

Maths PNC - Medium Term Planning Geometry Time

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 am beginning to know and enjoy daily routines, such as getting up time, mealtimes and bed time.</p>	<p>I associate a sequence of actions with daily routines.</p> <p>I am beginning to understand that things might happen 'now'.</p> <p>I understand some talk about immediate past and future (e.g.; before, later, soon).</p> <p>I anticipate specific time-based events such as mealtimes or home time.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shapes in the environment.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects eg; round/tall).</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I can use language/symbols related to time.</p> <p>I am beginning to use mathematical language to describe 2d shapes.</p> <p>I can copy a simple pattern</p>	<p>I can show an awareness of time and can name the days of the week, and recognise some significant times of the day such as lunchtime and home time.</p> <p>I am beginning to know the months of the year.</p>
<ul style="list-style-type: none"> • Explore objects that are related to time – clocks, timetables, watches, stop watches, calendars. • Explore objects and activities related to time – sand timers, time songs etc. • Join in with class activities and routines. • Finish activities / transition after being given a time warning. 	<ul style="list-style-type: none"> • Take photographs of a sequence of actions within daily routines – start of the day. • Use of Now and Next board to anticipate events. • Have a countdown timer / visual countdown to an activity or event. • Take part in activities and games with immediate cause and effect. 	<ul style="list-style-type: none"> • Explore objects that are related to time – clocks, timetables, watches, stop watches, calendars. Explore the shape. • Clock hunt around school – spotting the circles of the clocks – how many can you find? • Make a simple clock using a paper plate. • Sorting clocks into categories – based on shape. 	<ul style="list-style-type: none"> • Take part in games and activities which are timed. • Explore daily routines using language related to time – i.e. morning personal care routines before school. • Use Now and Next boards to explore language related to time. • Use clock arrows to copy simple patterns. 	<ul style="list-style-type: none"> • Find the days of the week in shredded paper. • Use the visual timetable to order key events in the school day. • Order the months of the year • Explore days of the week and months of the year songs. • Find the months of the year of the week in shredded paper. • Create a days of the week / months timeline.
<p>Key Vocab</p> <p>Time, routine, sequence, now, next, before, later, soon, event, month, day.</p>				

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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 am beginning to know and enjoy daily routines, such as getting up time, mealtimes and bed time.</p>	<p>I associate a sequence of actions with daily routines.</p> <p>I am beginning to understand that things might happen 'now'.</p> <p>I understand some talk about immediate past and future (e.g.; before, later, soon).</p> <p>I anticipate specific time-based events such as mealtimes or home time.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shapes in the environment.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects eg; round/tall).</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I can use language/symbols related to time.</p> <p>I am beginning to use mathematical language to describe 2d shapes.</p>	<p>I can show an awareness of time and can name the days of the week, and recognise some significant times of the day such as lunchtime and home time.</p> <p>I am beginning to know the months of the year.</p>
<ul style="list-style-type: none"> • Joining in with class activities – timed clean up songs. • Help to get things ready for part of the day – putting out PECs folders etc. • Explore photos of them doing different parts of the daily routine. • Explore photos of previous events. 	<ul style="list-style-type: none"> • Take photographs of a sequence of actions within daily routines – lunchtimes • Use visual timetables to anticipate future events. • Use photos of the past to explore past significant events. • Create a calendar with key events; holidays, birthdays etc. 	<ul style="list-style-type: none"> • Explore a range of pictures of objects that are related to time – clocks, timetables, watches, stop watches, calendars. Explore the shape / use. • Clock hunt around school – spotting different types of clocks. • Draw simple clocks using paint / chalk. • Sorting objects related to time into categories – based on shape. 	<ul style="list-style-type: none"> • Take part in games and activities which are timed. • Explore daily routines using language related to time – i.e. lunchtime washing hands routines before lunch. • Use the Visual daily timetable to explore language related to time. • Use clock pictures to copy simple patterns. 	<ul style="list-style-type: none"> • Find the days of the week in foam. • Use the visual timetable to order key events in at home – bedtime routine. • Explore days of the week and months of the year songs. • Find the months of the year of the week in foam. • Hopscotch months of the year • Create a paper chain of months of the year/ days of the week.
<p>Key Vocab</p> <p>Time, routine, sequence, now, next, before, later, soon, event, month, day.</p>				

