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|  | **7TH – 11th Jan 2019**  **Engage -Memorable experience teddy’s bear picnic** | **14th – 18th Jan 2019**  **Engage – Teddy’s bear picnic 15th???** | **21st – 25th Jan 2019**  **Develop - diary writing** | **28th Jan – 1st Feb 2019**  **Diary entry about Goldilocks and the three bears**  **Rhymes and nemonics** | **4th – 8th Feb 2019**  **Descriptions** | **11th – 15th Feb 2019**  **Express** |
| Phonics | **Song of Sounds – Stage 2 Yr1 & Yr2 tricky words: oh, again, one, once**  **Yr 2 MA: suffix - less**  **Spellings Yr1 –**words with tch  **Yr2 -**  Common exception words | **Song of Sounds – Stage 2 Yr1 & Yr2 er, ir, ur,**  **MA- break, steak, beautiful (should would could)**  **Spellings: Yr 1 –** suffixes -ing  **Yr 2 –**  The –e at the end of the root word is dropped before –ing, –ed, –er, **shining,** | **Song of Sounds – Stage 2 Yr1 & Yr2 or, au, aw**  **MA- Revisit all above but also a – baby and lady, eigh (eight, weight)**  **Spellings: Yr 1 –** suffixes -ed  **Yr 2 –** contractions | **Song of Sounds – Stage 2 Yr 1 & 2: ow, ou,**  **Spellings: Yr 1 –** words ending in -y (ee sound) very funny happy, party, family)  **Yr2 –**  The suffixes –ful | **Song of Sounds Stage 2 Yr1 and Yr 2: oy, oi,**  **Spellings Yr1 –** au/ aw sound  **Yr2 -**  The suffixes -ly | **Song of Sounds stage 2: air, are**  **Spellings Yr1 –** words ending in er  Yr2 - Homophones and near-homophones |
| Maths | **Year 1: Place Value to 50.**  **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.**  **Count, read and write numbers to 100 in numerals: count in multiples of 2s, 5s and 10s.**  **Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.**  **Read and write numbers from 1 to 20 in numerals and words.**  **Year 2: Multiplication & division**  **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.**  **Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division and equals (=) signs.**  **Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.**  **Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.** | **Year 1: Place value to 50.**  **Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.**  **Count, read and write numbers to 100 in numerals: count in multiples of 2s, 5s and 10s.**  **Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.**  **Read and write numbers from 1 to 20 in numerals and words.**  **Year 2: Multiplication & division**  **Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.**  **Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division and equals (=) 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simple fractions for example ½ of 6= 3 and recognise the equivalence of ½ = 2/4** | **Fractions**  **Year 1**  **Recognise, find and name a half as one of two equal parts of an object, shape or quantity.**  **Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.**  **Year 2**  **Recognise, find, name and write fractions, and of a length, shape, set of objects or quantity.**  **Write simple fractions for example ½ of 6= 3 and recognise the equivalence of ½ = 2/4** |
| English | **Talk to an adult or peer about what they are going to write.**  **Say out loud what they are going to write.**  **Compose a sentence before writing it.**  Design and make cards for parents and carers inviting them to the teddy bears’ picnic. Write a simple sentence or sentences that outline where and what date and time the picnic will take place. Read their sentences aloud to check they make sense and illustrate their invitations.  Ask the children to bring a teddy or other soft toy to share the picnic with them. Write a covering letter to accompany the invitations, explaining that the children will be asking questions about looking after young children during the visit.  Bring to school a photograph of themselves as a baby and show it to others in the group. Talk about things they remember about being a baby or toddler and share any stories parents and carers have told them about what they were like when they were little. Write a sentence or two about an early memory starting with the sentence opener ‘I remember…’  Encourage the children to talk to their parents and carers, gathering stories about how they were or things they did when they were very small. | **Describe events and experiences using appropriate topical vocabulary.**  **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**  Look at pictures taken during the family picnic and talk about what happened and what they discovered. Choose a favourite photograph of the event and describe what it shows. Record their ideas on sticky notes or postcards and display alongside the photographs.  Children could work in small groups, giving them plenty of opportunities to speak, listen and ask appropriate questions.  **Clearly express ideas when talking about matters of personal interest, including some detail.**  **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.**  Display a picture of a baby and a toddler. Think about the things that each might want to say and write speech bubbles for them.  For example, a baby might say ‘I’m hungry’ or ‘I did a poo!’ A toddler might say ‘That’s my toy’ or ‘My tooth hurts’. Children will think of some funny alternatives based on the stories they have heard from their own early years.  **Clearly express ideas when talking about matters of personal interest, including some detail.**  **Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.