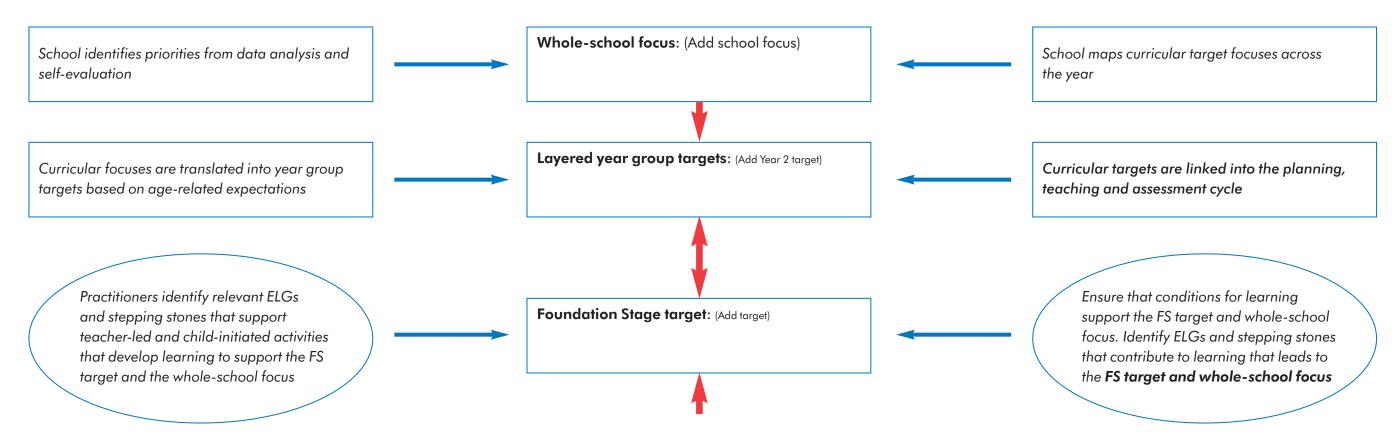
Figure 1: Identifying learning focuses to support the whole-school curricular target



Success criteria in the Foundation Stage Profile scales that support the target

The Public Service Agreement (PSA) target focuses on communication, language and literacy (CLL) and personal, social and emotional development (PSED) because they have a big impact on learning and life chances. Delivery of the whole Foundation Stage curriculum remains equally important and must not be compromised. All areas of learning are of equal importance and all are interdependent for children's learning.

Personal, social and emotional development (PSA target area)	Communication, language and literacy (PSA target area)	Mathematical development (MD)
Creative development (CD)	Physical development (PD)	Knowledge and understanding of the world (KUW)



Table 1: Informed target setting in language development – developing success criteria for children's end of key stage achievement to improve teaching