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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 am beginning to know and enjoy daily routines, such as getting up time, mealtimes and bed time.</p>	<p>I associate a sequence of actions with daily routines.</p> <p>I am beginning to understand that things might happen 'now'.</p> <p>I understand some talk about immediate past and future (e.g.; before, later, soon).</p> <p>I anticipate specific time-based events such as mealtimes or home time.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shapes in the environment.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects eg; round/tall).</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I can use language/symbols related to time.</p> <p>I am beginning to use mathematical language to describe 2d shapes.</p>	<p>I can show an awareness of time and can name the days of the week, and recognise some significant times of the day such as lunchtime and home time.</p> <p>I am beginning to know the months of the year.</p>
<ul style="list-style-type: none"> • Take part in timed activities and games. • Explore timed IWB games or in the immersive room. • Make photo books of the children taking part in daily routines. • Explore finding objects related to time in tuff trays. 	<ul style="list-style-type: none"> • Explore sequences for daily routines. • Use visual timetables to explore events that have finished • Use photos of the past to explore past and future significant events. • Explore previous key events; holidays, birthdays etc. 	<ul style="list-style-type: none"> • Explore games and activities related to time /shape. • Explore timed shape games and sorting activities. • Make simple analogue or digital watches. • Explore the shape of watches and clocks around different environments – famous clocks / different designs. 	<ul style="list-style-type: none"> • Take part in games and activities which are timed. • Explore daily routines using language related to time – i.e. home time routines - coat, bus then home. • Use photographs of events to explore language related to time. • Use clock stamps to copy simple patterns. 	<ul style="list-style-type: none"> • Find the days of the week in rice. • Use days of the week to create prints. • Use the visual timetable to order key events i.e. hygiene routines. • Explore days of the week and months of the year songs. • Find the months of the year of the week in rice. • Take part in months of the year hunt. • Create a simple visual calendar to show months of the year.
<p>Key Vocab</p> <p>Time, routine, sequence, now, next, before, later, soon, event, month, day.</p>				

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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 am beginning to know and enjoy daily routines, such as getting up time, mealtimes and bed time.</p>	<p>I associate a sequence of actions with daily routines.</p> <p>I am beginning to understand that things might happen 'now'.</p> <p>I understand some talk about immediate past and future (e.g.; before, later, soon).</p> <p>I anticipate specific time-based events such as mealtimes or home time.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shapes in the environment.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects eg; round/tall).</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I can use language/symbols related to time.</p> <p>I am beginning to use mathematical language to describe 2d shapes.</p>	<p>I can show an awareness of time and can name the days of the week, and recognise some significant times of the day such as lunchtime and home time.</p> <p>I am beginning to know the months of the year.</p>
<ul style="list-style-type: none"> • Explore objects that are related to time – clocks, timetables, watches, stop watches, calendars. • Explore objects and activities related to time – sand timers, time songs etc. • Join in with class activities and routines. • Finish activities / transition after being given a time warning. 	<ul style="list-style-type: none"> • Take photographs of a sequence of actions within daily routines – start of the day. • Use of Now and Next board to anticipate events. • Have a countdown timer / visual countdown to an activity or event. <p>Take part in activities and games with immediate cause and effect.</p>	<ul style="list-style-type: none"> • Explore objects that are related to time – clocks, timetables, watches, stop watches, calendars. Explore the shape. • Clock hunt around school – spotting the circles of the clocks – how many can you find? • Make a simple clock using a paper plate. • Sorting clocks into categories – based on shape. 	<ul style="list-style-type: none"> • Take part in games and activities which are timed. • Explore daily routines using language related to time – i.e. morning personal care routines before school. • Use Now and Next boards to explore language related to time. <p>Use clock arrows to copy simple patterns.</p>	<ul style="list-style-type: none"> • Find the days of the week in shredded paper. • Use the visual timetable to order key events in the school day. • Order the months of the year • Explore days of the week and months of the year songs. • Find the months of the year of the week in shredded paper. <p>Create a days of the week / months timeline.</p>
<p>Key Vocab</p> <p>Time, routine, sequence, now, next, before, later, soon, event, month, day.</p>				

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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 am beginning to know and enjoy daily routines, such as getting up time, mealtimes and bed time.</p>	<p>I associate a sequence of actions with daily routines.</p> <p>I am beginning to understand that things might happen 'now'.</p> <p>I understand some talk about immediate past and future (e.g.; before, later, soon).</p> <p>I anticipate specific time-based events such as mealtimes or home time.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shapes in the environment.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects eg; round/tall).</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I can use language/symbols related to time.</p> <p>I am beginning to use mathematical language to describe 2d shapes.</p>	<p>I can show an awareness of time and can name the days of the week, and recognise some significant times of the day such as lunchtime and home time.</p> <p>I am beginning to know the months of the year.</p>
<ul style="list-style-type: none"> • Joining in with class activities – timed clean up songs. • Help to get things ready for part of the day – putting out PECs folders etc. • Explore photos of them doing different parts of the daily routine. • Explore photos of previous events. 	<ul style="list-style-type: none"> • Take photographs of a sequence of actions within daily routines – lunchtimes • Use visual timetables to anticipate future events. • Use photos of the past to explore past significant events. • Create a calendar with key events; holidays, birthdays etc. 	<ul style="list-style-type: none"> • Explore a range of pictures of objects that are related to time – clocks, timetables, watches, stop watches, calendars. Explore the shape / use. • Clock hunt around school – spotting different types of clocks. • Draw simple clocks using paint / chalk. • Sorting objects related to time into categories – based on shape. 	<ul style="list-style-type: none"> • Take part in games and activities which are timed. • Explore daily routines using language related to time – i.e. lunchtime washing hands routines before lunch. • Use the Visual daily timetable to explore language related to time. • Use clock pictures to copy simple patterns. 	<ul style="list-style-type: none"> • Find the days of the week in foam. • Use the visual timetable to order key events in at home – bedtime routine. • Explore days of the week and months of the year songs. • Find the months of the year of the week in foam. • Hopscotch months of the year • Create a paper chain of months of the year/ days of the week.
<p>Key Vocab</p> <p>Time, routine, sequence, now, next, before, later, soon, event, month, day.</p>				