**  Look at a range of photographs or images taken at different times of day. Talk about the pictures and decide at what times of the day they might have been taken. Place the images in time order and write a sentence about each one to describe what is happening.  The images could show getting washed, cleaning teeth, eating breakfast, eating lunch, playing out, reading a story and going to bed. | **Say sentences out loud to an adult or peer before writing.**  **Compose a sentence orally before writing it.**  Draw pictures to show their own daily activities, perhaps using a storyboard format with speech and thought bubbles to indicate what that they might say or think during the activities. This could be done using a table or callouts in desktop publishing software.  Model some examples of speech bubble writing. Ask the children to try and remember some of the things they or others might say during those different daily activities. For example, every morning Mum says, ‘Hurry up and get dressed!’ At bedtime Dad says, ‘Night, night, sleep tight!’  **Talk to an adult or peer about what they are going to write.**  **Say out loud what they are going to write about.**  Recall and share things they did on the two previous days of the week. Describe something special or important that they did yesterday and the day before, and write a sentence about it.  Provide children with a special ‘diary’ book in which to write their memories. Head each page with the day of the week and keep a diary about each day.  **Write a sequence of connected events, in an appropriate order and, in some cases, linked to their own experience.**  **Sequence sentences to form short narratives.**  Write a memory in their special diary book of something they did during that morning’s activities. Try to remember what time it happened and record this.  Children could make a collage-style cover to personalise their diary. They can write their diaries day-by-day throughout the project, adding photographs and illustrations where appropriate. | **Write a sequence of connected events, in an appropriate order and, in some cases, linked to their own experience.**  **Sequence sentences to form short narratives.**  Listen to a familiar story such as *Goldilocks and the Three Bears* or *Jack and the Beanstalk.* Choose one story and imagine they are one of the characters. Write a diary entry from their character’s point of view about the events of the day. Refer back to the story to sequence the events correctly.  Model some examples of how different characters might view the same event. Remind children to use the past tense in their diaries.  **Listen to the views and responses of peers.**  **Consider and evaluate different viewpoints, attending to and building on the contributions of others.**  Play ‘Spot the difference’, choosing someone to go outside the classroom and change one thing about themselves (maybe pull one sock down or remove a hair band). Spot and describe what the person has changed. Then play ‘I went to market’, recalling items bought in alphabetical order and see how far they can get!  Display an alphabet chart to help children remember what comes next and what has been ‘bought’ before! | **Spell simple common exception words including said, was and where.**  **Spell common exception words.**  **Say sentences out loud to an adult or peer before writing.**  **Compose a sentence orally before writing it.**  Introduce the word ‘mnemonics’. Read a number of simple mnemonics and discover what words they help them to spell. For example, what does the mnemonic ‘Big Elephants Can Always Understand Small Elephants’ spell?  Explain to the children that a mnemonic is used to help us remember how to spell tricky words. Ask children to try and create their own mnemonics for words they find tricky to spell. Share their ideas with others in the class.  Create mnemonics for things that are tricky to remember. Try to make them as funny as they can as this makes them easier to learn!  **Listen to the views and responses of peers.**  **Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.**  Watch a presentation, look at pictures or handle artefacts and toys from different decades and generations. Talk about what they can see and begin to describe how toys have changed over time.  Encourage the children to describe what they have seen and express their opinions about what they liked and didn’t like about toys in the past.    **Say sentences out loud to an adult or peer before writing.**  **Compose a sentence orally before writing it.**  Make a page for a class book that describes each toy. Compose a descriptive sentence or two to go with each picture using their best describing words. Use simple dictionaries or word banks to check their spellings and choose alternative or better words to use in their writing.  Provide children with a word bank or simple dictionaries to use independently or with support. | A memory box is a special place for you to keep important and treasured memories. You can put in special things that belong to you, like an old toy, something you had as a baby, photographs, letters, drawings and other things that will remind you of precious and memorable times. What will you put in your special box?  **Talk to an adult or peer about what they are going to write.**  **Say out loud what they are going to write about.**  Work together to create a scrapbook called ‘Our Class’. Make a list of all the things they would like to include in their class book and decide who will do which job.  Children could include speech bubbles showing things people say, photographs of everybody, a daily diary of their class activities, a list of favourite storybooks, a piece of writing about an exciting event they did together, a recording of everybody’s voices or a recording of a favourite class song. |
