



Teddy's Birthday

A planning, assessment
and recovery tool for
Year One



‘Teddy’s Birthday’ is intended to help nursery, reception and year one teachers reintroduce children to school in a gentle, meaningful way during the challenges of the Coronavirus pandemic and at the same time provide opportunities for assessments to be made.

Teddy had his birthday during the lockdown and wasn’t able to see his friends and family on his special day. His Mum and Dad made him a card and sock puppet to play with and told him that he would get his proper presents and have his party when the Coronavirus had gone away. This type of experience will be common to many children and it is hoped that this book can be used as a tool to encourage children to talk about how it was for them, what made them scared and worried and what they liked about it.

The suggested activities are intended to help children ‘recover’ from the pandemic experience, ‘learn’ something new and give them opportunities to play independently so that observations and ‘assessments’ can be made to provide teachers with a basic baseline from which to move forward. Activity suggestions are in these three categories ‘recover’, ‘learn’, ‘assess’ to help you plan.

Year One teachers need to consider the gaps in children’s knowledge and understanding due to the missed weeks of school during their reception year and interruptions to their year one experience. In these guidance notes I have included expected outcomes for children from 30-50 months to the end of year one. This will help you identify gaps and plan appropriately.

The assessment grid is designed to help teachers make a quick decision about the phase of development the child is working in. Development Matters statements have been adapted to help teachers get a ‘sense’ of the phase of development children are working within. Development Matters will need to be used to make an exact assessment but this may not be appropriate at the point of return to school.

Now we are back together it’s time to organise Teddy’s Birthday party!



For year one teachers

Children returning to year one in September 2020 will only have had half of their reception year experience and are therefore likely to be unready for the demands of the year one curriculum. This guidance is intended to help you think through transitions, children's well-being and involvement and how there might be a continuity of practice from the Foundation Stage, and specifically from the point at which school stopped for these children.

Transition

Smooth transitions are central to young children's development and emotional well-being and the way in which transitions are handled can have a significant impact on a child's capacity to cope with change in the short and long term. Research indicates that a smooth transition from the Foundation Stage to year one, will ensure that the pace and quality of learning are maintained to make sure children continue to make good progress. This guidance aims to help you plan for a smooth transition, not just from EYFS to year one but also with the additional challenges of Covid19. Central to a smooth transition is the continuity of practice between Reception and year one.

Personal, social and emotional needs of the children and the Leuven Scale

The Leuven Scale helps practitioners to identify children's levels of 'well-being' and 'involvement'. Well-being refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to secure 'mental health'. Well-being is linked to self-confidence, a good degree of self-esteem and resilience. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning. The following should help you to understand where the children in your class are with their emotional well-being and involvement.

The Leuven Scale for emotional well-being

- 1 Extremely low:** The child shows clear signs of distress such as crying or screaming. They may seem withdrawn, frightened or aloof, and may behave aggressively, hurting themselves or others around them.
- 2 Low:** They may seem uneasy and display a slumped posture. However, the discomfort is not evident all the time and is not as strongly expressed as in Level 1.
- 3 Moderate:** The child has a neutral expression and demeanour. Their posture and expression neither show signs of sadness, pleasure, comfort or discomfort.
- 4 High:** The child looks happy, cheerful and satisfied. But, these signals are not always present with the same intensity.
- 5 Extremely high:** The child is lively, cheerful, confident and shows no signs of stress or tension. Their actions are spontaneous and expressive. They may talk to themselves, hum, sing and look entirely at ease with themselves.

For year one teachers cont...

The Leuven Scale for levels of involvement

- 1 **Extremely low:** The child may seem absent-minded and displays a lack of energy. They may go around staring aimlessly or looking around to see what others are doing. Their actions may seem passive and repetitive.
- 2 **Low:** They are easily distracted. They might focus on a task while they are being observed, then lapse into phases of absent-mindedness – looking blankly at what is happening around them.
- 3 **Moderate:** The child may seem involved in an activity but at a routine level. They might look like they are making progress with what they are doing but rarely show much energy or concentration.
- 4 **High:** They are not easily distracted and seem entirely engrossed in what they do.
- 5 **Extremely high:** The child reveals continuous and intense activity indicating the complete involvement. They are focused, creative, lively and persistent throughout nearly the entire period of observation.