Maths PNC - Medium Term Planning Geometry Time

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 am beginning to know and enjoy daily routines, such as getting up time, mealtimes and bed time.</p>	<p>I associate a sequence of actions with daily routines.</p> <p>I am beginning to understand that things might happen 'now'.</p> <p>I understand some talk about immediate past and future (e.g.; before, later, soon).</p> <p>I anticipate specific time-based events such as mealtimes or home time.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shapes in the environment.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects eg; round/tall).</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I can use language/symbols related to time.</p> <p>I am beginning to use mathematical language to describe 2d shapes.</p>	<p>I can show an awareness of time and can name the days of the week, and recognise some significant times of the day such as lunchtime and home time.</p> <p>I am beginning to know the months of the year.</p>
<ul style="list-style-type: none"> • Take part in timed activities and games. • Explore timed IWB games or in the immersive room. • Make photo books of the children taking part in daily routines. • Explore finding objects related to time in tuff trays. 	<ul style="list-style-type: none"> • Explore sequences for daily routines. • Use visual timetables to explore events that have finished • Use photos of the past to explore past and future significant events. • Explore previous key events; holidays, birthdays etc. 	<ul style="list-style-type: none"> • Explore games and activities related to time /shape. • Explore timed shape games and sorting activities. • Make simple analogue or digital watches. • Explore the shape of watches and clocks around different environments – famous clocks / different designs. 	<ul style="list-style-type: none"> • Take part in games and activities which are timed. • Explore daily routines using language related to time – i.e. home time routines - coat, bus then home. • Use photographs of events to explore language related to time. <p>Use clock stamps to copy simple patterns.</p>	<ul style="list-style-type: none"> • Find the days of the week in rice. • Use days of the week to create prints. • Use the visual timetable to order key events i.e. hygiene routines. • Explore days of the week and months of the year songs. • Find the months of the year of the week in rice. • Take part in months of the year hunt. • Create a simple visual calendar to show months of the year.
<p>Key Vocab</p> <p>Time, routine, sequence, now, next, before, later, soon, event, month, day.</p>				

Maths PNC - Medium Term Planning Geometry Time

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 am beginning to know and enjoy daily routines, such as getting up time, mealtimes and bed time.</p>	<p>I associate a sequence of actions with daily routines.</p> <p>I am beginning to understand that things might happen 'now'.</p> <p>I understand some talk about immediate past and future (e.g.; before, later, soon).</p> <p>I anticipate specific time-based events such as mealtimes or home time.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shapes in the environment.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects eg; round/tall).</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I can use language/symbols related to time.</p> <p>I am beginning to use mathematical language to describe 2d shapes.</p>	<p>I can show an awareness of time and can name the days of the week, and recognise some significant times of the day such as lunchtime and home time.</p> <p>I am beginning to know the months of the year.</p>
<ul style="list-style-type: none"> • Explore objects that are related to time – clocks, timetables, watches, stop watches, calendars. • Explore objects and activities related to time – sand timers, time songs etc. • Join in with class activities and routines. • Finish activities / transition after being given a time warning. 	<ul style="list-style-type: none"> • Take photographs of a sequence of actions within daily routines – start of the day. • Use of Now and Next board to anticipate events. • Have a countdown timer / visual countdown to an activity or event. <p>Take part in activities and games with immediate cause and effect.</p>	<ul style="list-style-type: none"> • Explore objects that are related to time – clocks, timetables, watches, stop watches, calendars. Explore the shape. • Clock hunt around school – spotting the circles of the clocks – how many can you find? • Make a simple clock using a paper plate. • Sorting clocks into categories – based on shape. 	<ul style="list-style-type: none"> • Take part in games and activities which are timed. • Explore daily routines using language related to time – i.e. morning personal care routines before school. • Use Now and Next boards to explore language related to time. • Use clock arrows to copy simple patterns. 	<ul style="list-style-type: none"> • Find the days of the week in shredded paper. • Use the visual timetable to order key events in the school day. • Order the months of the year • Explore days of the week and months of the year songs. • Find the months of the year of the week in shredded paper. • Create a days of the week / months timeline.
<p>Key Vocab</p> <p>Time, routine, sequence, now, next, before, later, soon, event, month, day.</p>				