| Guided Reading |  |  |  | **Recite by heart, in order, a simple poem or rhyme.**  **Learn to appreciate rhymes and poems, and to recite some by heart.**  Take part in reciting and learning rhymes that help us remember things. Read and remember common memory rhymes about topics like the months of the year or the alphabet. Listen carefully and join in where possible. Then practise in pairs, reciting them aloud.  Recite together using a prompt, then hide lines as the children learn them and become more confident. Ask children questions such as ‘How many days are there in September?’ Can they use their rhyme to answer your questions? |  |  |
| Science | **Animals including humans**  **Year 1**  **Talk about their findings and explain what they have found out.**  **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.**  **Use their observations and ideas to suggest answers.**  Talk about the physical and developmental differences between babies, toddlers, children and adults. Use sticky notes to make charts with four sections ‘Babies can…’, ‘Toddlers can…’, ‘Children can…’ and ‘Adults can…  Talk sensitively about the human body and how a person changes as they grow from a baby to an elderly person. The children can compare themselves to babies, toddlers and adults in terms of how they eat, sleep, move and play. Project images of a baby, toddler, child and adult onto the IWB to use as a reference.  **To describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.**  **To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)**  Discuss the importance of exercise and how it is different from babies, children and adults. | **Animals including humans**  **Year 1**  **Draw and label basic parts of the human body, including those related to the senses.**  **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.**   Label parts of the human body.  Extend to identifying the different senses.  **To describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.**  **To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)**  What is the importance of eating the right amount of foods, research how it is different from babies and adults. | **Animals including humans**  **Year 1**  **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense**  Explore their own senses by touching, smelling, listening to and tasting things that babies use such as baby toiletries, clothes, baby foods, toys and feeding utensils. Describe what they think of the baby items, what the different items are for and what the foods taste like (spicy, sweet or bland). Explain how the items differ from the ones they have today.  **Year 2**  **To describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.**  **To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)** | **Animals including humans**  **Year 1**  **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense**  **Year 2**  **To describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.**  **To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)**  Children could prepare questions to ask a visiting parent and baby, a nurse or a midwife to find out what senses newborns have and how these develop over time. During the first weeks of life a newborn baby may seem to do very little, but in fact all their senses are functioning and developing, taking in the sights, sounds and smells of their new world. | **Animals including humans**  **Year 1**  **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense**  Discuss how our senses could be affected as we get older i.e. blind, deaf. Which part of the body does it affect?  **Year 2**  **To describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.**  **To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)**  Discuss and research the basic needs of humans to help them survive. Why is it important we have water, air and food?  Can they work in small groups to present back to the class during the next lesson? | **Animals including humans**  **Year 1**  **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense**  Can they draw the human body and label more parts to the body from the beginning of the topic.  **Year 2**  **To describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.**  **To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)**  Complete their research and present it to the year 1s. |
| Arts and Design | **Measure and weigh food items using non-standard measures (e.g. cups and spoons).**  **Use the basic principles of a healthy and varied diet to prepare dishes.**  Decide what types of food would be good for their teddy bears’ picnic, making a shared shopping list. Make simple, healthy sandwiches for young children creating a balance of sweet and savoury fillings.  **Remind the children to wash their hands before making their sandwiches!** Explain to the children that young babies will have their own food and drink and encourage them to find out what these are. | **Draw from or talk about experiences, creative ideas and observations.**  **Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.**  Draw or paint a picture of a national or family celebration showing special details that they remember. Work in groups to discuss and explain what they did at this celebration.  