How a play-based curriculum might work in year one

Children transitioning to year one in September 2020 will be expecting to be able to play, be outside and to be autonomous in their learning. Evidence around the virus shows that transmission is much less outside and we know that being outside helps children's well-being and consequently their behaviour so wherever possible plan to use the outside as much as you can. Carpet times should be kept short and activities should be designed to give children the opportunity to be self-sufficient, active and inquisitive.

Researcher: "Is there anything you don't like about being in Year 1?"

First boy: "Being on the carpet for a long time."

Second boy: "Neither do I because it's very boring."

First boy: "And it wastes our time playing."

Second boy: "It wastes your life."

(PNS – Confident, capable and creative: supporting boys' achievements – P3 – 2007)

We hope that Teddy's Birthday will give you a good starting point to help you assess and plan some exciting activities for your year one children.



Writing EYFS into year one

30-50 months

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

40-60 months

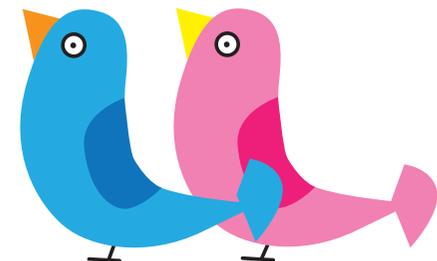
- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

ELG

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

Exceeding

- Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.
- They use key features of narrative in their own writing.



Writing EYFS into year one cont...

Year one

Transcription

Spell

- Words containing each of the 40+ phonemes already taught
- Common exception words
- Days of the week
- Name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.
- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker of verbs.
- Using the prefix un-
- Using –ing, -ed, -er and –est where no change is needed in the spelling of root words. [For example, helping, helped, helper, eating, quicker, quickest]
- Apply simple spelling rules
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these

Composition

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- Leaving spaces between words
- Joining words and joining clauses using and
- Beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark
- Using capital letter for names of people, places, the days of the week, and the personal pronoun I

Grammar

Word

- Regular plural noun suffixes – s or –es [dog, dogs, wish, wishes] including the effect of these suffixes on the meaning of the noun
- Suffixes that can be added to verbs where no change is needed in the spelling of the root words
- How the prefix un- changes the meaning of verbs and adjectives

Sentence:

- How words can combine to make sentences
- Joining words and joining clauses using ‘and’

Text

- Sequencing sentences to form short narratives.

Punctuation

- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Capital letters for names and for the personal pronoun I

Terminology for pupils:

- Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Communication and Language/Spoken Language

	Listening and Attention	Understanding	Speaking
30-50 months	<ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> Understands use of objects (e.g. “What do we use to cut things?”) Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand ‘why’ and ‘how’ questions. 	<ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’
40-60 months	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. 	<ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.
ELG	<ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. 	<ul style="list-style-type: none"> Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Exceeding	<ul style="list-style-type: none"> Children listen to instructions and follow them accurately, asking for clarification if necessary They listen attentively with sustained concentration to follow a story without pictures of props. They can listen in a larger group, for example, at assembly. 	<ul style="list-style-type: none"> After listening to stories children can express views about events or characters in the story and answer questions about why things happened.2. They can carry out instructions which contain several parts in a sequence. 	<ul style="list-style-type: none"> Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
Year one Year one- Year six	<p>Listen and respond appropriately to adults and peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas. Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Participate in discussion, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>

Reading: EYFS to year one

30-50 months	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. 	<ul style="list-style-type: none"> • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom.
40-60 months	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. 	<ul style="list-style-type: none"> • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers.
ELG	<ul style="list-style-type: none"> • Children read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. 	<ul style="list-style-type: none"> • They read some common irregular words. • They demonstrate understanding when talking with others about what they have read.
Exceeding	<ul style="list-style-type: none"> • Children can read phonetically regular words of more than one syllable as well as many irregular but high frequency words. 	<ul style="list-style-type: none"> • They use phonics, semantic and syntactic knowledge to understand unfamiliar vocabulary. • They can describe the main events in the simple stories they have read.
Year one	<p>Word Reading Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including, where applicable sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with the developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up fluency and confidence in word reading.</p>	<p>Comprehension Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately & fluently & those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. Participate in discussions about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them</p>

