11:30am)</li> </ul> <p><b>My Healthy Body-“Fit and Well”</b> Non-Fiction Text, look at first 4 sections to p11 about keeping fit.-relate to the days aerobics activity. Discuss page 5, looking at use of labels on diagrams.</p>	<ul style="list-style-type: none"> <li>▪ Metal mathematics (see planning)</li> </ul> <p>All staff to co-play with the children/observe the children working with the continuous provision. Look, listen and note: How children express choices and preferences How children examine objects and living things to find out more about them, for example, observing plants and animals, or noticing the different materials that things are made of. Ways in which children find out about things in the environment, for example, by handling something and looking at it closely.</p>
<p>Tues 19.10.10 OBS: CW ML Obs</p>	<ul style="list-style-type: none"> <li>▪ Activate</li> <li>▪ Metal mathematics (see planning)</li> </ul> <p><i>Making a fruit potion:</i> AI, Brief intro into potions, what are their jobs, who makes them etc. Children will produce a <i>potion to make their friend happy</i> applying all known/taught counting skills. Shared reading of potion to reinforce numbers as labels and model counting skills (line, count all, altogether, total, cardinality). Working individually or in pairs children will collect the correct number of ingredients.</p> <p><i>Number twister:</i> AI, Using board and dice children</p>	<p><i>Making a fruit potion:</i> AI, Brief intro into potions, what are their jobs, who makes them etc. Children will produce a <i>potion to make their friend happy</i> applying all known/taught counting skills. Shared reading of potion to reinforce numbers as labels and model counting skills (line, count all, altogether, total, cardinality). Working individually or in pairs children will collect the correct number of ingredients.</p> <p><i>Number twister:</i> AI, Using board and dice children will play twister game. Reinforce numeral recognition and simple addition skills. Children will roll dice to find numeral and body part to put down. LA – restrict to numeral</p>	<ul style="list-style-type: none"> <li>▪ Phonics</li> </ul> <p><i>Shopping list:</i> AI, Children will use provided, labeled, images of fruit and vegetables with shopping list blanks. With support they will write their own shopping list.</p> <p><i>Observational drawings:</i> CI, Using real examples of cut fruit and vegetables children will apply the skills developed during the colour mixing activity to make drawings of the fruit and vegetables they can see.</p> <ul style="list-style-type: none"> <li>▪ All About Me (2:30pm)</li> </ul> <p>Based on results of ‘All About Me’ booklets each</p>

Richard:  

Julie/Bryony:  

Claire:  

Jo:


