

# Richard Hill CE Primary School EYFS Curriculum Mapping and Sequencing



## Our EYFS Big Picture

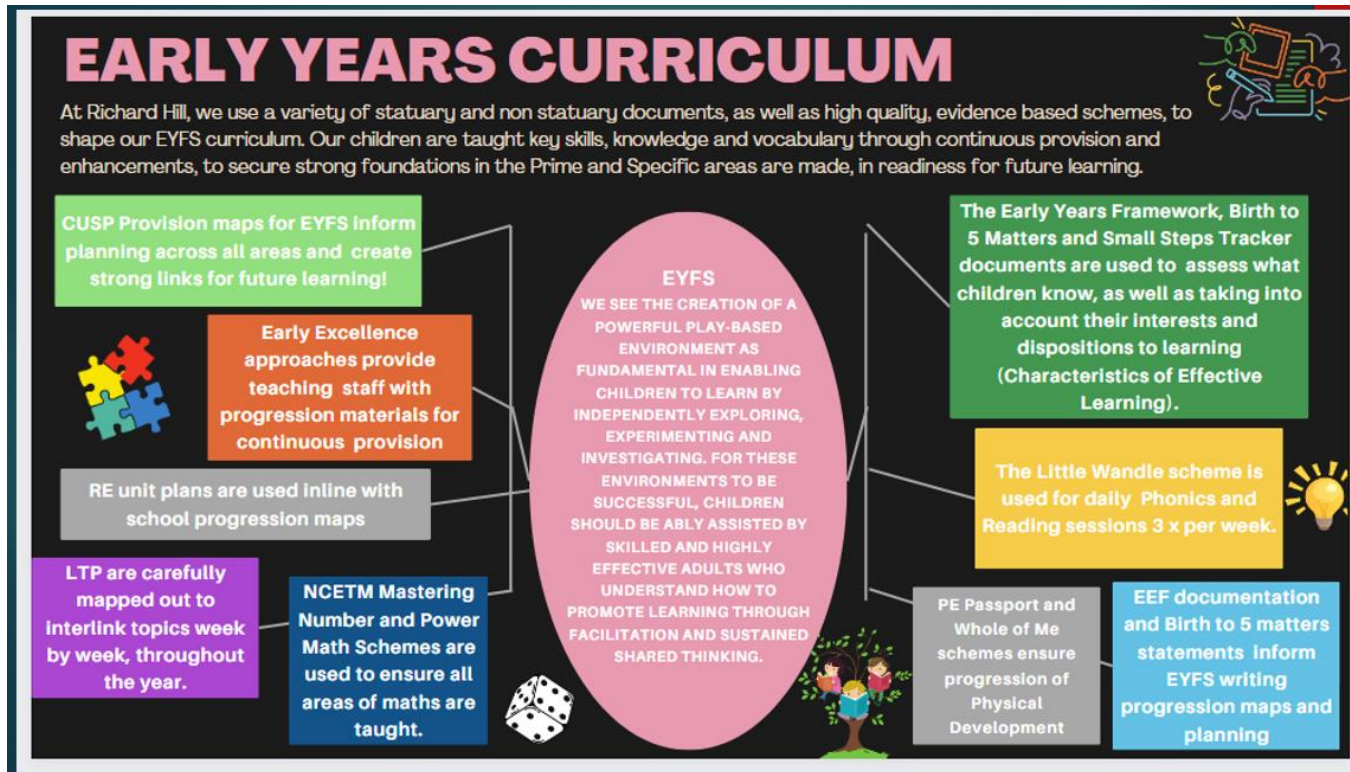
Here at Richard Hill CE Primary School, our curriculum aims to be:

One that engages both the children and parents and builds on strong relationships. One where children are supported to explore, take risks, enjoy learning and build a strong foundation for further schooling through a powerful play-based environment. One that builds on children's interests but also develops these and introduces new ideas, ambitious vocabulary, inspiring topics and new opportunities. One where children are happy and celebrated for being themselves, no matter their ability, need or SEND. One where staff feel supported and can make decisions that best support our children through skilled, high-quality interactions that create sustained thinking. One that develops the children's understanding of what it means to be part of our Richard Hill community and the Christian Ethos.

How is our EYFS curriculum designed to achieve this?

1. EYFS Curriculum on a page
2. Characteristics of Effective Learning
3. Cultural Capital and British Values
4. Our Christian Ethos and Values
5. LTP and Sequencing including
  - Memorial Experiences
  - EYFS Literature Spine
  - Music Unit Overviews
  - RE "children can" statements and Progression
  - Prime Areas "I can" statements
  - Specific Areas "I can" statements
6. EYFS "Point of Year" Skills Progression
7. Computing and Media Links and Sequence
8. PE Sequence

# EYFS Curriculum on a Page



## Characteristics of Effective Learning

The three Characteristics of Effective Learning are interspersed throughout our Curriculum. The continuous provision, enhancements and adult led sessions are developed and adjusted accordingly using the below statements:

- **Playing and Exploring** - children investigate and experience things and 'have a go'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

<b>Suggested Learning Statements</b>		
<b>Playing and Exploring</b>	<b>Active Learning</b>	<b>Creating and Thinking Critically</b>
<ul style="list-style-type: none"> <li>• I am learning to explore</li> <li>• I am learning to investigate</li> <li>• I am learning to find out more about something</li> <li>• I am learning to use resources in unique and interesting ways</li> <li>• I am learning to combine resources in my play</li> <li>• I am learning to communicate my interests</li> <li>• I am learning to pretend that objects are something else</li> <li>• I am learning to act out my experiences with others</li> <li>• I am learning to use my experiences in my play</li> <li>• I am learning to try new things</li> <li>• I am learning to take risks</li> <li>• I am learning that making mistakes can help me in my learning</li> <li>• I am learning to tackle things that may be difficult</li> <li>• I am learning that when I practise things I can get better</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to concentrate</li> <li>• I am learning to ignore distractions</li> <li>• I am learning to notice things in more detail</li> <li>• I am learning to choose the things that really fascinate me</li> <li>• I am learning to persist</li> <li>• I am learning to try different ways of doing things to achieve my goal</li> <li>• I am learning to be resilient</li> <li>• I am learning to talk about how I feel when I have achieved something</li> <li>• I am learning to talk about when I feel proud</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to think of my own ideas</li> <li>• I am learning to talk about the problems I encounter and find ways to solve them</li> <li>• I am learning to find different ways to do things</li> <li>• I am learning to talk about my thinking</li> <li>• I am learning to talk about how and what I am learning</li> <li>• I am learning to predict</li> <li>• I am learning to set hypotheses and test out my ideas</li> <li>• I am learning to recognise when my previous learning or experiences link to what I am doing</li> <li>• I am learning to plan</li> <li>• I am learning to make decisions</li> <li>• I am learning to reflect on how I have tackled a task and how well it is going</li> <li>• I am learning to change my approach where necessary</li> <li>• I am learning to review</li> </ul>

Planning for Learning in the Early Years: An essential tool for effective practise. *Simmons & Morris (December 2020 Third Ed)*

## Cultural Capital and British Values

At Richard Hill, we believe cultural capital is unique for every child in our EYFS provision and it is the centre of our education. We build on and celebrate existing experiences and offer new opportunities for children to increase their knowledge, understanding and skills. By using observations and knowledge of the children, we plan opportunities that benefit them the most.

Here are some of the ways we do this:

- Inviting local visitors in to speak to the children linking to topics
- Questionnaires for parents to complete to understand their child's interests at home so we can build on them at school
- Using our Diversity book spine to ensure our children are hearing stories about people from many different backgrounds and learning to respect people who may be different to themselves
- Trips around our local area and Leicestershire
- A frequently changed role play area, where children can role-play new experiences
- Exploring music and songs from different cultures
- Celebrating festivals and cultural events e.g. Diwali and Nativity showcase to parents
- Understanding the importance of being active and engaging in the outdoor environment
- Children sharing news about what they do outside of school with their families.
- Exploring new vocabulary through stories, poems and non-fiction texts
- Topic based writing tasks provide purpose and motivation
- Engaging in Science experiments and Maths problems that promote awe and wonder



# British Values

The teaching of British Values is embedded into our curriculum. We encourage the children to help others, respect others' beliefs, cultures and differences, make decisions, understand right from wrong and value others' opinions.