Mathematics (Number): EYFS to year one

30-50 months

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything

40-60 months

- Recognise some numerals of personal significance.
- Recognises numerals 1 to 5.
- Counts up to three or four objects by saying one number name for each item.
- Counts actions or objects which cannot be moved.
- Counts objects to 10, and beginning to count beyond 10.
- Counts out up to six objects from a larger group.
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
- Counts an irregular arrangement of up to ten objects.
- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer' to compare two sets of objects.
- Finds the total number of items in two groups by counting all of them.
- Says the number that is one more than a given number.
- Finds one more or one less from a group of up to five objects, then ten objects.
- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.

ELG

- Children count reliably with numbers from 1 to 20.
- They place them in order.
- They say which number is one more or one less than a given number.
- Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer.
- They solve problems, including doubling, halving and sharing.

Exceeding

- Children estimate a number of objects and check quantities by counting up to 20.
- They solve practical problems that involve combining groups of 2,5 and 10, or sharing into equal groups.

Year one

Number and Place Value

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 twos, fives and tens.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than (fewer), most, least.

Read and write numbers from 1 to 20 in numerals and words.

Addition and Subtraction

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Represent and use number bonds and related subtraction facts within 20.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$.

Multiplication and Division

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions

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.

Mathematics (SSM): EYFS to year one

30-50 months	<ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. 	<ul style="list-style-type: none"> Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
40-60 months	<ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. 	<ul style="list-style-type: none"> Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.
ELG	<ul style="list-style-type: none"> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. 	<ul style="list-style-type: none"> They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Exceeding	<ul style="list-style-type: none"> Children estimate, measure, weigh and compare and order objects and talk about properties, position and time. 	
Year one	<p>Measurement <i>Compare, describe and solve practical problems for:</i> lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half) mass or weight (e.g. heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter) time (quicker, slower, earlier, later)</p> <p><i>Measure and begin to record the following:</i> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)</p> <p>Recognise and know the value of different denominations of coins and notes.</p>	<p>Sequence events in chronological order using language such as: before and after, next, first, today, Yesterday, tomorrow, morning, afternoon and evening.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Properties of Shape Recognise and name common 2-D and 3-D shapes, including: 2D shapes (e.g. rectangles (including squares), circles and triangles) Recognise and name common 2-D and 3-D shapes, including: 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).</p> <p>Position and Direction Describe position, directions and movements, including half, quarter and three-quarter turns.</p>



Teddy's Birthday Party planning

● = Recovery ● = New Learning ● = Assessment

Communication and Language

- Use and explain vocabulary that children will have heard – 'lockdown', 'social distancing', 'Coronavirus', 'pandemic' etc.
- Ensure children have lots of time to talk about and share their experiences of being at home.
- Follows instructions to make a birthday cake.
- Role plays birthday parties and uses appropriate language.

PSED

- Did anyone have a birthday during the lockdown? What did you do?
- Give children lots of opportunities to talk about their experiences and their emotions.
- Use the book 'The Colour Monster' to extend children's emotional language.
- How did Teddy feel when he couldn't invite his friends to his birthday party?
- Encourage children to talk about the illustrations in the book and relate to their own experiences.
- Play party games: work together, share, join in.

Physical Development

- Why did some people need to go to hospital in an ambulance.
- Why do we have to keep washing our hands? Children could make posters about hand washing and why this remains important.
- Did anyone get sick – what happened?
- Sort party food into healthy and unhealthy.
- Use scissors and tape to wrap presents.
- Play party games such as 'musical bumps' and 'musical statues'.

Literacy

- Independently write invitations to the party.
- Independently write Teddy's birthday card.
- Make lists for: friends to invite; games to play; food; music etc.
- Read stories together that include birthdays:
Kipper's Birthday – *Mick Inkpen*
The Night Before my Birthday – *Natasha Wing*
I want Two Birthdays – *Tony Ross*
Happy Birthday Sam – *Pat Hutchins*
Bear's Birthday – *Stella Blackstone*
My Presents – *Rod Campbell*

Maths

- Wrap presents (empty boxes); make own wrapping paper using different patterns.
- Sorting activities: bears, balloons, cake candles etc.
- Make a cake: follow instructions, weighing, measuring and sharing.
- Make a birthday calendar that shows which months the children's birthdays are in.
- Teddy marks off the days to his birthday on a calendar: talk to the children about days, weeks and months.