	PSED			CLL				MD			KUW	PD	CD
	Dispositions and attitudes	2. Social development	3. Emotional development	4. Language for communication and thinking	5. Linking sounds and letters	6. Reading	7. Writing	8. Numbers as labels for counting	9. Calculating	10. Shape, space and measures	11. KUW	12. PD	13. CD
9	Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.	Takes into account the ideas of others.	Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.	Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.	Uses knowledge of letters, sounds and words when reading and writing independently.	Reads books of own choice with some fluency and accuracy.	Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.	Recognises, counts, orders, writes and uses numbers up to 20.	Uses a range of strategies for addition and subtraction, including some mental recall of number bonds.	Uses mathematical language to describe solid (3D) objects and flat (2D) shapes.	Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.	Repeats, links and adapts simple movements, sometimes commenting on her/his work. Demonstrates coordination and control in large and small movements, and in using a range of tools and equipment.	Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play and imaginative play.
8	Maintains attention and concentrates.	Understands that s/he can expect others to treat her/his needs, views, cultures and beliefs with respect.	Understands what is right, what is wrong, and why.	Speaks clearly with confidence and control, showing awareness of the listener.	Attempts to read more complex words, using phonic knowledge.	Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.	Begins to form captions and simple sentences, sometimes using punctuation.	Uses developing mathematical ideas and methods to solve practical problems.	Uses developing mathematical ideas and methods to solve practical problems.	Uses developing mathematical ideas and methods to solve practical problems.	Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary.	Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active.	Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.
7	Is confident to try new activities, initiate ideas and speak in a familiar group.	Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.	Considers the consequences of words and actions for self and others.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.	Uses phonic knowledge to read simple regular words.	Retells narratives in the correct sequence, drawing on language patterns of stories.	Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.	Orders numbers up to 10.	Finds one more or one less than a number from 1 to 10.	Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.	Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning.	Handles tools, objects, construction and malleable materials safely and with basic control.	Uses imagination in art and design, music, dance, imaginative and role-play and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches and feels.
6	Continues to be interested, motivated and excited to learn.	Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.	Has a developing respect for own culture and beliefs and those of other people.	Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.	Blends sounds in words.	Reads a range of familiar and common words and simple sentences independently.	Attempts writing for a variety of purposes, using features of different forms.	Counts reliably up to 10 everyday objects.	In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.	Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.	Finds out about past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people.	Uses small and large equipment, showing a range of basic skills.	Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music.
5	Selects and uses activities and resources independently.	Forms good relationships with adults and peers.	Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.	Uses language to imagine and recreate roles and experiences.	Hears and says sounds in words.	Shows an understanding of the elements of stories, such as main character, sequence of events and openings.	Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.	Recognises numerals 1 to 9.	Relates subtraction to taking away.	Uses everyday words to describe position.	Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change.	Demonstrates fine motor control and coordination.	Explores colour, texture, shape, form and space in two or three dimensions.
4	Dresses and undresses independently and manages own personal hygiene.	Works as part of a group or class, taking turns and sharing fairly.	Responds to significant experiences, showing a range of feelings when appropriate.	Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.	Links sounds to letters, naming and sounding letters of the alphabet.	Knows that, in English, print is read from left to right and top to bottom.	Writes own name and other words from memory.	Says number names in order.	Relates addition to combining two groups.	Talks about, recognises and recreates simple patterns.	Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about those features s/he likes and dislikes.	Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.	Sings simple songs from memory.
3	Displays high levels of involvement in self-chosen activities.	Takes turns and shares with adult support.	Expresses needs and feelings in appropriate ways.	Talks activities through, reflecting on and modifying actions.	Links some sounds to letters.	Recognises a few familiar words.	Represents some sounds correctly in writing.	Counts reliably up to six everyday objects.	Finds one more or one less from a group of up to five objects.	Describes shapes in simple models, pictures and patterns.	Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques.	Usually shows appropriate control in large- and small-scale movements.	Tries to capture experiences, using a variety of different media.
2	Dresses, undresses and manages own personal hygiene with adult support.	Builds relationships through gesture and talk.	Communicates freely about home and community.	Initiates communication with others, displaying greater confidence in more informal contexts.	Shows an awareness of rhyme and alliteration.	Knows that print conveys meaning.	Uses some clearly identifiable letters to communicate meaning.	Counts reliably up to three everyday objects.	Recognises differences in quantity when comparing sets of objects.	Sorts or matches objects and talks about sorting.	Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.	Moves with confidence in a variety of ways, showing some awareness of space.	Creates simple representations of events, people and objects and engages in music making.
1	Shows an interest in classroom activities through observation or participation.	Plays alongside others.	Separates from main carer with support.	Listens and responds.	Joins in with rhyming and rhythmic activities.	Is developing an interest in books.	Experiments with mark-making, sometimes ascribing meaning to the marks.	Says some number names in familiar contexts, such as nursery rhymes.	Responds to the vocabulary involved in addition and subtraction in rhymes and games.	Experiments with a range of objects and materials showing some mathematical awareness.	Shows curiosity and interest by exploring surroundings.	Moves spontaneously, showing some control and coordination.	Explores different media and responds to a variety of sensory experiences. Engages in representational play.