We teach these values in some of the following ways:

Through stories from our Diversity Spine

Through our RE teaching

Through our PSED teaching

Daily voting for a "Milk Monitor" and choosing a helper

Voting for stories weekly

Voting for a role play area focus termly

PD CUSP links – Rosa Parks, Amelia Earhart, Mae Jemison (please see planning for me links)

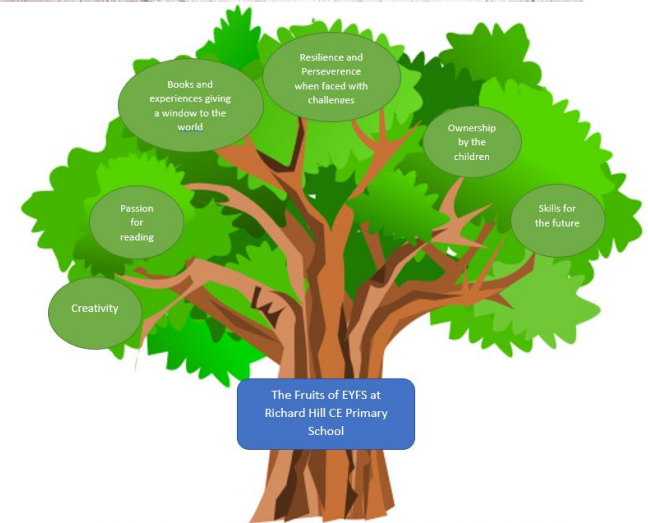
## Our Christian Vision and Values

We believe, as did our founder Richard Hill, in helping prepare the children for the challenges and opportunities of life. In 2020 our theologically rooted Christian Vision was chosen in partnership with all our stakeholders.

Our success as a school will come as the fruits of the spirit grow within us, and we show love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control to each other.

“You shall know them by their fruits.” *Matthew 7:16*

In the EYFS, we teach the children these values progressively. By doing this, we aim to ensure that the children have a deep understand of the importance of each value. By the end of Foundation, the children can talk about the values and identify when they are applying them in their everyday lives.



“No branch can bear fruit by itself; it must remain in the vine.” John 15 v 4

## Early Learning Goals:

The Early Years Foundation Stage (EYFS) sets standards for the learning, development, and care of children from birth to 5 years old. The EYFS framework includes 17 early learning goals (ELGs) across 7 areas of learning. Teachers assess each child against these ELGs to determine if they are meeting the expected level of development by the end of the EYFS<sup>1</sup>.

The Goals in yellow much be achieved for a child to reach a “Good level of Development” (GLD).

### The 17 Early Learning Goals

Communication and Language	Personal, Social and Emotional Development	Physical Development
<p><b>Listening and attention</b> 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.</p> <p><b>Understanding</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking</b> 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.</p>	<p><b>Self-confidence and self-awareness</b> 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.</p> <p><b>Managing feelings and behaviour:</b> 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> <p><b>Making relationships:</b> 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.</p>	<p><b>Moving and handling:</b> 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.</p> <p><b>Health and self-care</b> 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>

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b>Reading</b> 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.</p> <p><b>Writing</b> 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 2-4 sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p><b>Numbers</b> Children count reliably with numbers from 1 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 2 single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><b>Shape, space and measures</b> 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>	<p><b>People and communities</b> 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.</p> <p><b>The world</b> 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.</p> <p><b>Technology:</b> 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>	<p><b>Exploring and using media and materials:</b> 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.</p> <p><b>Being imaginative:</b> 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.</p>

	Autumn 1 8 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 6 weeks
Week 1	<b>WB 25<sup>th</sup> August</b> All About Ourselves Settling Week	<b>WB 27<sup>th</sup> October</b> Bonfire Night (5 <sup>th</sup> November) Little Glow DS Autumn walk – <b>IT link (camera)</b> The Acorn Autumn collecting Sci: Planting Bulbs	<b>WB 5<sup>th</sup> January</b> Seasons – <b>IT link (cameras)</b> Winter experiences- snow and ice	<b>WB 23<sup>rd</sup> February</b> Chinese New Year (17 <sup>th</sup> Feb)	<b>WB 13<sup>th</sup> April</b> Ramadan/Eid 19 <sup>th</sup> March – 20 <sup>th</sup> April In my Mosque DS	<b>WB 1<sup>st</sup> June</b> Handa's Surprise DT: Baskets
Week 2	<b>WB 1<sup>st</sup> September</b> Summer Holidays Summer The Colour Monster I love me! DS Sci: Hygiene and Toothcare	<b>WB 3<sup>rd</sup> November</b> Remembrance (9 <sup>th</sup> November) Art: The Dot?	<b>WB 12<sup>th</sup> and 19<sup>th</sup> January</b> Toys Old Bear Hist: Past and Present <b>IT link (beebots)</b> <b>Dinosaurs and Volcanoes</b>	<b>WB 2<sup>nd</sup> March</b> World Book Week (5 <sup>th</sup> March) Famous Artists: Andy Goldsworthy	<b>WB 20<sup>th</sup> April</b> Seasons <b>IT link (cameras)</b> Spring Growth – plants Art: Famous Artists: Van Gogh	<b>WB 8<sup>th</sup> June</b> The Enormous Turnip Sci: Planting different seeds
Week 3	<b>WB 8<sup>th</sup> September</b> My family My Magic Family DS Sci: Pets	<b>WB 10<sup>th</sup> November</b> Different types of families (Diversity Book Spine) All are welcome DS		<b>WB 9<sup>th</sup> March</b> British Science Week WB <sup>h</sup> March Geo: "Space, Earth & Planets" Tim Peake - Astronauts Ava Twist Scientist DS DT: Cakes Mother's Day 15 <sup>th</sup> March	<b>WB 27<sup>th</sup> April &amp; 4<sup>th</sup> May</b> London <b>and Castles?</b> Paddington Geog: House of the King, London capital City Geog: Naughty Bus History: Past and Present DT: Vehicles <b>IT link (beebots)</b> Sci: testing a coat for Paddington	<b>WB 15<sup>th</sup> June</b> Sci: Looking after our bodies Funny Bones (Big EYFS Focus) Father's Day Crafting (2 <sup>nd</sup> June)
Week 4	<b>WB 15<sup>th</sup> September</b> Our School Church visit	<b>WB 17<sup>th</sup> &amp; 24<sup>th</sup> November</b> Animals <b>Farm/Zoo Week One</b> Africa Comparison Week Two Dear Zoo Owl Babies Geog: Naming features with animals beach, farm, woodland	<b>WB 26<sup>th</sup> January</b> Eco-recycling/The Environment Geog: Michael Recycles Story DT: Boats from Recycling (Big EYFS Focus)	<b>WB 16<sup>th</sup> March &amp; 23<sup>rd</sup> March</b> Easter 5 <sup>th</sup> April Lifecycles – Chicks Growth – animals  Church visit		<b>WB 22<sup>nd</sup> June</b> Mini Festivals Holi Festival – Colour Run (inviting parents)
Week 5	<b>WB 22<sup>nd</sup> September</b> Black History Month Hist: Rosa Parks, Amazing Grace, My Skin Your Skin Art: Kente cloth		<b>WB 2<sup>nd</sup> February</b> Houses and Homes – <b>IT link (devices)</b> Trad Tale: Three Little Pigs Trad Tale: Goldilocks and the Three Bears		<b>WB 1<sup>st</sup> May</b> Transport and travel Shopping Pablo Goes Shopping DS Geog: Amelia Earhart Local area visit into Anstey	<b>WB 29<sup>th</sup> June February</b> Minibeasts Tad DT: Bug Hotels
Week 6	<b>WB 29<sup>th</sup> September &amp; 6<sup>th</sup> October</b> Harvest festival (5 <sup>th</sup> October ) Trad Tale: The Little Red Hen, Enormous Turnip Pattan's Pumpkins DS	<b>WB 1<sup>st</sup> December</b> Flexi week / Assessment round up <b>Superheroes</b>	<b>WB 9<sup>th</sup> February</b> Valentines Day Baking Pancake Say - Shrove Tuesday (17 <sup>th</sup> Feb) <b>Occupations – People Who Help Us</b>		<b>WB 18<sup>th</sup> May</b> In the garden plants Vs <b>Under Sea (Comparisons?)</b> Oliver's Vegetables	<b>WB 6<sup>th</sup> July</b> Summer changes <b>IT link (cameras)</b>
Week 7		<b>WB 8<sup>th</sup> and 15<sup>th</sup> December</b> Christmas Nativity Church Service – Christmas				
Week 8	<b>WB 13<sup>th</sup> October</b> Diwali (20 <sup>th</sup> October) The Best Diwali Ever DS					