Teddy's Birthday Party planning cont...

● = Recovery ● = New Learning ● = Assessment

Understanding the World

- Almost every country in the world has Coronavirus – do children know people living in other countries. Look at a globe or atlas to see where those countries are.
- Technology has been so important during this time. Ask the children about what they did – FaceTime, Zoom, BBC lessons, games etc. What was their favourite thing?
- Think about people who helped us during the pandemic: nurses, doctors, paramedics, shop workers, lorry drivers, refuse collectors, delivery people.
- A birthday is a celebration of the day you were born. What did you look like on the day you were born? Create a display of 'birth' day photos.
- Your age is how many years you have been alive: how many years have you been alive? Your mum and dad? Your teacher?
- What did your Mum and Dad look like on the day they were born?
- Who is the oldest person you know?
- What month were you born in? Do you know all the months of the year?
- Each month has a birthstone (Jan: Garnet; Feb: Amethyst; Mar: Aquamarine; Apr: Diamond; May: Emerald; Jun: Pearl; Jul: Ruby; Aug: Peridot; Sept: Sapphire; Oct: Opal; Nov: Topaz; Dec: Turquoise).
- Can you find out what colours all these gems are? Allow children to explore colour and relate to the 'Colour Monster' book.
- How do you celebrate your birthday?
- Children may have different things that they do to celebrate birthdays in their own cultures – ensure that these things are incorporated into the planning for Teddy's birthday.
- In Mexico a birthday is celebrated with a Pinata; in Vietnam everyone celebrates their birthday on New Year's Day not the day they were born, they call it 'tet'; in China when its your birthday you have to slurp long noodles without biting them.

EAD

- Design and make party invitations.
- Design and make a birthday card for teddy.
- Design and print wrapping paper.
- Role play birthday parties.
- Explore colour and colour mixing. What are happy colours? What are sad colours? What colour is your name?
- Sing songs and dance.
- Design a birthday cake – what kind of cake would you like for your next birthday?