Figure 2: Informed target setting in language development – developing success criteria for your teaching, planning and resourcing

Examples of some of the success criteria in The Curriculum Guidance for the Foundation Stage that might be selected to support the target. Other examples will be found in PSED, CLL, MD, KUW, CD and PD.

PSED (PSA target area)

- Prepare children for new activities and experiences, understanding that such experiences can be both exciting and worrying.
- Encourage children to explore and talk about new learning, valuing their ideas and ways of doing things.
- Give opportunities for children to pursue their learning without interruption and come back to activities when necessary.
- Encourage children to share their feelings and talk about why they respond to experiences in particular ways.
- Provide opportunities for children to acknowledge and respond to each others' feelings. Give information that helps children to understand why people do things differently from each other, and encourage children to talk about these differences.
- Encourage children to talk with each other about similarities and differences in their experiences and the reasons for those similarities and differences.
- Ensure that all children are given support to participate in discussions and to be listened to carefully.
- Ensure that children and adults make opportunities to listen to each other
 and explain their actions. Involve children in agreeing codes of behaviour
 and taking responsibility for their implementation. Involve children in
 identifying issues and finding solutions.
- Encourage children to think about issues from the viewpoint of others.
- Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. Ensure that the learning environment enables children to be independent in using resources.

MD

- Discuss with children how problems relate to others they have met and their different solutions.
- Encourage children to choose numbers for problems and to make up their own story problems for other children to solve.
- Encourage children to extend problems, for example, 'Suppose there were three people to share the bricks between instead of two...'
- Encourage children to explain what someone would see if they looked at a shape from a
 different viewpoint, for example, 'What shape would you see if I turned this cone upside down?'
 or 'What would you see if you were small enough to walk inside this sweet tube. What shape
 would you see at the end?'
- $\bullet \quad \text{Encourage children to extend problems, for example, 'Suppose the bed was for the teddy instead <math>\dots'$

PΕ

- Talk with children about their actions and encourage them to explore different ways of representing ideas and actions as they move.
- Provide opportunities for children to repeat and change their actions so that they can think about, refine and improve them.
- Talk with children about their actions and encourage them to think about and practise the way
 they move and use resources, for example carrying a book can be done with one hand, a jug of
 water may need two, the floor is safe to roll over but a narrow bench may need hands and feet.
- Talk with children about different spaces so that they are able to match space with their actions.

 Take a hildren to think a heart the space around them as a part of their already a forwheat they are a part of their already as a space of their alre
- Teach children to think about the space around them as part of their planning for what they do.
- Talk with children about what they are doing, how they plan to do it, what worked well and what
 they would change next time.

Whole-school focus:

Interpretation and response to literary texts



Layered Year 2 group targets:

Begin to understand the effects of different words and phrases, e.g. to create humour, images and atmosphere



Foundation Stage target (ELG):

Use language to imagine and recreate roles and experiences

Use talk to organise, sequence and clarify thinking, ideas, feelings and events



Foundation Stage success criteria CLL (PSA target area) What does the practitioner need to do?

- Encourage children to talk about how they feel, for example after a disagreement, when they are excited at seeing snow, or at the birth of a sibling.
- Create a story with children, asking them to predict what will happen next.
- Ask children to tell you about what they are going to do before they do it, and ask them to suggest possible outcomes, for example, 'It might break because there are too many in it.'
- Help children to identify patterns, for example, 'He always sleeps in the day', draw conclusions, 'The sky has gone dark, it must be going to rain', explain effect, 'It sank because it was too heavy', predict, 'It might not grow in there if it is too dark', and speculate, 'What if the bridge falls down?'
- Ask children to give reasons, further explanations or evidence for what they say.
- Take an interest in what and how children think and not just what they know.
- Encourage children to explore and ask about the meanings of words.
- Encourage children to explain sometimes how things work in words rather than actions.