Sequencing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Memorable Experiences</b>	Visitor – nurse/dentist etc  Tour of the School  Local Area Walk - Thurstaston (including Church)  Harvest Church Service	Autumn walk - Thurstaston fields  Nativity play  Visitor – Diwali (IM)  Diwali Assembly  Christmas Church Service  <i>Panto – In school</i>	Skittle Alley – Toys link	Easter Church Service  Visit from premises officer  Visit the local farm (pigs/cows) – baby animals link  Chicks visit in school	<i>Local Area Visit – Anstey (Café/bakers/grocery/opticians visit) 2025/2026</i>  <i>Wider Area Visit – Leicester town bus station (link to transport) 2026/2027</i>	Summer Picnic  Cropston Allotments – plants  <u>Whole school:</u> <i>Seaside Trip / Bradgate park</i>
<b>EYFS Literature Spine</b>	<p><b>The Little Red Hen</b>  <b>The Colour Monster</b>            Hair Love (DS)            My Skin Your Skin (DS)            I Love Me (DS)            So Much (DS)            My Magic Family (DS)            All are Welcome (DS)            Pattan’s Pumpkins (DS)            Making friends            Bunny Stories – emotions*  <b>Seasons Text -Autumn</b>            The Giant Jam Sandwich</p> <p>Goldilocks and the Three Bears            The Magic Porridge Pot            The Gingerbread Man            Rumpelstiltskin  <i>Bible Stories – Noah’s Arc</i>  <i>Jelly Fish Story (Creation)</i>  <i>Little Wandle – Poetry &amp; Rhyme</i>  <i>Each Peach Pear Plum*</i></p>	<p><b>Dear Zoo</b>  <b>Owl Babies</b>  <b>Handa’s Surprise</b>            Little Glow (DS)            The Best Diwali Ever (DS)            Rama and the Demon King            The Dot – CUSP*            The Acorn – autumn*            Titch- plants            Animal Information Books</p> <p><i>Jack and the Beanstalk</i>  <i>Billy Goats Gruff</i>  <i>The Elves and the Shoemaker</i>  <i>Bible Stories – Feeding of the 5000</i>  <i>Precious Pearl (Creation)</i>  <i>Christmas Story</i>  <i>Little Wandle – Poetry &amp; Rhyme</i>  <i>Duck in a Truck</i></p>	<p><b>One Snowy Night - Seasons</b>  <b>Old Bear – toys*</b>  <b>Chicken Licken</b>            10 Chirpy Chicks            Elmer            Toys information books            Traction Man - toys  <b>Seasons Text - Winter</b>            Chinese New Year – online story</p> <p><i>The Three Little Pigs</i>  <i>Little Red Riding Hood</i>  <i>Hansel and Gretel</i>  <i>The Ugly Duckling</i>  <i>Bible Stories - Two Brothers</i>  <i>Jesus’s Friends</i>  <i>Little Wandle – Poetry &amp; Rhyme</i>  <i>Frog on a Log – rhyming*</i></p>	<p><b>Supertato</b>  <b>We’re Going on an Easter Egg Hunt</b>  <b>Seasons Text - Spring</b>            The Big Pancake – online story            Ava Twist Scientist (DS)            The Man on the Moon*            The Loon on the Moon            Look Up (DS)            In my Mosque (DS)            Baby Animals Information Book            Dinosaurs and All that Rubbish            Michael Recycles - CUSP            Recycling – Information            Van Gogh and the Sunflower – CUSP online story</p> <p><i>We’re Going on a Bear Hunt</i>  <i>Bible Stories - Easter Story</i>  <i>Little Wandle – Poetry &amp; Rhyme</i></p>	<p><b>The Tower Bridge Cat</b>  <b>Paddington Bear - CUSP</b>  <b>Spot goes to the Farm</b>            Monkey Puzzle*            Pablo Goes Shopping            Rosie’s Walk*            Don’t Forget the Bacon            Buses – flap book            London City Skyline            Busy London            We must Completely go to London            My London Alphabet</p> <p><i>Princess and the Pea</i>  <i>Puss in Boots</i>  <i>Disney Tradition Tales (e.g. Cinderella/sleeping beauty)</i>  <i>Bible Stories - retrieval</i>  <i>Little Wandle – Poetry &amp; Rhyme</i></p>	<p><b>Funny Bones - CUSP</b>  <b>Oliver’s Vegetables</b>  <b>The Enormous Turnip</b>  <i>Grandfather’s Island – transition text into KS1</i>            The Hungry Caterpillar            Tad            Ten Tiny Tadpoles            Information texts – bodies*  <b>Seasons Text – Summer</b>            Burglar Bill</p> <p><i>Bible Stories – retrieval</i>  <i>Little Wandle – Poetry &amp; Rhyme</i></p>
<b>Shared Writing Texts</b>						

At Richard Hill, texts used in our Literature spine are carefully planned to link with topics and key learning. The texts in **bold** are used as stimulus for Reception children's Shared Write lessons. We believe reading these books to the Nursery children, provides them with important prior learning in readiness for Reception lessons.

<b>Music</b>	Harvest singing Nursery rhymes	Christmas songs Diwali songs and dancing	Chinese New Year- Dragon Dance	Easter Songs and rhymes	Visitor in to play songs CS- piano whilst they sing.	Dance: PE Thinking about solo and group singing and dancing
<b>RE</b>	<u>Foundation 1</u>					
	<p>Children can:</p> <ul style="list-style-type: none"> <li>engage creative play, make-believe, role play, dance and drama</li> <li>dress up and act out scenes from stories, celebrations or festivals</li> <li>make and eat festival food</li> <li>talk and listen to each other; hear and discuss stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination</li> <li>explore authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books</li> <li>see pictures, books and videos of places of worship and meeting believers in class</li> <li>listen to religious music</li> <li>start to introduce religious vocabulary</li> <li>work on nature, growing and life cycles or harvest</li> <li>seize opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.</li> </ul>					
	<u>Foundation 2</u>					
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>			
<p>Children can:</p> <ul style="list-style-type: none"> <li>Talk about people who are special to them</li> <li>Say what makes their family and friends special to them</li> <li>Recall simply what happens at a traditional Christian festival(Christmas)</li> <li>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</li> <li>Retellreligiousstories, making connections with</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>Recognise and retellstories connected with celebration of Easter (<i>stories in EYFS Literature Spine</i>)</li> <li>Say why Easter is a special time for Christians</li> <li>Talk about ideas of new life in nature</li> <li>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</li> <li>Talk about some ways Christians remember these</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>Talk about some religious stories (<i>stories in EYFS Literature Spine</i>)</li> <li>Recognise some religious words, e.g. about God</li> <li>Identify some of their own feelings in the stories they hear</li> <li>Identify a sacred text including the Bible, Torah, Qur'an, The Bhagavad Gita</li> <li>Talk about some of the things these stories teach believers (for example, what Jesus' story about the</li> </ul>				

	personal experiences ( <i>stories in EYFS Literature Spine</i> )  <i>Celebrations:</i> <i>Harvest</i> <i>Bonfire Night</i> <i>Diwali</i> <i>Remembrance Day</i>	stories at Easter.  <i>Celebrations:</i> <i>Chinese New Year</i> <i>Ramadan and Eid</i> <i>Shrove Tuesday</i> <i>Easter</i>	ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked) etc.
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**Progression and Mastery in the Prime and Specific Areas:**

At Richard Hill, we understand that children will progress and master areas of the EYFS curriculum at different points throughout the year. The progression maps below demonstrate when skills are specifically taught by an adult as an enhancement. However, as we know that children are unique and will develop these skills at different points, teaching towards meeting the Early Learning Goals is interlinked across the continuous provision throughout the year.