	<p>will play twister game. Reinforce numeral recognition and simple addition skills. Children will roll dice to find numeral and body part to put down.          LA – restrict to numeral recognition 1-9. MA – extend to include simple addition/subtraction (more/less)</p>	<p>recognition 1-9. MA – extend to include simple addition/subtraction (more/less)</p> <ul style="list-style-type: none"> <li>• Shared reading (11:30am)</li> </ul> <p><b>On your plate-Fruit</b>, using the contents select sections to look at with the children, highlighting that in a non-fiction text you can usually read sections in any order after the introduction.</p>	<p>child will have the opportunity to share one of their favourite things.</p> <p><i>All staff moderation meeting to set baseline data from first half term and agree on contents of OWs and WOWs – 2:45pm SMT office</i></p>
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Day	Session 1	Session 2	Session 3
Weds 20.10.10 OBS: RA Float: CW	<ul style="list-style-type: none"> <li>▪ Activate</li> <li>▪ Phonics</li> </ul> <p><i>Shopping list: AI</i>, Children will use provided, labeled, images of fruit and vegetables with shopping list blanks. With support they will write their own shopping list.  <i>Making a fruit salad – see mathematics planning</i></p>	<p><i>Shopping list: AI</i>, Children will use provided, labeled, images of fruit and vegetables with shopping list blanks. With support they will write their own shopping list.  <i>Making a fruit salad – see mathematics planning</i></p> <ul style="list-style-type: none"> <li>• Shared reading (11:30am)</li> </ul> <p><b>Our World-“Our Bodies”</b>-Discuss the variety of ways the pages are set out headings, text boxes etc</p>	<ul style="list-style-type: none"> <li>▪ Metal mathematics (see planning)</li> </ul> <p><i>Making a fruit salad – see mathematics planning</i>            All children to stop working at 2:30pm to eat their fruit salad. Adults to circulate and encourage the children to describe their likes/dislikes. Focus on words that describe the taste, appearance and smell of what they have produced.</p>
Thurs 21.10.10 OBS: JoH Float: CW	<ul style="list-style-type: none"> <li>▪ Activate</li> <li>▪ Phonics</li> </ul> <p><i>Observational drawings: CI</i>, Using real examples of cut fruit and vegetables children will apply the skills developed during the colour mixing activity to make drawings of the fruit and vegetables they can see.  <i>Making a fruit smoothie – see mathematics planning</i></p>	<p><i>Observational drawings: CI</i>, Using real examples of cut fruit and vegetables children will apply the skills developed during the colour mixing activity to make drawings of the fruit and vegetables they can see.  <i>Making a fruit smoothie – see mathematics planning</i></p> <ul style="list-style-type: none"> <li>• Shared reading (11:30am)</li> </ul> <p><b>Wonderwise-“My Body, Your body”</b>            Lots of things to notice and discuss, bold text, page layout, pictures            Useful words(glossary) section-continue over 2 days</p>	<ul style="list-style-type: none"> <li>▪ Metal mathematics (see planning)</li> </ul> <p><i>Making a fruit smoothie – see mathematics planning</i>            All children to stop working at 2:30pm to eat their fruit salad. Adults to circulate and encourage the children to describe their likes/dislikes. Focus on words that describe the taste, appearance and smell of what they have produced.</p>
Fri 22.10.10 OBS: JuH Float: JoH	<ul style="list-style-type: none"> <li>▪ Activate</li> <li>▪ Phonics</li> </ul> <p><i>Eat your 5 a day board game</i></p>	<p><i>Eat your 5 a day board game</i></p> <ul style="list-style-type: none"> <li>• Shared reading (11:30am)</li> </ul> <p><b>Wonderwise-“My Body, Your body”</b></p>	<ul style="list-style-type: none"> <li>▪ Metal mathematics (see planning)</li> </ul> <p><i>Eat your 5 a day board game</i></p> <ul style="list-style-type: none"> <li>▪ All About Me (2:00pm)</li> </ul>

Richard: ..... Julie/Bryony: ..... Claire: ..... Jo: .....

		Lots of things to notice and discuss, bold text, page layout, pictures Useful words(glossary) section-continue from yesterday.	Based on results of 'All About Me' booklets each child will have the opportunity to share one of their favourite things.
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Richard: 

Julie/Bryony: 

Claire: 

Jo: 

## Appendix 3 Example of Maths Planning

# Foundation Stage Mathematics Short Term Plan

**Staff:** RA, JH, BC, CW, JH **Autumn Term 1:** Weeks 5+6 **Date:** 6.10.2010 **Context:** Numbers and the Number system

### What has happened before?

During the first two weeks mathematics planning it became clear that there is a very wide spread of mathematical abilities and mathematical subject knowledge. Consequently, for the second block of the Autumn term it was decided that the class would be split into 3 differentiated groups for the daily 15mins mental mathematics session and split further for adult directed activities throughout the day.

Through observations of the children working and through assessment carried out during adult directed activities it has become clear that many children do not know the relationship between number names and numerals. The activities contained within this two week block will aim to address this problem and secure the children's knowledge and understanding of number names and numerals to at least 5 and corresponding quantities. In addition to this we will begin the activity 'number of the day'.

### What we want the children to learn:

#### Development matters:

30-50 months:

- Use some number names accurately in play.
- Recognise groups with one, two or three objects.
- Sometimes match number and quantity correctly.


40-60+ months :


- Estimate how many objects they can see and check by counting them.
- Select the correct numeral to represent 1 to 5, then 1 to 9 objects.
- Begin to represent numbers using fingers, marks on paper or pictures.

#### Look, Listen, Note:

- The strategies that children use to match number and quantity, for example, using fingers or tallying by making marks.
- Children using the names for numbers accurately.
- Children's guesses about numbers of things and their ability to check them.
- Children's methods of counting out up to six objects from a larger group, for example, when children do a jigsaw together and share out the pieces, counting to check everyone has the same number.
- Children's recognition of numerals.