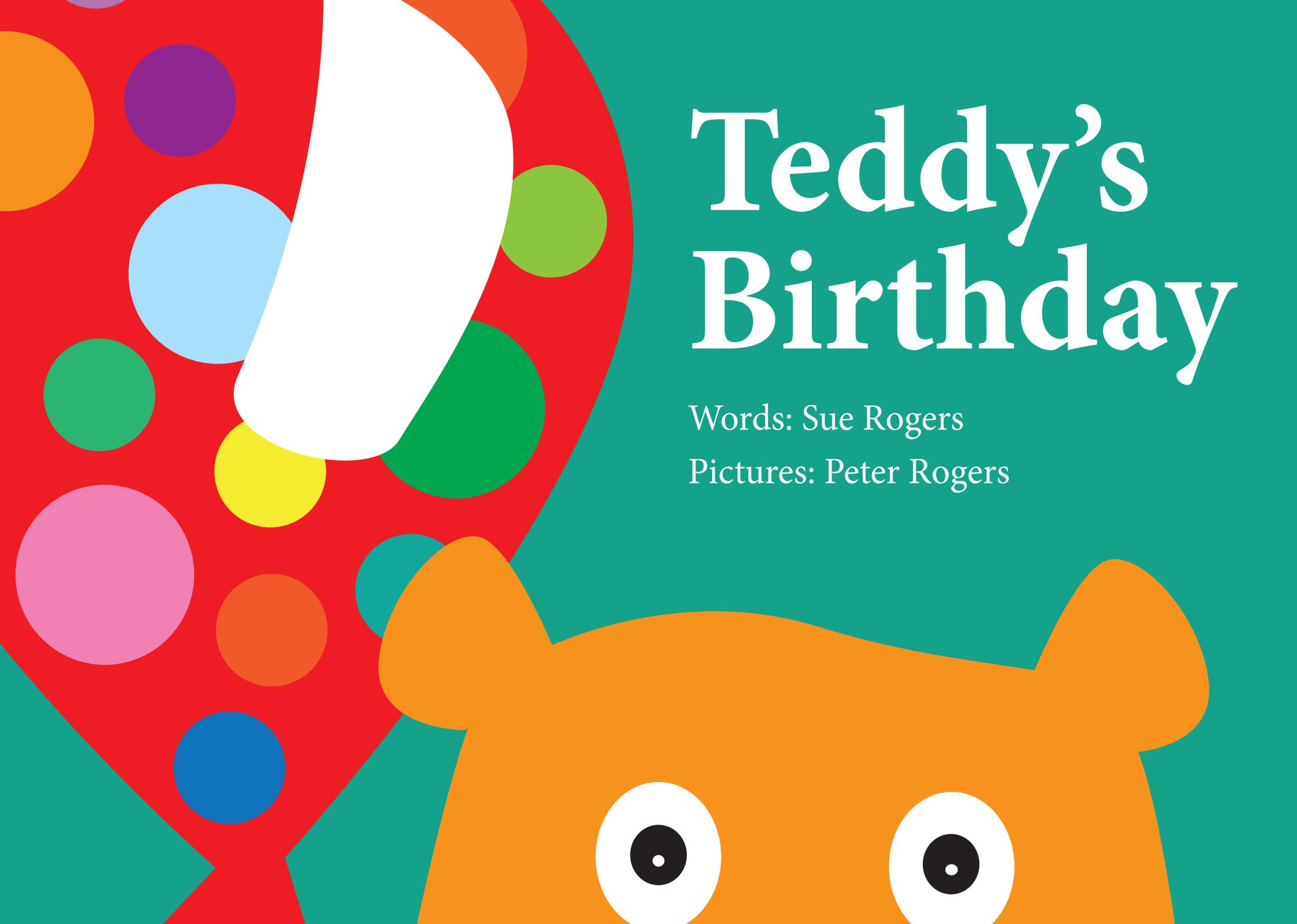


Assessment Grid

<p>PSED</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Manages emotions when reasoning and explanations are given • Able to share with adult support • Parallel play with some communication <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Beginning to manage emotions by offering own explanation and reasoning • Shares resources and forms close friendships • Follows expectations • Independent, negotiates, collaborates and has stamina 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. • Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. • Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
<p>PD</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Fist to tripod grip and gaining more control • Improved bladder control • Beginning to negotiate space more successfully • Coordination improved and more upright when moving around <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Tripod grip with control • Controlled movement, more agile and skilful • Negotiates space 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. • Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
<p>CL</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Beginning to use simple sentences and refine grammar • Beginning to initiate and understand conversation and stories • Asks and answers questions <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Uses more complex sentences with an expanding vocabulary • Initiates conversation and shares experiences • Follows simple two and three part instructions • Using imaginative narrative in role play situations 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. • Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. • Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Assessment Grid cont...

<p>L</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Writing mock letters/words • Beginning to ascribe meaning to marks/have a purpose <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Makes recognisable letter shapes • Makes some initial letter correspondence • Knows writing goes from left to right/top to bottom 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. • Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
<p>M</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Can count up to five (not 1-1 yet) • Begins to recognise some significant numerals <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Can count to ten and beyond • Able to use 1-to-1 correspondence to count a group of objects • Begin to group two objects together and find total 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<p>UW</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Explores using senses & with some intention • Knows about own wider family and where they live <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Explores purposefully & asks questions to develop knowledge/understanding • Begins to know about others families and how it is the same/different to own 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
<p>EAD</p>	<p>30-50 months (nursery)</p> <ul style="list-style-type: none"> • Recalls and sings a few songs • Uses shapes to represent objects • Explores and fits together construction materials <p>40-60 months (reception)</p> <ul style="list-style-type: none"> • Plays with and alters voice and musical sounds • Makes creative models and materials, tools and colours selected with a purpose in mind 	<p>ELG (for year one)</p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



Teddy's Birthday

Words: Sue Rogers

Pictures: Peter Rogers

Tomorrow
is Teddy's
birthday.