**Prime Areas**

<b>Communication and Language (Nursery F1s)</b>	<i>I know how to sit quietly and listen to an adult.</i>	<i>I know what the key events are in a story I am familiar with.</i>	<i>I can listen to good models sharing information.</i>	<i>I know how to show understanding of newly learnt words.</i>	<i>I know how to communicate in full sentences.</i>	<i>I know that words sometimes change when speaking about the past or the future.</i>
	<i>I know how to wait to share answers.</i>	<i>I can order key events in a story.</i>	<i>I can attentively listen to stories.</i>	<i>I can listen to/join in with a song/rhyme/poem.</i>	<i>I know how to associate topic words with role play scenarios.</i>	<i>I know how to respond with growing accuracy to questions.</i>
	<i>I know how to listen to other's answers.</i>	<i>I know the key events in a story I am familiar with.</i>	<i>I know how to listen to others</i>	<i>I know how to show I am listening to others and linking information to class discussion.</i>	<i>I know the key elements of a story.</i>	<i>I am growing recognition of when a 'funny' moment is happening.</i>
	<i>I know how to share if I agree with others.</i>	<i>I know the key events in a story I am familiar with.</i>	<i>I know how to share ideas appropriately.</i>	<i>I know if something has already happened, is happening or is yet to happen.</i>	<i>I can tell a story I have listened to and recall some key phrases.</i>	
	<i>I know if I have enjoyed a story.</i>	<i>I know a song or poem I have heard.</i>	<i>I know when I hear words, I don't understand.</i>		<i>I know how to hold a conversation.</i>	
	<i>I know if I have enjoyed a story and why</i>	<i>I know a song or poem I have heard.</i>	<i>I know how to show understanding of newly learnt words.</i>		<i>I know if something has already happened, is happening or is yet to happen.</i>	<i>I know when the child think differently or has a different ideas from others and attempt to share this.</i>
	<i>I know how to make a prediction about what will happen next.</i>	<i>I know important and good vocabulary relating to a book I have heard.</i>			<i>I can understand a question that has 2</i>	
	<i>I know how to make a prediction about what will happen next and why I think that</i>					

		I know important and good vocabulary relating to a book I have heard		I know how to verbally share ideas to develop understanding.	parts.	I can understand "why" questions.	
				I know the basic flow of a story.	I can express my point of view and debate if I disagree.	I use longer sentences of 4 to 6 words.	
<b>Communication and Language (Reception)</b>	I can sit on the carpet with attention on an adult speaking.	I can recall 3 key events in a story (using prompts if necessary).	I can share answers as longer sentences and with linking ideas	I can verbally explain the meaning of new words.	I use well-formed sentences	I can talk in the correct tense but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'	
	I can wait with my hand up (or as otherwise directed) to share my response.	I can sequence (correctly) the key events (3 – beginning, middle, end) in a story I am familiar with, (supported by prompts if necessary).	I can retell stories simply	I can begin to use modelled vocabulary during discussions around rhymes and poems.	I can begin to use modelled vocabulary during role play and small world.	I can respond to 'who', 'where' 'what' and 'when' questions and uses reasoning to justify their answers	
	I can wait and look at peers to listen to their ideas.	I can verbally retell a story I am familiar with, to a reasonable degree of accuracy.	I can listen to what has been said and responds	I can comment and engage in conversation about the text or topic talking about what might happen next.	I can retell how the story started, the main happening, and how ended.	I understand humour	
	I can use thumbs up on chests (or another directed response) to share if I agree with what a peer has said.	I can act out a simple version of a story I am familiar with.	I can wait for the person talking to stop before responding	I understand past, present and future.	I can retell a story through roleplay, using some new vocabulary and some exact words from the text	I can explain their point of view clearly when they disagree with an adult or a friend, using words as well as actions.	
	I can share whether I enjoyed a story I listened to or not.	I can sing a-long with a song that is familiar to me. Singing with a backing track including words or adult support.	I can ask meaning of new words	I can use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.	I can take turns in much longer conversations	I can use talk to take on different roles during imaginative play	
	I can share whether I enjoyed a story I listened to or not and why (referring to events in the story).	I can sing a-long with a song I am familiar with, with only a music track and alongside my peers.	I can repeat new vocabulary in the context of a story		I can talk in the correct tense	I can openly listen to other points of view	
	I can predict the next action or event to happen in a story.	I can identify key words to describe (adjectives)					
	I can predict the next action or event to happen in a story and give evidence from the story as to why I think that.						

	<p>I can engage in non-fiction books and begin to remember key facts.</p>	<p>people, places or things (nouns) in stories based around the topic of learning.</p> <p>I can use correctly key vocabulary identified as a class around a topic of learning.</p>		<p>I make up my own stories.</p>		
<p><b>Physical Development (Nursery F1s)</b></p>	<p>I know my classroom and outdoor space.</p> <p>I know that others share my classroom space.</p> <p>I know that stronger fingers make other tasks easier.</p> <p>I know that stronger fingers make other tasks easier.</p> <p>I know that holding a pen or pencil will help me mark make.</p> <p>I know how to follow a route.</p> <p>I know how to position parts of my body.</p> <p>I know how to move in different ways around a space.</p>	<p>I know how to balance on 1 leg.</p> <p>I can jump forward on 2 feet.</p> <p>I can go upstairs one foot at a time.</p> <p>I know how to cut along paper.</p> <p>I know that I need to be careful when using a knife.</p> <p>I know who I am drawing and key body parts that I have included.</p> <p>I know how to keep/manage my balance on a specified area.</p> <p>I know how to keep my balance and hop repeatedly.</p>	<p>I know who I am drawing and add more detail.</p> <p>I know that by using both hands I have more control over cutting.</p> <p>I know how to aim and throw underarm.</p> <p>I know how to throw a ball in different ways</p> <p>I know how to identify obstacles and plan ahead to maneuver around them.</p> <p>I know how to kick a ball and maintain balance.</p> <p>I can use my eyes and hands to track and control a tennis ball.</p>	<p>I know how to make adjustments with my hands to cut a curve.</p> <p>I know how to use my eyes to watch what I am doing to help me throw and catch.</p> <p>I know that I can move in different ways and use my body in different ways.</p> <p>I can use both hands to help me cut different shapes more accurately.</p> <p>I reproduce an image I have seen in my own drawings.</p> <p>I know how to watch a ball to track and then kick a ball and maintain balance.</p>	<p>I know how to control my body and position it to jump and turn at the same time.</p> <p>I know how to adapt and move my body to help me maintain balance.</p> <p>I know that I use three fingers to 'pinch' the end of the pen/pencil.</p> <p>I can draw what I have seen around me/in the mirror and recreate it.</p> <p>I know that a good grip and hold on cutlery will help me.</p>	<p>I know what letters should look like and how they should be formed.</p> <p>I know how to manipulate paper and scissors to cut in different ways.</p> <p>I can hold and use cutlery without help.</p> <p>I know how to throw different items at a given target.</p> <p>I know how to identify obstacles and plan ahead to maneuver around them and adapt to move in different ways.</p>