Richard: 

Julie/Bryony: 

Claire: 

Jo: 

<ul style="list-style-type: none"> <li>▪ Recognise numerals 1 to 5.</li> <li>▪ Know that numbers identify how many objects are in a set.</li> <li>▪ Count up to three or four objects by saying one number name for each item.</li> <li>▪ Count out up to six objects from a larger group.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How children use their developing understanding of maths to solve mathematical problems, for example, solving a debate about which of two piles of pebbles has more in it.</li> </ul>
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Day	Objectives	Adult Directed/Teaching Activities	Child Initiated Activities	Assessment/Notes
Weds 6.10.2010 <b>Lesson 1</b>	<p>Recognise, say and identify numerals 1 to 5 (NWN 2)</p> <p>Count out a smaller number of objects (up to six) from a larger group (CS3)</p> <p>Recognise and continue patterns linked to number (NWN4)</p>	<p><b>Number of the day:</b> 0 – Ask the children to identify the number. Look at the shape of the number, how it is formed; curves/straight sections. <i>What do we know about this number?</i> Children to discuss and talk around the number; quantity, familiarity of the number. <i>What comes before the number/after the number?</i></p> <p><b>Main activity:</b> <i>Spot Swap:</i> All children in group to have a container and select 6 objects to go into their bowl. Children will use a dice with the numbers 1, 2 and 0. As dice is passed around, rolled number indicates how many objects to be passed onto the next person. Game continues until somebody has no objects left. Questions during activity should center on the process of removing objects i.e. <i>You've taken 2 away, how many are left? Etc.</i></p> <p><b>MA</b> – Working together in teams with hoops, dice to contain larger numbers (0-4)</p> <p><b>Adult directed activities:</b> Target Shoot: <b>AI</b>, Using Squirters and chalk target board children will squirt water at numbered targets. Encourage number recognition and early addition.</p>	<p>Find and Recognise: <b>CI</b>, Using clipboards children will go on a number hunt, searching the classrooms and outside spaces for matching numerals.</p> <p><i>Directional language:</i> <b>AI/CI</b>, Using large sheets of paper children will move 'Wheely Bee' around the map/course. <b>PSRN</b> - Find items from positional or directional clues.</p>	
Thurs 7.10.2010 <b>Lesson 2</b>	<p>Count forwards and backwards within the number sequence 1 to 20 (NWN4)</p> <p>Count forwards and backwards</p>	<p><b>Number of the day:</b> 1 – Ask the children to identify the number. Look at the shape of the number, how it is formed; curves/straight sections. <i>What do we know about this number?</i> Children to discuss and talk around the number; quantity, familiarity of the number. <i>What comes before the number/after the number?</i></p> <p><b>Main activity:</b> Using 4 'treasure' boxes children will estimate how many objects are contained in each box. Encourage the children to shake boxes and</p>	<p>Find and Recognise: <b>CI</b>, Using clipboards children will go on a number hunt, searching the classrooms and outside spaces for matching numerals.</p> <p><i>Directional language:</i> <b>AI/CI</b>, Using large sheets of paper children will move 'Wheely Bee' around the map/course. <b>PSRN</b> - Find items from</p>	

Richard: .....


Julie/Bryony: .....


Claire: .....

Jo: .....

