

Curriculum Goal: Solve problems independently with resilience.

Working towards curriculum ambition: To express myself effectively, to know how to ask for help when I need it, to develop an 'I can' attitude towards learning and to develop a growth mindset.

Social

- I can use Makaton signs to identify my basic feelings such as happy and sad
- I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- I can begin to understand the feelings of others
- I can regulate my emotions with help from an adult
- I can interpret my feelings using the Zones of regulation.
- I can express my feelings and consider the feelings of others.
- I can regulate my emotions
- I can adapt my behaviour in different social situations
- I can help to find solutions to conflicts and rivalries.
- I can talk with others to solve conflicts.
- I can ask for help if I need it
- I can utilise resources to solve problems
- I can show resilience in completing a task
- I can show resilience and perseverance in the face of challenge
- I can begin to break problems down into manageable chunks
- I can show patience and understanding that my feelings and wants are not always met.
- I can try new activities with confidence and independence

Maths

- I can use some number names and number language spontaneously
- I can recite numbers 1 to 3
- I can recite numbers to 5.
- I can subitise to 3

Things adults can do:

- Offer extra support to children in new situations or when they are feeling anxious or insecure.
- When appropriate, notice and talk about children's feelings and emotions
- Use story times with props to engage children in a range of emotions.
- Talk about and expand on children's emotions
- Teach children ways to solve problems
- Model different ways of self regulation for example: relaxing in the quiet area, breathing exercises,
- Encourage children to express their own feelings if they are hurt or upset
- Plan circle time and other activities that encourage children to talk about their feelings and opinions
- Talk to children about choices they make and help them understand that this may mean that they cannot do something else.
- Engage with children in exploring and talking about what they are doing, valuing their ideas and ways of doing things.
- Help children develop problem solving skills by talking through how they and others resolved a problem or difficulty
- Offer help with activities when asked but not before and see struggle and mistakes as important parts of learning.
- Notice and appreciate young children's efforts not just their achievements, encouraging their inner motivation.
- Acknowledge and encourage children's efforts to manage their personal needs,

- I can link numerals (one to three) to amount
- I can show number up to 3 using my fingers
- I can talk about and identify different patterns around me e.g. stripes on clothes
- I can use one to one correspondence up to 5
- I can subitise up to 4
- I can show numbers up to 4 using my fingers
- I can use language such as 'more than' and 'fewer than' to compare quantities
- I can select shapes appropriately for a task
- I can talk about and explore 2D and 3D shapes
- I can show an understanding of simple positional language e.g. under, on top, inside
- I can subitise to 5
- I can show numbers up to 5 using my fingers
- I can combine shapes to make new one
- I can make comparisons between objects relating to size, length, weight, and capacity
- I can experiment with writing the numerals up to 5
- I can use positional language such as 'in front', 'behind'
- I can solve real world mathematical problems with numbers up to 5
- I begin to describe a sequence of events
- I can count objects, sounds and actions .
- I can say numbers to 10 in order
- I can begin to use 1:1 correspondence
- I can understand the last number I say is the total amount
- I can subitise to 5
- I can recognise numbers up to 10
- I can say all number bonds to 5 by heart
- I can say some number bonds to 10
- I can say 1 more than a given number
- I can say 1 less than a given number
- I can talk about odd and even numbers
- I can talk about groups of up to 10 objects using the vocabulary more, fewer and equal
- I can begin to combine 2 groups of numbers
- I can double numbers to 5
- I can talk about the composition of each number to 10
- I can verbally count beyond 20
- I can match quantity to a numeral up to 10
- I can construct using a variety of shapes and equipment
- I can continue, copy and create repeating patterns
- I can compare capacity, length, weight and time

and to use and return resources appropriately.

- Give children strategies for staying calm in the face of frustration.
- Ask children to explain to others how they thought about a problem or an emotion and how to deal with it.

Links to Statutory Framework:

PSED

- *Self regulation*
- *Managing self*

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- *Numerical patterns*