<p><b>Physical Development (Reception)</b></p>	<p>I will be able to safely navigate the classroom and outdoor space.</p> <p>I can regulate my movement appropriately to keep myself and others safe.</p> <p>I can manipulate doughs (and similar) in simple ways.</p> <p>I can manipulate doughs (and similar) as direct by an adult or peer.</p> <p>I will be able to pick up a pen or pencil and successfully make marks on paper or white boards.</p> <p>I will be able to balance to follow routes on the ground (drawn/floor spots/playground markings etc.)</p> <p>I can copy a physical movement (e.g. postures) demonstrated by an adult.</p> <p>I can use coordination to move in different ways without tripping or falling.</p> <p>I can perform different movements on a climbing frame, such as swinging</p>	<p>I can walk along a low, wide balance beam independently</p> <p>I can hold a controlled static balance on one leg</p> <p>I can jump forward, taking off and landing on 2 feet, showing increasing control</p> <p>I can climb upstairs using alternative feet</p> <p>I can snip paper moving forward.</p> <p>I can use a knife to cut soft food like bananas and strawberries holding the knife correctly, using one hand</p> <p>I can draw potato people (no neck or body)</p> <p>I can jump and turn in the air</p> <p>I can hop on one foot 3 to 5 times</p> <p>I can jump and turn in the air</p>	<p>I can throw a ball forward in the air and uses appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition.</p> <p>I can draw with detail (bodies with sausage limbs and additional features) – move to summer 2</p> <p>I can use a helping hand to hold and help to guide the paper (non-dominant hand)</p> <p>I can hit a 2ft target from 5ft away with a tennis ball using underhand toss.</p> <p>I can move around obstacles</p> <p>I throw with accuracy</p>	<p>I can cut a curved line (a 1/4inch curved line, within 1/4inch from the line drawn)</p> <p>I can bounce a tennis ball on the floor and catch with two hands</p> <p>I can walk towards and kick a ball towards a target</p> <p>I can cut a circle shape (a circle of 6inch in diameter, within 1/2 from the drawn line, improving to about 1/4 inch) - Cuts square shape</p> <p>I can look closely at lines, shapes, size and patterns when producing an observational drawing.</p> <p>I coordinate my body to meet and kick a ball that is rolled to them from a distance</p> <p>I can bounce a tennis ball on the floor and catch in one hand</p>	<p>I can balance on an unstable surface with increasing control</p> <p>I can hold a pencil effectively- tripod grip</p> <p>I can begin to draw self-portraits, landscapes and buildings/cityscapes</p> <p>I can use a fork to hold food still while cutting it with a knife</p> <p>I confidently move around an obstacle course with a variety of movement challenges.</p>	<p>I can gage where a moving obstacle may be and move themselves appropriately before reaching it</p> <p>I can form letters accurately using the correct movements (shoulder pivot etc)</p> <p>I can cut complex shapes, such as figures.</p> <p>I can use a knife and folk independently</p>
<p><b>PSED (Nursery F1s)</b></p>	<p>I can say how I feel (from an initial understanding of feelings inc. happy, sad, angry, calm, scared).</p>	<p>I know what has upset me.</p> <p>I know that problems can be fixed and</p>	<p>I know how to talk to others in a kind way.</p> <p>I know that others may think/feel differently from</p>	<p>I keep on trying even if something is hard.</p>	<p>I know that if I don't think about my actions/reactions I might upset others.</p>	<p>I know that even when I am angry or upset I know that some choices I</p>

	<p>I can say how I think someone else is feeling (from an initial understanding of feelings inc. happy, sad, angry, calm, scared).</p> <p>I know that I and others can help me regulate my emotions.</p> <p>I know that some behaviours are and are not welcome at school.</p> <p>I know that my actions can impact the feelings of others.</p> <p>I know that I can apologise to someone to restore a relationship.</p> <p>I know what choice I have made that was not a good choice when I have upset someone.</p> <p><i>I understand that I must always ask an adult (not a young sibling) before using the internet – E Safety link</i></p> <p><i>I understand that I must never click on something when I don't know what it is – E Safety link</i></p> <p><i>I understand that I must never give my name of details to anyone on the internet – E Safety link</i></p>	<p>overcome.</p> <p>I know that sometimes I need to keep trying when something is hard.</p> <p>I know the routine of the day and be confident to meet expectations independently.</p> <p>I know that it can be good to try new things with others.</p> <p>I know the expectations of the classroom and school.</p> <p>I know how to use a toilet and sink.</p> <p>I know that sometimes I must wait for others before my turn.</p>	<p>me.</p> <p>I know that waiting for others and taking turns can make a game more fun.</p> <p>I know that I can complete what is asked of me.</p> <p>I know how to fasten my shoes.</p> <p>I know how to do up a zip.</p>	<p>I know it is okay to try new things without help.</p> <p>I know that rules have a reason.</p> <p>I know when I am hot or cold and how to fix this.</p> <p>I know we don't all have to be friends all the time but we should treat others well.</p> <p>I know that I like to share my ideas but that it is good to listen to others as well.</p> <p><b>Review E-Safety</b></p>	<p>I know that everyone is different.</p> <p>I know that different things I can do to help me when I feel emotional.</p> <p>I know that if I complete things that are hard it can feel good and help me to learn.</p> <p>I know that it is sometimes necessary to wait for something we want.</p> <p>I know that using kind words to share feelings and thoughts can help fix a problem or worry.</p>	<p>make are better than others.</p> <p>I know that when I have done something I shouldn't have and that I should tell the truth to help fix the scenario.</p> <p>I know how to dress and undress myself.</p> <p>I know that some food is healthy, and some is unhealthy and that exercise helps keep us strong and healthy.</p> <p>I know that it is kind to help others.</p> <p>I know that everyone is different and that we all have different thoughts and feelings.</p> <p><b>Review E-Safety</b></p>
<p><b>PSED (Reception)</b></p>	<p>I can tell someone else how I am feeling using words or visual prompts.</p> <p>I can share how I think someone else is feeling by</p>	<p>I can explain to an adult what has happened when they are upset.</p> <p>I "Bounce back" quicker after upsets and with</p>	<p>I begin to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are</p>	<p>I am beginning to persevere when something is challenging.</p> <p>I try in new activities independently</p>	<p>I am more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words</p>	<p>I control my feelings when they are upset or angry</p> <p>I identify when they haven't followed a rule</p>

	<p>using language to describe what I can see.</p> <p>I can listen to adults and follow advice to help me regulate my emotions.</p> <p>I can listen to and accept input about behavioural expectations at school by responding to these ideas in conversations with adults when needed.</p> <p>I can discuss how someone else appears to feel by using some initial emotion descriptors (happy, sad, angry, calm, scared).</p> <p>I can say sorry if I have made a bad choice that has upset someone else.</p> <p>I can say sorry even when I have accidentally upsetting someone and understanding that this can help restore a relationship.</p> <p>I apologise and say why I am apologising.</p> <p>I understand that I must always ask an adult (not a young sibling) before using the internet – E Safety link</p> <p>I understand that I must never click on something when I don't know what it is – E Safety link</p> <p>I understand that I must never give my name or details to anyone on the internet – E Safety link</p>	<p>more independence.</p> <p>I keep trying when they can't do something first time</p> <p>I follow familiar, routines instructions independently (e.g. choosing lunch and putting things away)</p> <p>I try new activities with peers.</p> <p>I abide by most of the rules of the classroom</p> <p>I use the toilet independently and wash their hands well, knowing why this is important.</p> <p>I take turns, with adult support, e.g. when playing a board game</p>	<p>finished?"</p> <p>I consider the feelings of others</p> <p>I control their impulses when waiting for their turn</p> <p>I follow two-step instructions.</p> <p>I put on own shoes and fasten if Velcro</p> <p>I fasten zip independently</p>	<p>I understand that rules are there to keep us safe and to make things fair</p> <p>I can take my T-Shirt and jumper on/off independently but may be back to front</p> <p>I understand that we may not always like everyone, but we still need to treat them with respect</p> <p>I hold back &amp; forth conversations, listening to their peers' ideas and responding appropriately.</p> <p><b>Review E-Safety</b></p>	<p>can hurt others' feelings</p> <p>I think about the perspectives of others</p> <p>I can moderate my own feelings socially and emotionally</p> <p>I enjoy more challenging activities and set goals for themselves that stretch their abilities</p> <p>I can wait with increased patience, when necessary, e.g. When waiting for a turn on the computer</p> <p>I can beginning to solve small conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it" or "Can I have a turn when you are finished?"</p>	<p>or made a bad choice and can say why and understand there will be a consequence</p> <p>I can dress and undress independently but may still need help with small buttons and laces.</p> <p>I can discuss healthy food choices and take part in a variety of exercise</p> <p>I am outgoing and will help others (even if they are not close friends) who are not as confident or need help</p> <p>I show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way</p> <p><b>Review E-Safety</b></p>
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## Specific Areas