	<p>within the number sequence 1 to 10 (NWN3) Count forwards and backwards within the number sequence 1 to 5 (NWN2) Know that the last number in the count gives the total (CS2)</p>	<p>provide estimates – size of boxes should provide a tool for good discussion (estimates are to be expected to reflect this, i.e. the largest box containing the most). Children will reinforce counting skills, lining objects and counting by touching. Ensure that they count, steadily and in rhythm, together. By lining objects up it is possible to question; <i>how many more? Which box contained the most objects?</i> Etc. <b>(What's in the box?)</b> MA – counting up to and beyond 20. LA – contain counting up to 10 only. Some may need to restrict counting to 5. <b>Adult directed activities:</b> Target Shoot: <b>AI</b>, Using Squirters and chalk target board children will squirt water at numbered targets. Encourage number recognition and early addition.</p>	<p>positional or directional clues. Shape Match: <b>CI</b>, Bury 2D shapes in sand trays. Children will match shapes to 2D shapes on the mathematics wall. Music: <b>CI</b>, Children will follow simple musical notation cards and corresponding instruments. Pictures and instruments will be rectangular and circular in shape.</p>	
<p>Fri 8.10.2010 <b>Lesson 3</b></p>	<p>Count forwards and backwards within the number sequence 1 to 20 (NWN4) Count forwards and backwards within the number sequence 1 to 10 (NWN3) Count forwards and backwards within the number sequence 1 to 5 (NWN2) Know that the last number in the count gives the total (CS2)</p>	<p><b>Number of the day:</b> 2 – Ask the children to identify the number. Look at the shape of the number, how it is formed; curves/straight sections. <i>What do we know about this number?</i> Children to discuss and talk around the number; quantity, familiarity of the number. <i>What comes before the number/after the number?</i> <b>Main activity: (What comes next?)</b> Invite children to use stickers or stamps to make a pattern. Encourage them to watch as you create a repeating pattern and describe it, for example: <i>I am going to print a red car then a yellow boat. To make a pattern, I am going to keep repeating a red car then a yellow boat, a red car then a yellow boat... Does anyone know what I am going to print next? Who thinks they can describe my pattern?</i> Encourage children to continue some patterns that you have started and then to make their own repeating patterns. Prompt them to explain what they are doing. Use questions such as:  <ul style="list-style-type: none"> <li>• <i>You have started with a pink flower, what are you going to print next?</i></li> <li>• <i>I think you might be going to print an orange cup next. Am I right?</i></li> <li>• <i>Can you tell me about your pattern?</i></li> </ul> <b>Adult directed activities:</b> Target Shoot: <b>AI</b>, Using Squirters and chalk target board children will squirt water at numbered targets. Encourage number recognition and early addition.</p>	<p>Find and Recognise: <b>CI</b>, Using clipboards children will go on a number hunt, searching the classrooms and outside spaces for matching numerals. <i>Directional language:</i> <b>AI/CI</b>, Using large sheets of paper children will move 'Wheely Bee' around the map/course. <b>PSRN</b> - Find items from positional or directional clues. Shape Match: <b>CI</b>, Bury 2D shapes in sand trays. Children will match shapes to 2D shapes on the mathematics wall. Music: <b>CI</b>, Children will follow simple musical notation cards and corresponding instruments. Pictures and instruments will be rectangular and circular in shape.</p>	
<p>Mon 11.10.2010 <b>Lesson 4</b></p>	<p>Count reliably any arrangement of up to ten objects (CS4) Remove</p>	<p><b>Number of the day:</b> 3 – Ask the children to identify the number. Look at the shape of the number, how it is formed; curves/straight sections. <i>What do we know about this number?</i> Children to discuss and talk around the number; quantity, familiarity of the number. <i>What comes before the number/after the number?</i></p>	<p>Find and Recognise: <b>CI</b>, Using clipboards children will go on a number hunt, searching the classrooms and outside spaces for matching numerals. <i>Directional language:</i> <b>AI/CI</b>, Using large sheets</p>	

Richard: 

Julie/Bryony: 

Claire: 

Jo: 

	<p>objects from a small group and count how many are left (CS4)          Count out a smaller number of objects (up to six) from a larger group (CS3)          Count up to five objects by touching each object and saying one number name for each item (CS2)</p>	<p><b>Main activity: Cardinality:</b> Using different objects children will be encouraged to explore the cardinal number (the total). Model counting a series of objects and ‘get it wrong’, hopefully children will recognise and correct. Child(ren) to repeat activity, encourage one-to-one correspondence. <b>Question:</b> <i>How many have you got altogether? What is the total number of objects?</i> Explore idea and ask children to start their count from a different object and to give the total. It is important at this stage to use a small number of objects. <b>Extend:</b> 1. Ask the children to start at a different number. 2. Ask the children to count so that a specific object becomes the end number of the count.  <i>Problems:</i> Children may select the 5<sup>th</sup> object for instance if asked to ‘give me 5’. Watch for more than 7 objects, some children may count twice for this number (2 syllables!). Children may simply not be able to do activity, support when needed.  <b>Adult directed activities: (Build on cardinality during bowling)</b>          Bowling Alley: All children will work with designated adult with ten skittles per team. Morning session will be as a bowling competition. Questions to include: <i>How many skittles were knocked down? How many are left standing? Etc.</i></p>	<p>of paper children will move ‘Wheely Bee’ around the map/course. <b>PSRN</b> - Find items from positional or directional clues.          Shape Match: <b>CI</b>, Bury 2D shapes in sand trays. Children will match shapes to 2D shapes on the mathematics wall.          Music: <b>CI</b>, Children will follow simple musical notation cards and corresponding instruments. Pictures and instruments will be rectangular and circular in shape.</p>	
<p>Tues 12.10.2010</p>	<p><b>PPA</b></p>			

