

## Maths PNC - Medium Term Planning Geometry Position and Direction

Cycle 1				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects.</p> <p>I can smile with pleasure at recognisable playthings.</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I can respond to some positional language.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p>	<p>I can respond to a request involving at least prepositions.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p>
<ul style="list-style-type: none"> <li>• Explore toys and objects that move.</li> <li>• Explore cause and effect toys.</li> <li>• Explore songs that involve repetitive movement.</li> <li>• Explore games and activities that involve movement.</li> <li>• Explore play equipment on the playground.</li> <li>• Push vehicles through sensory materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sensory blocks, magnet blocks to create simple structures.</li> <li>• Use 2D card shapes to create simple arrangements.</li> <li>• Explore simple posting activities.</li> <li>• Explore using Lego/Duplo to connect blocks.</li> <li>• Explore jigsaws and shape sorters.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of 2D and 3D shapes.</li> <li>• Build objects with shapes and building blocks.</li> <li>• Explore making simple 3D models of buildings.</li> <li>• Take part in songs which require movement.</li> <li>• Take part in games which require positional language – forward / backward.</li> <li>• Take part in sorting activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Using characters from the key text ask the children to place them in different places – on the table / under the table.</li> <li>• Using characters from the key text copy simple repetitive patterns.</li> <li>• Take part in songs involving prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow arrows to complete a shape hunt.</li> <li>• Create a simple repetitive pattern using pictures of sweets / sweet wrappers.</li> <li>• Create a pattern of movement for someone else to follow using arrows.</li> </ul>
<p><b>Key Vocab</b></p> <p><b>Build, shape, jigsaw, object, pattern, forward, backward, above, below.</b></p>				

## Maths PNC - Medium Term Planning Geometry Position and Direction

Cycle 2				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects.</p> <p>I can smile with pleasure at recognisable playthings.</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I can respond to some positional language.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I can use shapes appropriately for tasks.</p>	<p>I can respond to a request involving at least prepositions.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p>
<ul style="list-style-type: none"> <li>• Explore toys and objects that move.</li> <li>• Explore cause and effect toys.</li> <li>• Explore songs that involve repetitive movement.</li> <li>• Explore games and activities that involve movement.</li> <li>• Explore play equipment on the playground.</li> <li>• Push vehicles through sensory materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sensory blocks, magnet blocks to create simple structures.</li> <li>• Use 2D card shapes to create simple arrangements.</li> <li>• Explore simple posting activities.</li> <li>• Explore using Lego/Duplo to connect blocks.</li> <li>• Explore jigsaws and shape sorters.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of 2D and 3D shapes.</li> <li>• Build objects with shapes and building blocks.</li> <li>• Take part in songs which require movement.</li> <li>• Take part in games which require positional language – forward / backward.</li> <li>• Explore beebots – responding to language</li> <li>• Explore remote control cars – responding to language</li> <li>• Go on a shape hunt to look for a shape and take photos</li> </ul>	<ul style="list-style-type: none"> <li>• Using characters from the key text ask the children to place them in different places – on the table / under the table.</li> <li>• Take part in songs involving prepositions.</li> <li>• Place propositions on a big dice and roll then complete with an object – relate to key text.</li> <li>• Make patterns using arrows</li> </ul>	<ul style="list-style-type: none"> <li>• Follow arrows to complete a shape hunt.</li> <li>• Create a simple repetitive pattern using pictures of sweets / sweet wrappers.</li> <li>• Create a beebot dance using a pattern of arrows</li> </ul>
<p><b>Key Vocab</b></p> <p><b>Build, shape, jigsaw, object, pattern, forward, backward, above, below.</b></p>				