<p><b>Maths (Nursery F1s)</b></p> <p>Number White Rose</p> <p>Shape, Space &amp; Measure White Rose</p>	<p><u>Counting 1</u> Hear and say number names</p> <p><u>Counting 2</u> Begin to order number names</p> <p><u>Shape, Space &amp; Measure 1</u> Explore and build with shapes and objects</p> <p><u>Pattern 1</u> Explore repeats</p> <p><u>Pattern 2</u> Join in with repeats</p>	<p><u>Subitising 1</u> I see 1 2 3</p> <p><u>Counting 3</u> Move and label 1 2 3</p> <p><u>Shape, Space &amp; Measure 2</u> Explore position and space</p> <p><u>Shape, Space &amp; Measure 3</u> Explore position and routes</p>	<p><u>Subitising 2</u> Show me 1 2 3</p> <p><u>Counting 4</u> Take and give 1 2 3</p> <p><u>Pattern 3</u> Explore patterns</p> <p><u>Comparison 2</u> Compare and sort collections</p>	<p><u>Subitising 3</u> Talk about dots</p> <p><u>Counting 4</u> Take and give 1 2 3</p> <p><u>Shape, Space &amp; Measure 4</u> Match, talk, push and pull</p> <p><u>Pattern 4</u> Lead on own repeats</p>	<p><u>Subitising 4</u> Making games and actions</p> <p><u>Counting 4</u> Take and give 1 2 3</p> <p><u>Pattern 5</u> Making patterns together</p> <p><u>Shape, Space &amp; Measure 5</u> Start to puzzle</p>	<p><u>Counting 6</u> Stop at 1 2 3 4 5</p> <p><u>Pattern 6</u> My own pattern</p> <p><u>Comparison 3</u> Match, Sort, Compare</p>
<p><b>Maths (Reception)</b></p> <p>Mastering Number NCETM</p> <p>White Rose Shape, Space and Measure</p>	<p><b>Number</b> -Cardinality 0-5 -Grouping to 5</p> <p><u>Additional Learning:</u> Writing numerals 0-5 <i>Talk about Measure and Pattern Unit</i></p>	<p><b>Number</b> -Ordinal numbers 0-5 -Cardinality 6-10 -Counting objects -Sequencing -Subitising</p> <p><u>Additional Learning:</u> Writing numerals 0-10 <i>Circles and Triangles Unit</i> <i>Shapes with 4 Sides Unit</i></p>	<p><b>Number</b> -Composition of each number to 10 -Number bonds up to 5 (including subtraction facts) -Number bonds -Explore and represent patterns within numbers</p> <p><u>Additional Learning:</u> <i>Mass and Capacity Unit</i></p>	<p><b>Number</b> -Number problems - Cardinality 1 -1 -One more, one less (fewer) -Comparison</p> <p><u>Additional Learning:</u> <i>Length, Height and Time Unit</i></p>	<p><b>Number</b> -Ordinal numbers 10-20 -Cardinality 1 -20 -Addition and subtraction -Recording</p> <p><u>Additional Learning:</u> Writing numerals 0-15 <i>Explore 3D shapes Unit</i></p>	<p><b>Number</b> -Number bonds to 10 -Ordinal numbers 1-20 -Cardinality 1 -20 -Recording Addition and subtraction</p> <p><u>Additional Learning:</u> Writing numerals 0-20 <i>Measure Volume and Capacity (Unit 18)</i> <i>Time: optional in readiness for KS1</i></p>

<p><b>Literacy (Nursery F1s)</b></p>	<p>I know how to sit quietly and listen to an adult.</p> <p>I know how I should try to hold a pencil (starting to from tripod grip).</p> <p>I know the letters in my name.</p> <p>I know how to hold a book.</p> <p>I know what marks I have made mean.</p> <p>I know if I have enjoyed a story and why</p> <p>I know how to make a prediction about what will happen next.</p>	<p>I know what the key events are in a story I am familiar with.</p> <p>I can order key events in a story in 3 parts.</p> <p>I know the key events in a story I am familiar with.</p> <p>I know a song or poem I have heard.</p> <p>I know how I should hold a pencil (tripod grip).</p> <p>I know important and good vocabulary relating to a book I have heard.</p> <p>I know important and good vocabulary relating to a book I have heard</p> <p>I am beginning to write some letters in my name.</p>	<p>I know how to identify main characters and settings in a story.</p> <p>I can identify key parts of a story and identify what is happening.</p> <p>I know what has happened/is happening in a story and have thoughts about what could happen next.</p> <p>I use words that are new to me that I can use again.</p> <p>I know that some words are related to specific things and use them at the right time.</p> <p>I am developing my phonological knowledge by orally decoding some words.</p>	<p>I can count or clap syllables in words.</p> <p>I can spot and suggest rhymes.</p> <p>I am beginning to spot words with the same initial sound.</p> <p>I am starting to form most letters in my name.</p> <p>My tripod grip is continuing to develop.</p>	<p>I can know the initial sound for most words in the alphabet.</p> <p>I know what is meant by certain questions and how to give a response.</p> <p>I know what the main parts of a story are and recall them in order.</p> <p>I know what is meant by certain questions and how to give a response.</p> <p>I can identify new/key vocabulary and have a go at using it myself.</p> <p>I can confidently orally blend words with 3 sounds.</p>	<p>I understand that English text goes from left to right, and top to bottom.</p> <p>I know the names of different parts of the book.</p> <p>I can confidently rhyme some words.</p> <p>I am starting to notice graphemes in the environment e.g. on signs and posters.</p> <p>I am engaging in extended conversations.</p> <p>I can write my name with some support needed.</p>
<p><b>Literacy (Reception)</b></p>	<p>I can sit on the carpet with attention on an adult speaking.</p> <p>I am moving towards using a tripod grip</p> <p>I can write my name</p> <p>I can 'Read' from memory</p> <p>I gives meaning to marks, with more graphemes becoming clearer</p> <p>I can share whether I enjoyed a story I listened to</p>	<p>I can recall key events in a story (using prompts if necessary).</p> <p>I can retell and sequence (correctly) the key events in a story I am familiar with</p> <p>I can act out a simple version of a story I am familiar with.</p> <p>I seek out my favourite books and share them with an adult.</p>	<p>I can talk in detail about the main characters and setting.</p> <p>I can identify key words to describe (adjectives) people, places or things (nouns) in stories based around the topic of learning.</p> <p>I can comment and engage in conversation about the text, talking about what might happen next, linking</p>	<p>I am linking sounds to 8 or more digraphs.</p> <p>I am able to sound out and blend words with 3 sounds with growing independence.</p> <p>Identifies digraphs within words.</p> <p>Reads words containing single sounds and</p>	<p>I can read sentences containing digraphs and trigraphs.</p> <p>I can read most phase 3 tricky words.</p> <p>I can respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations</p> <p>I can retell how the story started, the main happening, and how</p>	<p>I can read and write most Phase 4 tricky words.</p> <p>I can blend taught phonemes to read words with 3 or more sounds (Phase 4)</p> <p>I can write and read back sentences containing taught tricky words and taught phonemes.</p>