Day	Objectives	Adult Directed/Teaching Activities	Child Initiated Activities	Assessment/Notes
<p>Weds 13.10.2010 <b>Lesson 5</b></p>	<p>Count reliably any arrangement of up to ten objects (CS4)          Remove objects from a small group</p>	<p><b>Number of the day:</b> 4 – Ask the children to identify the number. Look at the shape of the number, how it is formed; curves/straight sections. <i>What do we know about this number?</i> Children to discuss and talk around the number; quantity, familiarity of the number. <i>What comes before the number/after the number?</i>  <b>Main activity:</b> Show the children a number plate that you have made by printing five different digits onto yellow card. Ask questions such as: <i>Which</i></p>	<p>Find and Recognise: <b>CI</b>, Using clipboards children will go on a number hunt, searching the classrooms and outside spaces for matching numerals.          Shape Match: <b>CI</b>, Bury 2D shapes in sand trays. Children will match shapes to 2D shapes on the mathematics wall.          Music: <b>CI</b>, Children will follow simple musical</p>	

Richard: .....


Julie/Bryony: .....


Claire: .....

Jo: .....

	<p>and count how many are left (CS4) Count out a smaller number of objects (up to six) from a larger group (CS3) Count up to five objects by touching each object and saying one number name for each item (CS2)</p>	<p><i>numbers on my number plate do you recognise? Can someone read my number plate?</i> Encourage each child to make their own number plate by choosing their own digits to print. As they work, ask questions such as: <i>What number are you going to choose next? Whose number plate has the number 5 on it?</i> Play 'Number-plate bingo'. Pick a digit card from the pack and show it to the children. Discuss features of the number, using appropriate language, for example: <i>Look how this number is made up of two straight lines. What number is this? Who has this number on their number plate?</i> Children should put a counter on that digit if it is on their number plate. The aim of the game is to be first to have a counter on each digit on your number plate. Continue work from Mon using counters to find the total number. <b>Adult directed activities:</b> In the investigation area children will explore a range of fruit and vegetables, both whole and sliced, investigating what they look, feel, smell and taste like.</p>	<p>notation cards and corresponding instruments. Pictures and instruments will be rectangular and circular in shape.</p>	
<p>Thurs 14.10.2010 <b>Lesson 7</b></p>	<p>Recognise, say and identify numerals 1 to 9 (NWN3)</p>	<p><b>Number of the day:</b> 5 – Ask the children to identify the number. Look at the shape of the number, how it is formed; curves/straight sections. <i>What do we know about this number?</i> Children to discuss and talk around the number; quantity, familiarity of the number. <i>What comes before the number/after the number?</i> <b>Main activity:</b> The children will have had chance to explore the different fruit and vegetables in the investigation area so that they can concentrate on the maths and not the resources. Investigate different ways in which the produce can be sorted into sets. Encourage the children to develop their own criteria for sorting – colour, shape, texture, size, quantity etc. Use any opportunity to talk about the numerical size of the sets and practice/model counting skills. Provide the children with cards/post-its in case they wish to label the baskets.</p>	<p>Find and Recognise: <b>CI</b>, Using clipboards children will go on a number hunt, searching the classrooms and outside spaces for matching numerals. Shape Match: <b>CI</b>, Bury 2D shapes in sand trays. Children will match shapes to 2D shapes on the mathematics wall. Music: <b>CI</b>, Children will follow simple musical notation cards and corresponding instruments. Pictures and instruments will be rectangular and circular in shape.</p>	
<p>Fri 15.10.2010 <b>Lesson 8</b></p>	<p>Recognise, say and identify numerals 1 to 9 (NWN3) Sort familiar objects to identify their similarities and differences, making choices and justifying</p>	<p><b>Number of the day:</b> 6 – Ask the children to identify the number. Look at the shape of the number, how it is formed; curves/straight sections. <i>What do we know about this number?</i> Children to discuss and talk around the number; quantity, familiarity of the number. <i>What comes before the number/after the number?</i> <b>Main activity:</b> Children to be presented with different fruits. Allow children time to investigate the fruits and begin by repeating Thursdays lesson and sort them by type. Children will taste each fruit and decide on their favourite giving reasons and descriptions. Children will draw (and label) their chosen favourite fruit on a small square of paper and complete a group pictogram for discussion in Mondays session. <b>Question:</b> <i>Which is the most popular type of fruit in our</i></p>	<p>Find and Recognise: <b>CI</b>, Using clipboards children will go on a number hunt, searching the classrooms and outside spaces for matching numerals. Shape Match: <b>CI</b>, Bury 2D shapes in sand trays. Children will match shapes to 2D shapes on the mathematics wall. Music: <b>CI</b>, Children will follow simple musical notation cards and corresponding instruments. Pictures and instruments will be rectangular and circular in shape.</p>	