## Maths PNC - Medium Term Planning Geometry Position and Direction

Cycle 3				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects.</p> <p>I can smile with pleasure at recognisable playthings.</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I can respond to some positional language.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I can use shapes appropriately for tasks.</p>	<p>I can respond to a request involving at least prepositions.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p>
<ul style="list-style-type: none"> <li>• Explore toys and objects that move.</li> <li>• Explore cause and effect toys.</li> <li>• Explore songs that involve repetitive movement.</li> <li>• Explore games and activities that involve movement.</li> <li>• Explore play equipment on the playground.</li> <li>• Push vehicles through sensory materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sensory blocks, magnet blocks to create simple structures.</li> <li>• Use 2D card shapes to create simple arrangements.</li> <li>• Explore simple posting activities.</li> <li>• Explore using Lego/Duplo to connect blocks.</li> <li>• Explore jigsaws and shape sorters.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of 2D and 3D shapes.</li> <li>• Build objects with shapes and building blocks.</li> <li>• Take part in songs which require movement.</li> <li>• Take part in games which require positional language – forward / backward.</li> <li>• Explore beebots – responding to language</li> <li>• Push and pull a friend using wheel boards responding to positional language forwards.</li> <li>• Create a book of circles etc from the photos</li> <li>• Hide shapes in sensory materials</li> </ul>	<ul style="list-style-type: none"> <li>• Using characters from the key text ask the children to place them in different places – on the table / under the table.</li> <li>• Take part in songs involving prepositions.</li> <li>• Make patterns using arrows to programme into the bee bot</li> </ul>	<ul style="list-style-type: none"> <li>• Follow arrows to complete a shape hunt.</li> <li>• Create a simple repetitive pattern using colours.</li> <li>• Follow directions to different places in school then find shapes in that room.</li> </ul>
<p><b>Key Vocab</b></p> <p><b>Build, shape, jigsaw, object, pattern, forward, backward, above, below.</b></p>				

## Maths PNC - Medium Term Planning Geometry Position and Direction

Cycle 4				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects.</p> <p>I can smile with pleasure at recognisable playthings.</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I can respond to some positional language.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I can use shapes appropriately for tasks.</p>	<p>I can respond to a request involving at least prepositions.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p>
<ul style="list-style-type: none"> <li>• Explore toys and objects that move.</li> <li>• Explore cause and effect toys.</li> <li>• Explore songs that involve repetitive movement.</li> <li>• Explore games and activities that involve movement.</li> <li>• Explore play equipment on the playground.</li> <li>• Push vehicles through sensory materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sensory blocks, magnet blocks to create simple structures.</li> <li>• Use 2D card shapes to create simple arrangements.</li> <li>• Explore simple posting activities.</li> <li>• Explore using Lego/Duplo to connect blocks.</li> <li>• Explore jigsaws and shape sorters.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of 2D and 3D shapes.</li> <li>• Build objects with shapes and building blocks.</li> <li>• Take part in songs which require movement.</li> <li>• Take part in games which require positional language – forward / backward.</li> <li>• Explore beebots – responding to language</li> <li>• Push and pull a friend using wheel boards responding to positional language forwards.</li> <li>• Create a book of circles etc from the photos</li> <li>• Hide shapes in sensory materials</li> </ul>	<ul style="list-style-type: none"> <li>• Using characters from the key text ask the children to place them in different places – on the table / under the table.</li> <li>• Take part in songs involving prepositions.</li> <li>• Make patterns using arrows to programme into the bee bot</li> <li>• Take part in Just Dance on Youtube.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow arrows to complete a shape hunt in forest school or on the playground.</li> <li>• Create a simple repetitive pattern using 2D shapes.</li> <li>• Create a simple dance with repetitive movements.</li> <li>• Complete a shape hunt within the local community.</li> </ul>
<p><b>Key Vocab</b></p> <p><b>Build, shape, jigsaw, object, pattern, forward, backward, above, below.</b></p>				

## Maths PNC - Medium Term Planning Geometry Position and Direction

Cycle 5				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects.</p> <p>I can smile with pleasure at recognisable playthings.</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I can respond to some positional language.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I can use shapes appropriately for tasks.</p>	<p>I can respond to a request involving at least prepositions.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p>
<ul style="list-style-type: none"> <li>• Explore toys and objects that move.</li> <li>• Explore cause and effect toys.</li> <li>• Explore songs that involve repetitive movement.</li> <li>• Explore games and activities that involve movement.</li> <li>• Explore play equipment on the playground.</li> <li>• Push vehicles through sensory materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sensory blocks, magnet blocks to create simple structures.</li> <li>• Use 2D card shapes to create simple arrangements.</li> <li>• Explore simple posting activities.</li> <li>• Explore using Lego/Duplo to connect blocks.</li> <li>• Explore jigsaws and shape sorters.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of 2D and 3D shapes.</li> <li>• Build objects with shapes and building blocks.</li> <li>• Explore making simple 3D models of buildings.</li> <li>• Take part in songs which require movement.</li> <li>• Take part in games which require positional language – forward / backward.</li> <li>• Take part in sorting activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Using characters from the key text ask the children to place them in different places – on the table / under the table.</li> <li>• Using characters from the key text copy simple repetitive patterns.</li> <li>• Take part in songs involving prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow arrows to complete a shape hunt.</li> <li>• Create a simple repetitive pattern using pictures of sweets / sweet wrappers.</li> <li>• Create a pattern of movement for someone else to follow using arrows.</li> </ul>
<b>Key Vocab</b>				
<b>Build, shape, jigsaw, object, pattern, forward, backward, above, below.</b>				