Maths PNC - Medium Term Planning Geometry Time

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 am beginning to know and enjoy daily routines, such as getting up time, mealtimes and bed time.</p>	<p>I associate a sequence of actions with daily routines.</p> <p>I am beginning to understand that things might happen 'now'.</p> <p>I understand some talk about immediate past and future (e.g.; before, later, soon).</p> <p>I anticipate specific time-based events such as mealtimes or home time.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shapes in the environment.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects eg; round/tall).</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I can use language/symbols related to time.</p> <p>I am beginning to use mathematical language to describe 2d shapes.</p>	<p>I can show an awareness of time and can name the days of the week, and recognise some significant times of the day such as lunchtime and home time.</p> <p>I am beginning to know the months of the year.</p>
<ul style="list-style-type: none"> • Joining in with class activities – timed clean up songs. • Help to get things ready for part of the day – putting out PECs folders etc. • Explore photos of them doing different parts of the daily routine. • Explore photos of previous events. 	<ul style="list-style-type: none"> • Take photographs of a sequence of actions within daily routines – lunchtimes • Use visual timetables to anticipate future events. • Use photos of the past to explore past significant events. • Create a calendar with key events; holidays, birthdays etc. 	<ul style="list-style-type: none"> • Explore a range of pictures of objects that are related to time – clocks, timetables, watches, stop watches, calendars. Explore the shape / use. • Clock hunt around school – spotting different types of clocks. • Draw simple clocks using paint / chalk. • Sorting objects related to time into categories – based on shape. 	<ul style="list-style-type: none"> • Take part in games and activities which are timed. • Explore daily routines using language related to time – i.e. lunchtime washing hands routines before lunch. • Use the Visual daily timetable to explore language related to time. • Use clock pictures to copy simple patterns. 	<ul style="list-style-type: none"> • Find the days of the week in foam. • Use the visual timetable to order key events in at home – bedtime routine. • Explore days of the week and months of the year songs. • Find the months of the year of the week in foam. • Hopscotch months of the year • Create a paper chain of months of the year/ days of the week.
<p>Key Vocab</p> <p>Time, routine, sequence, now, next, before, later, soon, event, month, day.</p>				

Maths PNC - Medium Term Planning Geometry Time

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 am beginning to know and enjoy daily routines, such as getting up time, mealtimes and bed time.</p>	<p>I associate a sequence of actions with daily routines.</p> <p>I am beginning to understand that things might happen 'now'.</p> <p>I understand some talk about immediate past and future (e.g.; before, later, soon).</p> <p>I anticipate specific time-based events such as mealtimes or home time.</p>	<p>I show an interest in shape and space by playing with shapes and objects.</p> <p>I show awareness of similarities of shapes in the environment.</p> <p>I can show an interest in shapes in the environment.</p> <p>I am beginning to make comments/use symbols about the shapes of everyday objects eg; round/tall).</p> <p>I can identify when an object is different and does not belong to a given familiar category.</p>	<p>I can use language/symbols related to time.</p> <p>I am beginning to use mathematical language to describe 2d shapes.</p>	<p>I can show an awareness of time and can name the days of the week, and recognise some significant times of the day such as lunchtime and home time.</p> <p>I am beginning to know the months of the year.</p>
<ul style="list-style-type: none"> • Take part in timed activities and games. • Explore timed IWB games or in the immersive room. • Make photo books of the children taking part in daily routines. • Explore finding objects related to time in tuff trays. 	<ul style="list-style-type: none"> • Explore sequences for daily routines. • Use visual timetables to explore events that have finished • Use photos of the past to explore past and future significant events. • Explore previous key events; holidays, birthdays etc. 	<ul style="list-style-type: none"> • Explore games and activities related to time /shape. • Explore timed shape games and sorting activities. • Make simple analogue or digital watches. • Explore the shape of watches and clocks around different environments – famous clocks / different designs. 	<ul style="list-style-type: none"> • Take part in games and activities which are timed. • Explore daily routines using language related to time – i.e. home time routines - coat, bus then home. • Use photographs of events to explore language related to time. • Use clock stamps to copy simple patterns. 	<ul style="list-style-type: none"> • Find the days of the week in rice. • Use days of the week to create prints. • Use the visual timetable to order key events i.e. hygiene routines. • Explore days of the week and months of the year songs. • Find the months of the year of the week in rice. • Take part in months of the year hunt. • Create a simple visual calendar to show months of the year.
<p>Key Vocab</p>				
<p>Time, routine, sequence, now, next, before, later, soon, event, month, day.</p>				