Richard: 

Julie/Bryony: 

Claire: 

Jo: 


	decisions. (DM)	<i>group? Which is the least popular fruit in our group? (WHY after each), elicit biggest and smallest number of objects.</i>	
Mon 18.10.2010 <b>Lesson 9</b>	Recognise, say and identify numerals 1 to 9 (NWN3) Sort familiar objects to identify their similarities and differences, making choices and justifying decisions. (DM)	<b>Number of the day:</b> 7 – Ask the children to identify the number. Look at the shape of the number, how it is formed; curves/straight sections. <i>What do we know about this number?</i> Children to discuss and talk around the number; quantity, familiarity of the number. <i>What comes before the number/after the number?</i> <b>Main teaching: (15mins max)</b> Review Fridays teaching. Look at the pictogram we made together and begin to analyse the data. <b>Question:</b> <i>How many people like ...?</i> For each response apply a numeral card so the children can relate quantity and numeral. Discuss what they know about the numerals they have positioned on the pictograms, <i>what do they tell us about the different sets?</i> Children will discuss what they know about the number shape and quantity. Use to extend further. <b>Question:</b> Which fruit was the most/least popular? Why? (Elicit biggest and smallest numbers) Discuss same sets (if any).	Shape Match: <b>CI</b> , Bury 2D shapes in sand trays. Children will match shapes to 2D shapes on the mathematics wall. Music: <b>CI</b> , Children will follow simple musical notation cards and corresponding instruments. Pictures and instruments will be rectangular and circular in shape. Skittles: <b>CI</b> , Children will have free access to the bowling activity in the outside space. Co-player: <i>How many skittles were knocked down? How many are left standing? Etc.</i>
Tues 19.10.2010 <b>Lesson 10</b>	Count reliably any arrangement of up to ten objects (CS4) Remove objects from a small group and count how many are left (CS4) Count out a smaller number of objects (up to six) from a larger group (CS3) Count up to five objects by touching each object and saying one number name for each item (CS2)	<b>Number of the day:</b> Review all numerals learnt so far. Practice counting with the new numbers, giving the children a new number to start on each time and extending the count beyond 10. Play feely bag game, <i>what numeral am I hiding?</i> Hopefully by this stage the children will be able to discuss in more depth the shape of the numeral using key words curved and straight. <b>Main teaching: (20mins max)</b> Reinforce all counting skills learnt/taught through the 2 week programme of work; accurate counting skills using touch and lines to organise; cardinality – knowledge that last number in count gives total, not last in line... <b>Eat your Five a Day:</b> Using Ludo rules children will begin with 5 counters (red grapes, raisins, cherries, blueberries etc.) Children throw 1 or 6 to start around the board. Demonstrate how to count along a track using jumps (i.e. 1 <sup>st</sup> count is the next square, not one they are on.) Winner is the person/team to get all five of their ‘counters’ to the centre of the board. HR/MR – Work in teams of three with longer board. Children to roll 2 dice (1-6) and count all to find total number of squares to move. LR – As described above. <b>Adult directed activities:</b> <i>Making a fruit potion:</i> <b>AI</b> , Brief intro into potions, what are their jobs, who makes them etc. Children will produce a <i>potion to make their friend happy</i> applying all known/taught counting skills. Shared reading of potion to reinforce numbers as labels and model counting skills (line, count all, altogether, total, cardinality). Working individually or in pairs children will collect the correct number of ingredients. <i>Number twister:</i> <b>AI</b> , Using board and dice children will play twister game.	Shape Match: <b>CI</b> , Bury 2D shapes in sand trays. Children will match shapes to 2D shapes on the mathematics wall. Music: <b>CI</b> , Children will follow simple musical notation cards and corresponding instruments. Pictures and instruments will be rectangular and circular in shape. Skittles: <b>CI</b> , Children will have free access to the bowling activity in the outside space. Co-player: <i>How many skittles were knocked down? How many are left standing? Etc.</i>

Richard: Julie/Bryony: Claire: Jo: 

		Reinforce numeral recognition and simple addition skills. Children will roll dice to find numeral and body part to put down. LA – restrict to numeral recognition 1-9. MA – extend to include simple addition/subtraction (more/less)		
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Richard: 

Julie/Bryony: 

Claire: 

Jo: 