KUW

- Encourage children to observe, comment on and record similarities, differences, patterns and change within their activities.
- Model investigative behaviour and raise questions such as, 'What do you think?', 'Can you tell
 me more about ...?', 'What will happen if ...?', 'What else could we try?', 'What could it be
 used for?' and 'How might it work?'
- Encourage children to raise questions and suggest solutions and answers. Encourage use of
 evaluative and comparative language, for example 'longer', 'shorter', 'lighter', 'heavier' and
 'stronger'.
- Give opportunities for the use of ICT to develop skills across the areas of learning, for example
 a talking word processor to develop language and communication, vocabulary and writing,
 talking books for early reading, a paint program to develop early mark making, a telephone for
 speaking and listening, CD-ROMs, video and television and musical tapes to find things out.
- Encourage children to observe and talk about the use of ICT in the environment on local walks, for example traffic lights, telephones, street lights, barcode scanners to identify prices in shops.
- Encourage children to show each other how to use ICT equipment.
- Encourage children to ask questions about events in each other's lives in discussions and explore these experiences in role-play.
- Provide reference material for children to use, for example photographs, books, interviewing visitors. Compare artefacts from different times, for example garden and household tools.
- Provide opportunities for children to find out about the environment by interviewing local people, examining photographs and simple maps, making focused visits to the local natural and built environment.
- Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of the area and imaginary landscapes.
- Encourage children to express opinions on natural and built environments and give opportunities for children to hear different points of view on the quality of the environment.
- Give opportunities to design practical, attractive environments, for example taking care of the flowerbeds or organising equipment outdoors.
- Encourage the use of words that help children to express opinions, for example 'busy', 'quiet',
 'noisy', 'attractive', 'ugly', 'litter', 'pollution'.
- Look at books that show different languages, dress and customs.
- Deepen children's knowledge of cultures and beliefs, for example by looking at books, listening
 to simple short stories in different languages, handling artefacts, inviting visitors to the setting
 from a range of religious and ethnic groups, and visiting local places of worship and cultural
 centres where appropriate.

CD

- Be aware of what fires children's imagination
- Support children's ideas through the provision of appropriate materials.
- Model techniques and teach skills that will enable children to do what they have planned successfully.
- Extend children's experience and expand their imagination through pictures, paintings, poems, music, dance and story. Support children's developing understanding of the ways in which paintings and pictures and music and dance can express different ideas, thoughts and feelings.
- Regularly introduce new vocabulary to enable children to talk about their experiences and feelings and describe their actions.
- Continue to develop the vocabulary that enables children to communicate ideas, thoughts and feelings.
- Encourage discussion about the beauty of nature and people's responsibility to care for it.
 Introduce examples of how others have represented an experience or idea in a range of media.
- Support children in evaluating their own work and in considering possible changes to it.
 Provide children with opportunities to use their skills and explore concepts and ideas through their representations. Support children in making choices.
- Help children to express the way they feel about their representations, modelling appropriate words at appropriate times, for example, 'That makes me feel very ...'?
- Continue to give constructive feedback and support children in making aesthetic judgements.
- Continue to support children in reflecting upon and improving their own work and the work
 of others.
- Enable children to experience live and recorded performance whenever possible.



Table 2: Informed target setting in mathematical development – developing success criteria for children's end of key stage achievement to improve teaching