## Maths PNC - Medium Term Planning Geometry Position and Direction

Cycle 6				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects.</p> <p>I can smile with pleasure at recognisable playthings.</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I can respond to some positional language.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I can use shapes appropriately for tasks.</p>	<p>I can respond to a request involving at least prepositions.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p>
<ul style="list-style-type: none"> <li>• Explore toys and objects that move.</li> <li>• Explore cause and effect toys.</li> <li>• Explore songs that involve repetitive movement.</li> <li>• Explore games and activities that involve movement.</li> <li>• Explore play equipment on the playground.</li> <li>• Push vehicles through sensory materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sensory blocks, magnet blocks to create simple structures.</li> <li>• Use 2D card shapes to create simple arrangements.</li> <li>• Explore simple posting activities.</li> <li>• Explore using Lego/Duplo to connect blocks.</li> <li>• Explore jigsaws and shape sorters.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of 2D and 3D shapes.</li> <li>• Build objects with shapes and building blocks.</li> <li>• Take part in songs which require movement.</li> <li>• Take part in games which require positional language – forward / backward.</li> <li>• Explore beebots – responding to language</li> <li>• Explore remote control cars – responding to language</li> <li>• Go on a shape hunt to look for a shape and take photos</li> <li>• Push and pull a friend using wheel boards responding to positional language forwards.</li> <li>• Create a book of circles etc from the photos</li> <li>• Hide shapes in sensory materials</li> </ul>	<ul style="list-style-type: none"> <li>• Using characters from the key text ask the children to place them in different places – on the table / under the table.</li> <li>• Take part in songs involving prepositions.</li> <li>• Place propositions on a big dice and roll then complete with an object – relate to key text.</li> <li>• Make patterns using arrows</li> <li>• Make patterns using arrows to programme into the bee bot</li> </ul>	<ul style="list-style-type: none"> <li>• Follow arrows to complete a shape hunt.</li> <li>• Create a simple repetitive pattern using pictures of sweets / sweet wrappers.</li> <li>• Create a beebot dance using a pattern of arrows</li> </ul> <p>Follow directions to different places in school then find shapes in that room.</p>
<p><b>Key Vocab</b></p> <p><b>Build, shape, jigsaw, object, pattern, forward, backward, above, below.</b></p>				

## Maths PNC - Medium Term Planning Geometry Position and Direction

Cycle 7				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects.</p> <p>I can smile with pleasure at recognisable playthings.</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I can respond to some positional language.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I can use shapes appropriately for tasks.</p>	<p>I can respond to a request involving at least prepositions.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p>
<ul style="list-style-type: none"> <li>• Explore toys and objects that move.</li> <li>• Explore cause and effect toys.</li> <li>• Explore songs that involve repetitive movement.</li> <li>• Explore games and activities that involve movement.</li> <li>• Explore play equipment on the playground.</li> <li>• Push vehicles through sensory materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sensory blocks, magnet blocks to create simple structures.</li> <li>• Use 2D card shapes to create simple arrangements.</li> <li>• Explore simple posting activities.</li> <li>• Explore using Lego/Duplo to connect blocks.</li> <li>• Explore jigsaws and shape sorters.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of 2D and 3D shapes.</li> <li>• Build objects with shapes and building blocks.</li> <li>• Take part in songs which require movement.</li> <li>• Take part in games which require positional language – forward / backward.</li> <li>• Explore beebots – responding to language</li> <li>• Explore remote control cars – responding to language</li> <li>• Go on a shape hunt to look for a shape and take photos</li> </ul>	<ul style="list-style-type: none"> <li>• Using characters from the key text ask the children to place them in different places – on the table / under the table.</li> <li>• Take part in songs involving prepositions.</li> <li>• Place propositions on a big dice and roll then complete with an object – relate to key text.</li> <li>• Make patterns using arrows</li> </ul>	<ul style="list-style-type: none"> <li>• Follow arrows to complete a shape hunt.</li> <li>• Create a simple repetitive pattern using pictures of sweets / sweet wrappers.</li> <li>• Create a beebot dance using a pattern of arrows</li> </ul>
<p><b>Key Vocab</b></p> <p><b>Build, shape, jigsaw, object, pattern, forward, backward, above, below.</b></p>				