But Teddy
isn't excited
like he
should be
the day
before his
birthday.

Teddy is at home with his Mum and Dad and baby sister.



They are
not allowed
out because
of the
Coronavirus,
not even
to go to
school.





The virus has been making people very poorly and lots of them have gone to hospital. It's very sad.

Mum says
that he won't
be able to
have a party
with his
friends until
the virus has
gone.



Teddy
asks if
that will
be long?



Mum says it
might be and
he needs to
be patient.

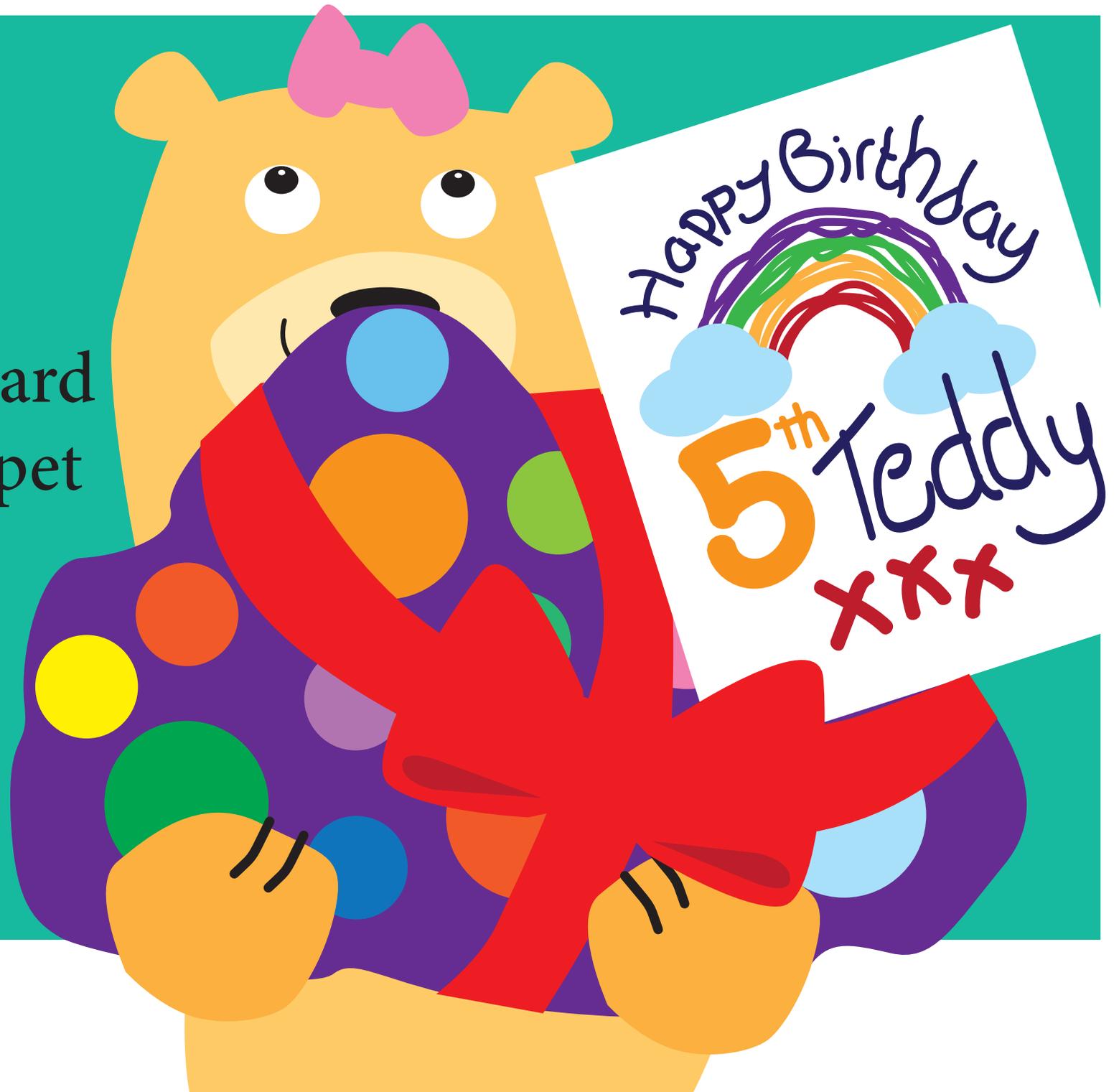
Then she asks
if he wants to
help make his
own birthday
cake?