	PSED			CLL				MD			KUW	PD	CD
	Dispositions and attitudes	2. Social development	3. Emotional development	4. Language for communication and thinking	5. Linking sounds and letters	6. Reading	7. Writing	8. Numbers as labels for counting	9. Calculating	10. Shape, space and measures	11. KUW	12. PD	13. CD
9	Sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.	Takes into account the ideas of others.	Displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.	Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.	Uses knowledge of letters, sounds and words when reading and writing independently.	Reads books of own choice with some fluency and accuracy.	Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.	Recognises, counts, orders, writes and uses numbers up to 20.	Uses a range of strategies for addition and subtraction, including some mental recall of number bonds.	Uses mathematical language to describe solid (3D) objects and flat (2D) shapes.	Communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.	Repeats, links and adapts simple movements, sometimes commenting on her/his work. Demonstrates coordination and control in large and small movements, and in using a range of tools and equipment.	Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play and imaginative play.
8	Maintains attention and concentrates.	Understands that s/he can expect others to treat her/his needs, views, cultures and beliefs with respect.	Understands what is right, what is wrong, and why.	Speaks clearly with confidence and control, showing awareness of the listener.	Attempts to read more complex words, using phonic knowledge.	Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.	Begins to form captions and simple sentences, sometimes using punctuation.	Uses developing mathematical ideas and methods to solve practical problems.	Uses developing mathematical ideas and methods to solve practical problems.	Uses developing mathematical ideas and methods to solve practical problems.	Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary.	Recognises the importance of keeping healthy and those things which contribute to this. Recognises the changes that happen to her/his body when s/he is active.	Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.
7	Is confident to try new activities, initiate ideas and speak in a familiar group.	Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.	Considers the consequences of words and actions for self and others.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.	Uses phonic knowledge to read simple regular words.	Retells narratives in the correct sequence, drawing on language patterns of stories.	Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.	Orders numbers up to 10.	Finds one more or one less than a number from 1 to 10.	Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.	Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning.	Handles tools, objects, construction and malleable materials safely and with basic control.	Uses imagination in art and design, music, dance, imaginative and role-play and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches and feels.
6	Continues to be interested, motivated and excited to learn.	Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.	Has a developing respect for own culture and beliefs and those of other people.	Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.	Blends sounds in words.	Reads a range of familiar and common words and simple sentences independently.	Attempts writing for a variety of purposes, using features of different forms.	Counts reliably up to 10 everyday objects.	In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.	Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.	Finds out about past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people.	Uses small and large equipment, showing a range of basic skills.	Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music.
5	Selects and uses activities and resources independently.	Forms good relationships with adults and peers.	Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.	Uses language to imagine and recreate roles and experiences.	Hears and says sounds in words.	Shows an understanding of the elements of stories, such as main character, sequence of events and openings.	Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.	Recognises numerals 1 to 9.	Relates subtraction to taking away.	Uses everyday words to describe position.	Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change.	Demonstrates fine motor control and coordination.	Explores colour, texture, shape, form and space in two or three dimensions.
4	Dresses and undresses independently and manages own personal hygiene.	Works as part of a group or class, taking turns and sharing fairly.	Responds to significant experiences, showing a range of feelings when appropriate.	Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.	Links sounds to letters, naming and sounding letters of the alphabet.	Knows that, in English, print is read from left to right and top to bottom.	Writes own name and other words from memory.	Says number names in order.	Relates addition to combining two groups.	Talks about, recognises and recreates simple patterns.	Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about those features s/he likes and dislikes.	Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.	Sings simple songs from memory.
3	Displays high levels of involvement in self-chosen activities.	Takes turns and shares with adult support.	Expresses needs and feelings in appropriate ways.	Talks activities through, reflecting on and modifying actions.	Links some sounds to letters.	Recognises a few familiar words.	Represents some sounds correctly in writing.	Counts reliably up to six everyday objects.	Finds one more or one less from a group of up to five objects.	Describes shapes in simple models, pictures and patterns.	Identifies obvious similarities and differences when exploring and observing. Constructs in a purposeful way, using simple tools and techniques.	Usually shows appropriate control in large- and small-scale movements.	Tries to capture experiences, using a variety of different media.
2	Dresses, undresses and manages own personal hygiene with adult support.	Builds relationships through gesture and talk.	Communicates freely about home and community.	Initiates communication with others, displaying greater confidence in more informal contexts.	Shows an awareness of rhyme and alliteration.	Knows that print conveys meaning.	Uses some clearly identifiable letters to communicate meaning.	Counts reliably up to three everyday objects.	Recognises differences in quantity when comparing sets of objects.	Sorts or matches objects and talks about sorting.	Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.	Moves with confidence in a variety of ways, showing some awareness of space.	Creates simple representations of events, people and objects and engages in music making.
1	Shows an interest in classroom activities through observation or participation.	Plays alongside others.	Separates from main carer with support.	Listens and responds.	Joins in with rhyming and rhythmic activities.	Is developing an interest in books.	Experiments with mark- making, sometimes ascribing meaning to the marks.	Says some number names in familiar contexts, such as nursery rhymes.	Responds to the vocabulary involved in addition and subtraction in rhymes and games.	Experiments with a range of objects and materials showing some mathematical awareness.	Shows curiosity and interest by exploring surroundings.	Moves spontaneously, showing some control and coordination.	Explores different media and responds to a variety of sensory experiences. Engages in representational play.