Working with the children, list all the different celebrations they have shown in their artwork. Ask them if any type of celebration is missing from the list and add those suggested. Ask the children to recall what is celebrated at these occasions. | **Select and explain choice of materials, sometimes with help.**  **Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.**  Use various art and craft materials to make a celebration card for a special occasion. Cut and stick to create a collage effect, choosing coloured card, papers and fabrics from a brightly coloured selection.  Ask the children to describe what they are making and to think about a happy message to write on the inside of their card. | **Take part in group play or conversations, recognising what they like/dislike.**  **Recognise that they belong to various groups and communities such as family or school.**  Watch videos of weddings and talk about what getting married means. Talk about their experiences of family weddings, remembering what happened and describing events. Use a range of dressing up and role play props to hold a class ‘wedding’, taking on different roles. Think about and remember the roles of different people at a wedding celebration.  Children could take digital photographs of their class wedding and look back at them days later, remembering what they did and what happened. |  |  |
| R.E. | Who would Christians pick as their 12 world changers? | Does Christians think Jesus was good news and why? | What do you think Christians think peace would look like? | What do Christians do to show their beliefs and actions at Christmas today? | Why do you think Christians think a church might be good news? | How do Christians love God and their neighbour? |
| History/ Geography | **Compare own life and interests now with their babyhood (e.g. clothes, toys, food, size and abilities), recalling a significant memory from the past.**  **Learn about changes within living memory.**  Bring something from home that they had when they were a baby, perhaps a toy, a book, a bottle, or feeding cup, baby clothes or shoes. Make a class collection and discuss how they could be sorted into sets.  If possible, bring something from your own childhood to compare with the children’s items. The children’s parents or carers may also be willing to share items from their own childhoods with the class. | **Use the correct terms for simple geographical features in the local environment.**  **Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.**  Take a walk outdoors, noticing and recording interesting things that they pass. Use digital cameras to photograph landmarks and features and display these in school. Use the images to recall their walk, reflecting on what they saw first, second, third and so on. Think about how they got from one place to another – along a path, over some grass or through a gate, perhaps?  Make simple maps to show the route they took on their walk and the features that they passed on route.  Children could also follow directions as a warm-up activity. ‘Take two steps north and three steps east. Now remember and repeat what you did without the directions!’ Children could take turns in giving the directions. Draw a large compass on the playground or wall for children to follow. | **Begin to describe similarities and differences between historical artefacts and pictures.**  **Learn about changes within living memory.**  Look at pictures or artefacts of everyday or familiar items from the past and consider what they might be. Describe how they might have been used.  Once the item’s name and use has been revealed, encourage the children to compare and contrast the item then and now. Images could show cooking utensils, cleaning items or entertainment items such as cameras, televisions or radios. | **Begin to order artefacts and pictures from significantly different time periods.**  **Learn about changes within living memory.**  Order a range of story books from the oldest to the newest. Look for clues of ways to date them, perhaps by a marked date, the pictures, characters or the feel of the book itself.  Ask parents and carers if they have any old books they could donate to school for this activity. Alternatively, borrow older books from a local library or find bargain antiquities at a car boot sale! | **Linked to History and English**  **Describe events and experiences using appropriate topical vocabulary.**  **Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.**  Compare one toy from the past with its modern equivalent. Write describing words on sticky notes or whiteboards to describe what they can see and touch.  Encourage the children to work in pairs, reporting their findings to the class. See who has collected some really good describing words!  Make labels for artefacts in the ‘Class museum’, explaining what their toy is, what it is made from and how it was played with.  The children could take turns to be a museum curator, matching the labels to the correct objects and setting them out each day. Stress the importance of writing their labels in their best handwriting so that they can be read clearly by visitors.  **Begin to order artefacts and pictures from significantly different time periods.**  **Learn about changes within living memory.**  Look at pictures and models of forms of transport, placing them in chronological order. Talk about how transport has changed through the ages. Explain what visual clues they can spot and what they reveal.  Provide children with models and images, as well as plenty of information books to read in their own time. |  |