The next
morning
Teddy is
woken up by
Mum, Dad
and his baby
sister singing
*'Happy
Birthday!'*



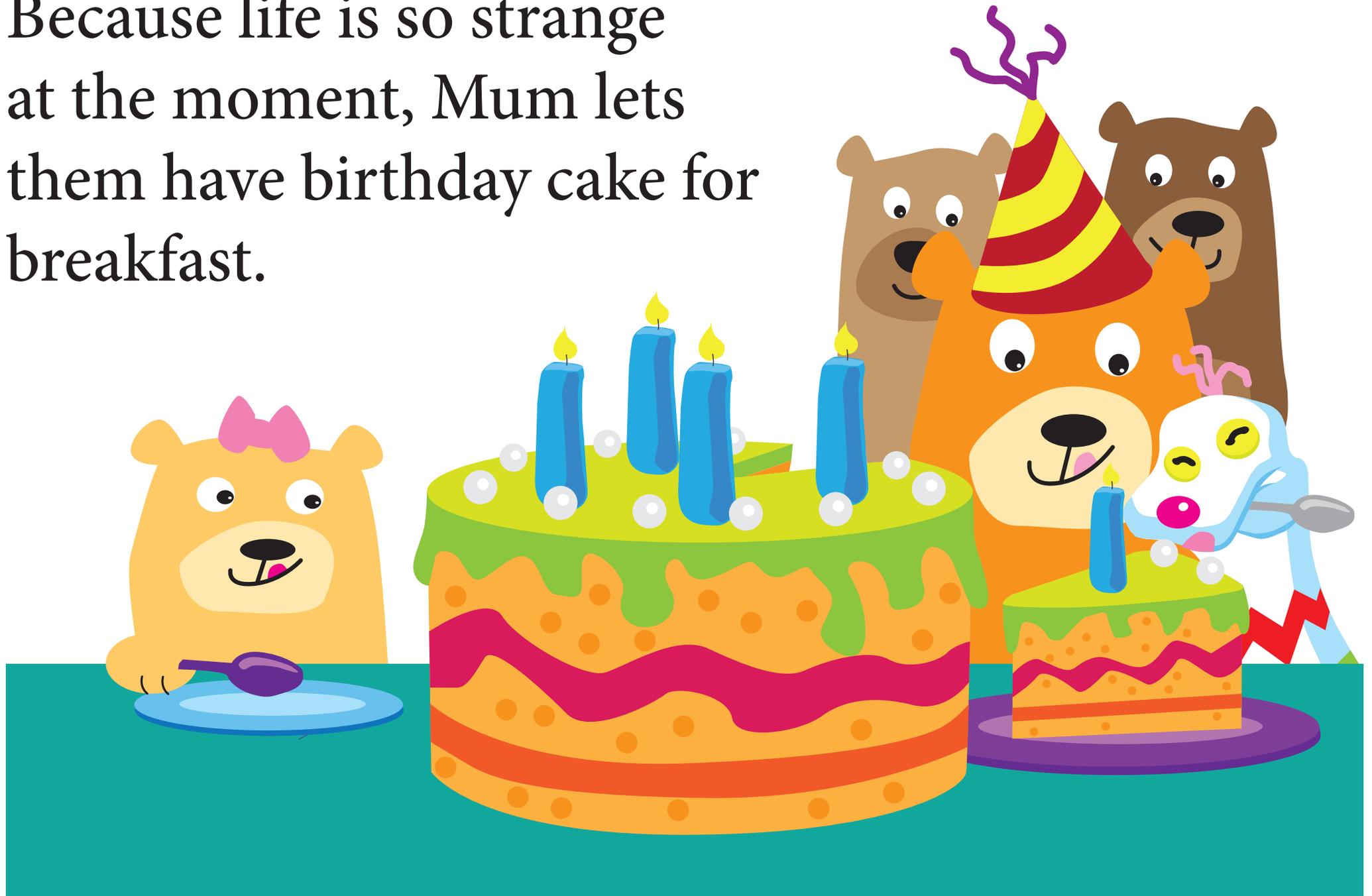
They have
made him
a special
birthday card
and a puppet
from an
old sock.