## Maths PNC - Medium Term Planning Geometry Position and Direction

Cycle 8				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects.</p> <p>I can smile with pleasure at recognisable playthings.</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I can respond to some positional language.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I can use shapes appropriately for tasks.</p>	<p>I can respond to a request involving at least prepositions.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p>
<ul style="list-style-type: none"> <li>• Explore toys and objects that move.</li> <li>• Explore cause and effect toys.</li> <li>• Explore songs that involve repetitive movement.</li> <li>• Explore games and activities that involve movement.</li> <li>• Explore play equipment on the playground.</li> <li>• Push vehicles through sensory materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sensory blocks, magnet blocks to create simple structures.</li> <li>• Use 2D card shapes to create simple arrangements.</li> <li>• Explore simple posting activities.</li> <li>• Explore using Lego/Duplo to connect blocks.</li> <li>• Explore jigsaws and shape sorters.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of 2D and 3D shapes.</li> <li>• Build objects with shapes and building blocks.</li> <li>• Take part in songs which require movement.</li> <li>• Take part in games which require positional language – forward / backward.</li> <li>• Explore beebots – responding to language</li> <li>• Push and pull a friend using wheel boards responding to positional language forwards.</li> <li>• Create a book of circles etc from the photos</li> <li>• Hide shapes in sensory materials</li> </ul>	<ul style="list-style-type: none"> <li>• Using characters from the key text ask the children to place them in different places – on the table / under the table.</li> <li>• Take part in songs involving prepositions.</li> <li>• Make patterns using arrows to programme into the bee bot</li> <li>• Take part in Just Dance on Youtube.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow arrows to complete a shape hunt in forest school or on the playground.</li> <li>• Create a simple repetitive pattern using 2D shapes.</li> <li>• Create a simple dance with repetitive movements.</li> <li>• Complete a shape hunt within the local community.</li> </ul>
<p><b>Key Vocab</b></p> <p><b>Build, shape, jigsaw, object, pattern, forward, backward, above, below.</b></p>				



## Maths PNC - Medium Term Planning Geometry Position and Direction

Cycle 9				
PNC1	PNC 2	PNC 3	PNC 4	PNC 5
<p>I can reach out for, touch and begin to hold objects.</p> <p>I can smile with pleasure at recognisable playthings.</p>	<p>I use blocks to create my own simple structures and arrangements.</p> <p>I can attempt, sometimes successfully to fit shapes into spaces on inset boards and jigsaw puzzles.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I can respond to some positional language.</p> <p>I can show an interest in shapes in the environment.</p> <p>I can use shapes appropriately for tasks.</p> <p>I can use shapes appropriately for tasks.</p>	<p>I can respond to a request involving at least prepositions.</p> <p>I can copy a simple pattern.</p>	<p>I can create a simple pattern.</p> <p>I can identify a circle, triangle and square in a range of environments.</p>
<ul style="list-style-type: none"> <li>• Explore toys and objects that move.</li> <li>• Explore cause and effect toys.</li> <li>• Explore songs that involve repetitive movement.</li> <li>• Explore games and activities that involve movement.</li> <li>• Explore play equipment on the playground.</li> <li>• Push vehicles through sensory materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore sensory blocks, magnet blocks to create simple structures.</li> <li>• Use 2D card shapes to create simple arrangements.</li> <li>• Explore simple posting activities.</li> <li>• Explore using Lego/Duplo to connect blocks.</li> <li>• Explore jigsaws and shape sorters.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a range of 2D and 3D shapes.</li> <li>• Build objects with shapes and building blocks.</li> <li>• Explore making simple 3D models of buildings.</li> <li>• Take part in songs which require movement.</li> <li>• Take part in games which require positional language – forward / backward.</li> <li>• Take part in sorting activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Using characters from the key text ask the children to place them in different places – on the table / under the table.</li> <li>• Using characters from the key text copy simple repetitive patterns.</li> <li>• Take part in songs involving prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow arrows to complete a shape hunt.</li> <li>• Create a simple repetitive pattern using pictures of sweets / sweet wrappers.</li> <li>• Create a pattern of movement for someone else to follow using arrows.</li> </ul>
<p><b>Key Vocab</b></p> <p><b>Build, shape, jigsaw, object, pattern, forward, backward, above, below.</b></p>				