Figure 3: Informed target setting in mathematical development - developing success criteria for your teaching, planning and resourcing

Examples of some of the success criteria in The Curriculum Guidance for the Foundation Stage that might be selected to support the target. Other examples will be found in PSED, CLL, MD, KUW, CD and PD.

PSED (PSA target area)

- Prepare children for new activities and experiences, understanding that such experiences can be both exciting and worrying.
- Encourage children to explore and talk about new learning, valuing their ideas and ways of doing things.
- Give opportunities for children to pursue their learning without interruption and come back to activities when necessary.
- Encourage children to share their feelings and talk about why they respond to experiences in particular ways.
- Provide opportunities for children to acknowledge and respond to each others' feelings.
- Give information that helps children to understand why people do things differently from each other, and encourage children to talk about these differences.
- Encourage children to talk with each other about similarities and differences in their experiences and the reasons for those similarities and differences.
- Ensure that all children are given support to participate in discussions and to be listened to carefully.
- Ensure that children and adults make opportunities to listen to each other and explain their actions. Involve children in agreeing codes of behaviour and taking responsibility for their implementation.
- Involve children in identifying issues and finding solutions.
- Encourage children to think about issues from the viewpoint of others.
 Affirm and praise positive behaviour, explaining that it makes children and adults feel happier.
- Ensure that the learning environment enables children to be independent in using resources.

Whole-school focus:

Numbers and the number system Developing an understanding of place value and ordering



Layered Year 2 group targets:

Know what each digit in a two-digit number represents, including zero as a placeholder



Foundation Stage target (ELG):

Say and use number names in order in familiar contexts Count reliably up to 10 everyday objects Recognise numerals 1 to 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 one less than a number from one



Foundation Stage success criteria MD

What does the practitioner need to do?

- Give children responsibility for counting and checking as part of everyday routines.
- Use rhymes, songs and stories involving counting on and counting back
- Model the numbers in songs, rhymes, stories and various counting activities on a number line.
- Use comments when children create large collections or use lots of pieces to make large structures to encourage them to think about quantity, for example, 'What a tall tower! How many bricks did you use?'
- Model estimating number in very large groups of objects, introducing the names of very large numbers, for example hundreds, thousands, millions.
- Demonstrate how arranging them in rows of five or ten helps in counting large numbers.
- Discuss with children how problems relate to others they have met and their different solutions.
- Encourage children to choose numbers for problems and to make up their own story problems for other children to solve.
- Encourage children to extend problems, for example, 'Suppose there were three people to share the bricks between instead of two ...'