	<p>or not and why (referring to events in the story).</p> <p>I can predict the next action or event to happen in a story.</p> <p>I can predict the next action or event to happen in a story and give evidence from the story as to why I think that.</p> <p>I am blending some sounds together to read CVC words.</p>	<p>I can sing a-long with a song that is familiar to me. Singing with a backing track including words or adult support.</p> <p>I can hold and use mark making equipment confidently</p> <p>I am starting to form lowercase and capital letters correctly.</p> <p>I can use correct key vocabulary identified as a class around a topic of learning.</p> <p>I am starting to have grapheme, phoneme correspondence and blending phase 2 sounds.</p> <p>I can read some phase 2 tricky words.</p> <p>I can recognise words with the same initial sound.</p>	<p>to own experiences</p> <p>I am repeating new vocabulary in a context of a story</p> <p>I am beginning to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary.</p> <p>I am starting to read digraphs as single sounds and blending some words with digraphs.</p>	<p>digraphs without sound buttons.</p> <p>Writes words containing some digraphs</p> <p>Reads simple, phonetically decodable sentences containing known sounds</p> <p>I can write short sentences or captions with known words.</p> <p>I am beginning to use a finger spaces between words.</p>	<p>ended</p> <p>I am starting to answer questions about why or how things have happened.</p> <p>I am forming many of my lower case and capital letters correctly.</p> <p>I am writing with independence during shared write lessons.</p>	<p>I can retell a story through roleplay, using some new vocabulary and some exact words from the text</p> <p>I can predict main events happening in the text, independently.</p> <p>I can read my work back independently</p> <p>I can use finger spaces mostly correctly.</p> <p>I can form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.</p> <p>I can hold a pencil effectively using a tripod grip in most cases.</p>
<p><b>Understanding the World (Nursery F1s)</b></p>	<p>I know who is in my family and discusses similarities, differences and changes.</p> <p>I know different roles of family members.</p> <p>The area I live and go to school.</p>	<p>I know features in nature around them</p> <p>I can talk about some changes that happen in the Autumn season.</p> <p>I know that dinosaurs lived a long time ago,</p>	<p>I can talk about some changes that happen in the Winter season.</p> <p>I can talk about how materials change e.g. ice melts to water</p> <p>I know items that I see and</p>	<p>I know about the world around me by exploring books (World Book Day)</p> <p>I know the basic lifecycle of a chick.</p>	<p>I know about changes from spring to summer.</p> <p>I know the four seasons.</p> <p><b>I know how to keep safe in the Sun.</b></p> <p>I can talk about some</p>	<p><b>I know the days of the week in order. (linked to maths)</b></p> <p><b>I know some of the months of the year. (linked to maths)</b></p>

	<p>I know basic information about the local area</p> <p>I know features of my school.</p> <p>I know basic information about the local area.</p> <p>I know about harvest and the harvest festival.</p> <p>I know that Christians celebrate Harvest festival.</p> <p><b>I know how to care for my teeth and how to brush properly.</b></p> <p><b>I know some healthy foods.</b></p> <p>I know some information about Diwali.</p>	<p><i>before humans existed.</i></p> <p>I know that different animals live in different habitats, and they have different needs.</p> <p>I know there are different countries in the world and talk about where I have been.</p> <p>I know that different fruits and vegetables grow in different countries.</p> <p>I know the story of the Nativity.</p> <p>I know who is in my family and discusses similarities, differences and changes.</p> <p>I know different roles of family members.</p> <p>I know how to plant a bulb and how to care for it.</p>	<p>play with everyday and ones which maybe older.</p> <p>I can compare people or characters from the past to now – Old Bear</p> <p>I know that different people can come from different places and that we are welcoming and inclusive to all.</p>	<p>I know an age-appropriate version of the Easter story and that Easter represents new life</p> <p>I know some animals in the Chinese Zodiac and the story of Chinese New Year.</p>	<p>vehicles that have changes from the past to the present.</p> <p>I know that words change a bit when we are speaking about different periods of time.</p> <p><i>I can talk about things that lives a long time ago (dinosaurs).</i></p> <p>I know that different items are made of different materials.</p> <p>I can talk about how materials change e.g. paper is not waterproof</p> <p>I know that Muslims celebrate Eid.</p> <p>I know how to plant a seed and the main parts of a plant.</p> <p>I know seeds grow into plants and flowers.</p> <p>I can talk about come changes that happen from winter to spring.</p> <p><b>I know some things we do that pollute and how we can help.</b></p>	<p>I can use my senses to explore that natural materials.</p> <p>Recognise what is man-made and what is natural.</p> <p>I know how to look after insects.</p>
<p><b>Understanding the World (Reception)</b></p>	<p>I can describe who is in my family and similarities and difference and how it changes over time.</p> <p>I can discuss different</p>	<p>I can discuss how a bulb will grow into a plant and what they need.</p> <p>Discusses how to care for living things and their</p>	<p>I know there are 4 seasons that repeat and go in order</p> <p>I can explore the natural world around me, commenting on changes e.g. ice melting – beginning</p>	<p>I can talk about changes that happen in the natural environment during the Spring and draw observations.</p>	<p>I can describe the changes that occur in each season of the year and how these also affect us (I know how to keep safe in the Sun and can</p>	<p><b>I know the days of the week in order securely (linked to maths)</b></p>