Teddy loves
his card and
his present
because
he knows
his family
made them
especially for
him.



Because life is so strange
at the moment, Mum lets
them have birthday cake for
breakfast.

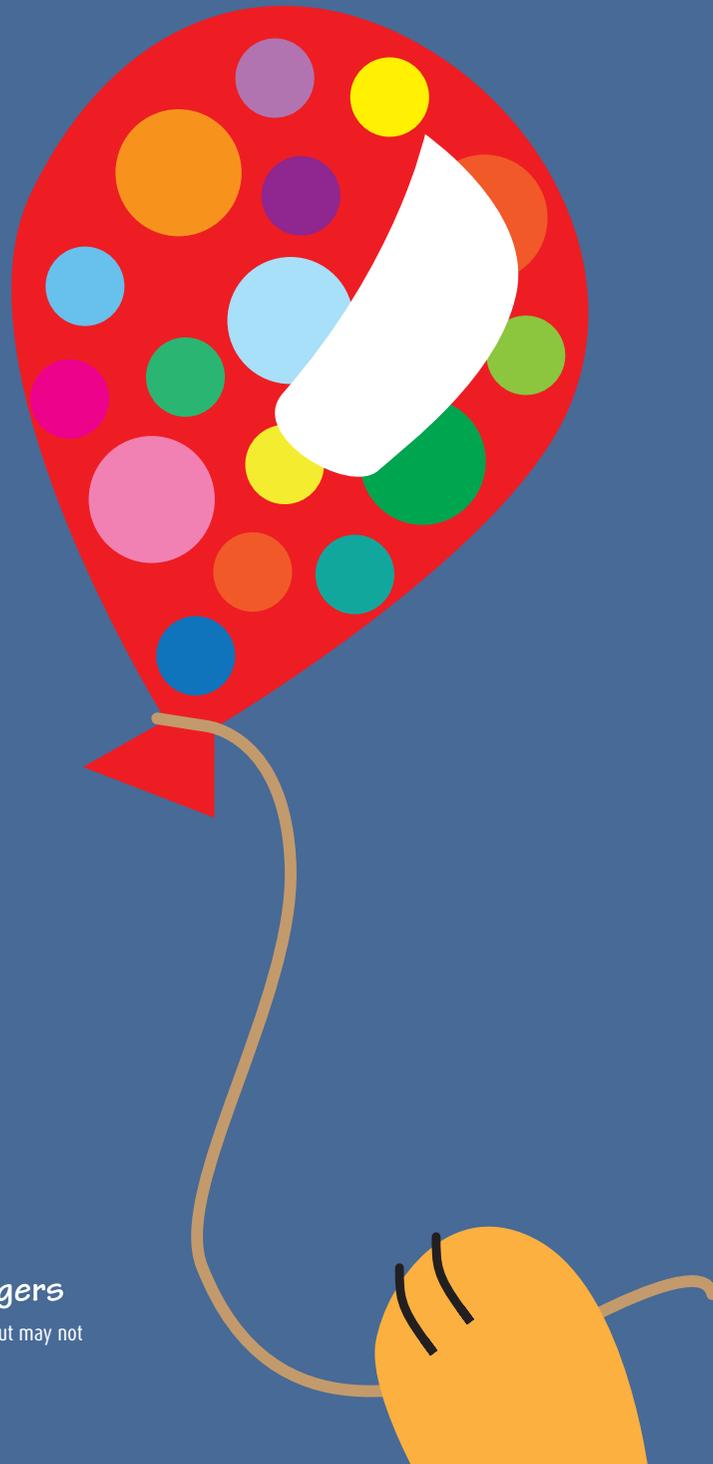




In the afternoon Granny and Grandpa call on the computer to wish Teddy a happy birthday.

At bedtime
Dad asks
Teddy if
he's had a good
day. He says
it was lovely...
...but he can't
wait for his
party!





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