KUW

- Encourage children to observe, comment on and record similarities, differences, patterns and change within their activities.
- Model investigative behaviour and raise questions such as, 'What do you think?', 'Can you tell
 me more about ...?', 'What will happen if ...?', 'What else could we try?', 'What could it be
 used for?' and 'How might it work?'
- Encourage children to raise questions and suggest solutions and answers.
- Encourage use of evaluative and comparative language, for example 'longer', 'shorter',
 'lighter', 'heavier' and 'stronger'.
- Give opportunities for the use of ICT to develop skills across the areas of learning, for example a talking word processor to develop language and communication, vocabulary and writing, talking books for early reading, a paint program to develop early mark making, a telephone for speaking and listening, CD-ROMs, video and television and musical tapes to find things out.
- Encourage children to observe and talk about the use of ICT in the environment on local walks, for example traffic lights, telephones, street lights, barcode scanners to identify prices in shops.
- Encourage children to show each other how to use ICT equipment.
- Encourage children to ask questions about events in each other's lives in discussions and explore these experiences in role-play.
- Provide reference material for children to use, for example photographs, books, interviewing visitors.
- Compare artefacts from different times, for example garden and household tools.
- Provide opportunities for children to find out about the environment by interviewing local people, examining photographs and simple maps, making focused visits to the local natural and built environment.
- Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of the area and imaginary landscapes.
- Encourage children to express opinions on natural and built environments and give opportunities for children to hear different points of view on the quality of the environment.
- Give opportunities to design practical, attractive environments, for example taking care of the flowerbeds or organising equipment outdoors.
- Encourage the use of words that help children to express opinions, for example 'busy', 'quiet', 'noisy', 'attractive', 'ugly', 'litter', 'pollution'.
- Look at books that show different languages, dress and customs.
- Deepen children's knowledge of cultures and beliefs, for example by looking at books, listening to simple short stories in different languages, handling artefacts, inviting visitors to the setting from a range of religious and ethnic groups, and visiting local places of worship and cultural centres where appropriate.

CD

- Be aware of what fires children's imagination
- Support children's ideas through the provision of appropriate materials.
- Model techniques and teach skills that will enable children to do what they have planned successfully.
- Extend children's experience and expand their imagination through pictures, paintings, poems, music, dance and story.
- Regularly introduce new vocabulary to enable children to talk about their experiences and feelings and describe their actions.
- Continue to develop the vocabulary that enables children to communicate ideas, thoughts and feelings.

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- Talk with children about their actions and encourage them to explore different ways of representing ideas and actions as they move.
- Provide opportunities for children to repeat and change their actions so that they can think about, refine and improve them.
- Talk with children about their actions and encourage them to think about and practise the way they move and use resources, for example carrying a book can be done with one hand, a jug of water may need two, the floor is safe to roll over but a narrow bench may need hands and feet.
- Talk with children about different spaces so that they are able to match space with their actions.
- Teach children to think about space around them as part of their planning for what they do.
- Talk with children about what they are doing, how they plan to do it, what worked well and what
 they would change next time.



- Foster children's enjoyment of spoken and written language in their play by providing interesting and stimulating opportunities.
- Encourage children to predict possible endings to stories and events.
- Encourage children to listen to each other and allow time for thinking and for children to frame their ideas in words.
 Encourage children to think about the effect of the words they use. Model questions and
- explanations for children and help them expand on what they say.

 Model fluent, phrased reading with big books and encourage children to predict, take over the
- telling and retell favourite stories.
 Provide opportunities for talking for a wide range of purposes, for example to present ideas to others as descriptions, explanations, instructions or justifications and to discuss and plan individual or shared activities.
- Encourage children to experiment with words and sounds, for example in nonsense rhymes.
 Ask children to give reasons, further explanations or evidence for what they say.
- Take an interest in what and how children think and not just what they know.
- Encourage children to explore and ask about the meanings of words.
- Encourage children to explain sometimes how things work in words rather than in actions.
 Create imaginary words to describe, for example, monsters or other strong characters in stories and poems.
- Help children identify the main events in a story, for example by discussing the implications if an element is changed.
- Encourage the children to enact stories and to use them as the basis for further imaginative play.
 Give children extensive practice in writing letters, for example labeling their work, making cards, writing notices.
 Continue writing practice in imaginative contexts, joining some letters if appropriate, for
- example 'at', 'it', 'on'.

 Intervene to help children hold a pencil effectively. Use opportunities to help children form letters correctly, for example when they label their paintings.