| PSHE | **Explain different ways that family and friends should care for one another.**  **Know that family and friends should care for each other.**  Think about the things that a baby or toddler needs from its parents or carers to be happy and healthy. Make a list of essentials that a parent or carer must provide to keep their baby happy and healthy.  Read the stories *Bunny My Honey* by Anita Jeram and *Owl Babies* by Martin Waddell. Children’s lists should include practical things like food and shelter but also less tangible things such as love and cuddles! |  | **Take part in group play or conversations, recognising what they like/dislike.**  **Share their opinions on things that matter to them and explain their views.**  Look at a range of birthday items, such as a party hat, candles, cards, cake and a wrapped present, and guess the occasion with which these items are associated. Talk about why birthdays are celebrated and how they feel when it is their special day. Describe a memory from a previous birthday, recalling the presents they received, whether they had a party and what made it special.  You may have children within your class who are from different backgrounds and might therefore take part in different religious or cultural celebration. If so, allow time for them to share their experiences. | **Describe things that make them feel happy and things that make them feel sad.**  **Recognise, name and deal with their feelings in a positive way.**  Think about a person or family pet that is no longer alive. Share a photograph of them, explaining who they are and family memories of them. Talk to their parents about memories of their older relatives and any funny or happy stories about them.  This activity carries obvious sensitivities of which you must be aware. However, keeping the discussions positive and focused on happy memories will help children understand that we keep people in our memories and don’t forget them. | **Take part in group play or conversations, recognising what they like/dislike.**  **Listen to other people, and play and work co-operatively.**  Play memory games such as ‘Kim’s game’. Talk about how they try to remember all the things on the tray.  ‘Kim’s game’ is a classic game for developing memory skills. Provide a range of everyday items on a tray, ask children to close their eyes and remove one item at a time. After each item is removed, ask the children to look carefully to spot what has been taken away. Can they remember what was there and what has been removed? Repeat until there are only two things left on the tray. |  |
| Music |  |  | **Sing with a sense of shape and melody.**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**.  Sing songs and rhymes, such as *I Can Sing a Rainbow, The Alphabet Song* and *Dem Bones* that help us to remember different things.  How about learning the song *Inchworm* from the Hollywood musical, *Hans Christian Anderson* to help remember some number bonds? |  |  |  |
| P.E. | **NUFC**  **Team games** | **NUFC**  **Team games** | **Create simple movement patterns, showing awareness of rhythm.**  **Perform dances using simple movement patterns.**  Learn simple and then more complex dance steps and movements on mats and across apparatus. Follow teacher and partner-led sequences, then make up their own for others to remember and follow. Perform learned dances including fun, contemporary ones.  Do any of the children know a dance routine they can teach to the rest of the class? How much of this can we remember? | **NUFC**  **Team games** | **Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.**  **Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.**  Play a range of playground games from past generations including hopscotch, hoops, blind man’s buff, hot potato, marbles and Simon says. Listen carefully to rules of how to play and co-operate with others.  Other table games such as tiddlywinks, jacks and snap were also popular. | **NUFC**  **Team games** |
| ICT |  |  |  |  |  |  |
| Other activities |  |  | **Count in different multiples, including ones, twos, fives and tens.**  **Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.**  Play ‘remember the pattern’ games with numbers, shapes and colours. Look at coloured pattern cards, turning them over then repeating the pattern with coloured blocks or counters. Then, look at sequences and patterns of numbers (2, 4, 6, 8 or 5, 10, 15, 20) and after turning the cards over, use their mathematical thinking skills to continue them. Use maths software to continue pattern making; one child could start a pattern for another to continue.  As children work, reinforce the mathematical rule that creates the patterns, for example, pointing out repeating patterns. |  | **Recognise and use language relating to dates, including days of the week, weeks, months and years with increasing fluency.**  **Recognise and use language relating to dates, including days of the week, weeks, months and years.**  Look at calendars and talk about dates, days, weeks, months and years. Put each others’ birthdays and ages in date order. Find the date of their birthday on a calendar.  Help the children to understand the passage of time by talking about all the things that happen in a single year and labelling, by age, some historical artefacts brought in by parents and grandparents. |  |

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