	<p>occupations of family members.</p> <p>I can say I live in Leicestershire</p> <p>I know the name of our school and use a basic map to identify areas of our classroom.</p> <p>I understand that our school is in Thurgaston, and that it is a small part of the county Leicestershire, which is part of the country England.</p> <p>I will experience the Harvest Festival at our church.</p> <p>I know that Christians celebrate harvest.</p> <p><b>I know why it is important to care for my teeth and I am able to brush them independently.</b></p> <p><b>I am starting to understand different food groups, comparing healthy and less healthy food.</b></p> <p>I can share through a performance information about the Diwali festival and who celebrates Diwali.</p>	<p>habitats.</p> <p>Can talk about different natural environments around the world that have specific characteristics such as deserts, forests, islands</p> <p>Discuss different pets and how we care for them.</p> <p>Talk about fossils and what we can see of dinosaurs today.</p> <p>Discuss different fruit considering the 5 senses.</p> <p>I know that England in the continent of Europe compared to Africa and know animals that live there.</p> <p>Recall and retell the story of The Nativity in a performance.</p> <p>I can describe who is in my family and similarities and difference and how it changes over time.</p> <p>I can discuss different occupations of family members.</p>	<p>to understand solids and liquids.</p> <p>Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars).</p> <p>I can talk in more detail about characters from the past and compare stories.</p> <p>I understand why it is important to be welcoming and inclusive to all.</p> <p>I am continuing to collect materials and identify similar and different properties</p>	<p>I can look at animal key stages of development from birth to adult.</p> <p>I can use a map to talk about space, earth and planets.</p> <p>I can talk about a Scientist who has changed the world.</p> <p>Uses correct terminology when observing the life cycle of a chick.</p> <p>I understand why Christians celebrate Easter and can recall the Easter story.</p> <p>Can talk in detail about Chinese New Year and understand that people celebrate different festivals.</p>	<p><b>explain why keeping safe is important)</b></p> <p>I can use vocabulary past, present, future</p> <p>I can talk about another local village and compare it to my village.</p> <p>I can find London and England on a world map.</p> <p>I can talk about the King and his coronation.</p> <p>I can talk about Eid celebrations in more detail.</p> <p>I can talk about how transport has changed over time.</p> <p>I can begin to talk about a significant person in history.</p> <p>I know that plants need water, warmth and light to grow and survive. Knows a seed produces roots to allow water to get into the plant and shoots to produce leaves to collect sunlight. Knows a seed produces roots to allow water to get into the plant and shoots to produce leaves to collect sunlight</p> <p><b>I show understanding of how humans can impact</b></p>	<p><b>I know the months of the year in order. (linked to maths)</b></p> <p><b>I am beginning to tell the time to O'clock (linked to maths)</b></p> <p>Recognise what is man-made and what is natural.</p> <p>I know how to care for insects and some reasons why they are important for our environment.</p>
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					the environment (e.g. buildings, pollution) and what we can do to help	
<b>Expressive Art and Design (Nursery F1s)</b>	<p>I know the primary colours</p> <p>I can say why they have chosen to use a particular colour.</p> <p>I know how to choose different equipment to mark make.</p> <p>I can describe shapes and patterns they can see.</p> <p>I can use drawing to show my emotions e.g. happy/sad faces</p> <p>I can use painting equipment appropriately.</p> <p>I join in simple stories and songs.</p> <p>I know that different instruments can make different sounds.</p> <p>I know some Harvest songs.</p>	<p>I can choose patterns, designs, colours I like and to change them to make them better.</p> <p>I can explain to an adult my decisions and actions.</p> <p>I can make different things using different items and tools.</p> <p>I know how to complete simple dance moves.</p> <p>I can sing with my class.</p> <p>I know some Christmas songs</p> <p>I know what a beat is and how to join in.</p>	<p>I know how to trace around shapes.</p> <p>I know the outcome of mixing some colours together.</p> <p>I know that putting different things together can make a bigger picture.</p> <p>I can add my own creations and ideas to the classroom.</p> <p>I can use blocks and construction to build imaginative and more complex small world and houses.</p> <p>I know some stories that I can retell and that I can change stories.</p>	<p>I can copy and practice dances I have seen or learnt.</p> <p>I can copy and practice dances I have seen or learnt.</p> <p>I know how to sing with my class.</p> <p>I can make up my own tunes and songs.</p> <p>I play instruments that I enjoy and am starting to follow a beat.</p> <p>I know that I can slow down and speed up music.</p>	<p>I know how to weave and thread materials.</p> <p>I know how to join some materials together and explore textures.</p> <p>I know that I can change and add to things I have already made to make them better.</p> <p>I know that I can create my own stories.</p> <p>I can "match pitch" with an adult singing or the piano</p> <p>I know how to make deliberate choices to add to the experience of stories and roleplay.</p>	<p>I know how to make deliberate choices to add to the experience of stories and roleplay.</p> <p>I am confident to retell stories and allow others to join me and help.</p> <p>I am confident to retell stories and know it is okay to change and add to them.</p> <p>Draw with increasing complexity e.g. representing a face with a circle and include feature details.</p> <p>I can sing by myself or as part of a group.</p> <p>I know a wide variety of nursery rhymes and school songs.</p>
<b>Expressive Art and Design (Reception)</b>	<p>I can identify primary colours and explore with mixing</p> <p>I can choose colour for emotion purposes – representing colours from the colour master</p> <p>I can make marks using shape and pattern on a</p>	<p>I can explore and use a range of artistic effects to express themselves. Refine ideas in designs created</p> <p>I can articulate what I am making to an adult</p>	<p>I can draw with precision around the outline of shapes</p> <p>I can develop language of colour (secondary colours) and mix colours to make new colours</p> <p>I can create a simple collage for meaning</p>	<p>I can sing in a group, matching pitch and following melody</p> <p>I can select my own instruments and plays them in time to music.</p>	<p>I can review own work and make improvements, explaining why changes are better</p> <p>I can replicate dances and performances (PE)</p>	<p>I can enhance with resources that they pretend are something else</p> <p>I can retell stories with others</p>

	<p>range of surfaces</p> <p>I can develop simple patterns by printing with objects using range of materials</p> <p>I can use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy</p> <p>I can participate in small world play related to rhymes and stories.</p> <p>I can join in with and share songs I know within a group (Harvest) matching pitch</p> <p>Talks about the different sounds they make (e.g. loud, quiet, bombing, banging, high pitched)</p> <p>I can complete simple weave/threading</p>	<p>Uses fabric, boxes, tubes and joining materials to make for meaning.</p> <p>Watches dances and performances commenting on routines</p> <p>Learns short routines, beginning to match pace</p> <p>Sings in a group, trying to keep in time (Nativity)</p> <p>Sing some Christmas songs</p> <p>Can clap and stamp to a beat</p>	<p>I am enhancing my small world play with simple resources</p> <p>I can retell stories, some of their own words</p> <p>I can use imagination to develop own storylines</p>	<p>I can change the tempo and dynamics whilst playing</p> <p>I know how to use a wide variety of instruments</p> <p>I can retell well known stories in greater detail in their pretend play.</p>	<p>I can learn longer dance routines, matching pace (PE)</p> <p>I can use props that are very specific and for a purpose to add detail or convey meaning in their stories</p>	<p>I can retell stories changing/substituting some of the details</p> <p>I can put a sequence of actions together</p> <p>I can sing by themselves, matching pitch and following melody</p> <p>I can sing wide variety of nursery rhymes and school songs</p> <p>Uses fabric, boxes, tubes and joining materials to make for meaning.</p>
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## “Point of Year” Skills Progression Grids - Communication and Language

C&L – Listening, Attention & Understanding			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts. Understand 'why' questions.</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>
<b>SEND Provision:</b>	<p>Actions &amp; pictorial representations to support when listening to and learning new stories. Use of Makaton to support with understanding and learning new vocabulary Use of communication boards to support with asking questions/retelling stories</p>		

C&L – Speaking			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play</p>	<p>Use new vocabulary through the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p>	<p>Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>
<b>SEND Provision:</b>	<p>Use of communication boards to support with communicating with adults/peers. Use of Makaton to learn and use new vocabulary. Use of pictorial representation to support with organising ideas. Offer opportunities to engage with small group or class discussions using reasonable adaptations</p>		

## Physical Development

PD – Gross Motor Skills			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping – Climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<b>SEND Provision:</b>	<p>Ensure pupils have access to extra resources/interventions to develop gross motor skills</p> <p>Support during adult led sessions to develop gross motor skills</p> <p>Pictorial prompts to support with gross motor movements</p>		

PD – Fine Motor Skills			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons.</p>	<p>Develop the foundations of a hand writing style which is fast, accurate and efficient.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
<b>SEND Provision:</b>	<p>Pencil grips</p> <p>Suitable tools to support development of fine motor skills</p> <p>Ensure pupils have access to fine motor skills interventions to develop fine motor skills</p> <p>Targeted fine motor activities during welcome time.</p>		

## Personal, Social and Emotional Development

PSED – Self - Regulation			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
Begin to develop appropriate ways of being assertive. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.	Express their feelings and consider the feelings of others. Develop appropriate ways to be assertive. Talk with others to solve conflicts.	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<b>SEND Provision:</b>	Provide alternative ways for pupils to express emotions e.g. emotion mats, Zones of Regulation Provide Now and Next boards for pupils to understand how to work towards simple goals Use of Makaton to communicate feelings effectively		

PSED – Managing Self			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries Begin to remember and follow rules with some understanding Be increasingly independent in meeting their own care needs	Remember rules without needing an adult to remind them, understanding why they are important. Show resilience and perseverance in the face of challenge. Be increasingly independent in meeting their own care needs	Manage their own needs. Be independent in meeting their own care needs.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<b>SEND Provision:</b>	Modelling persevering in the face of challenge Pictorial rules and routines to support understanding Pictorial reminders		

PSED – Building Relationships			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations	Build constructive and respectful relationships.	See themselves as a valuable individual. Express their feelings and consider the feelings of others.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
<b>SEND Provision:</b>	Model how to be an effective friend Provide them with other ways to express feelings e.g. emotion mats, Makaton and Zones of Regulation Support pupils to build positive attachments with a range of people in the setting		

## Literacy

Literacy – Word Reading			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</p> <p>Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>• Spot rhymes in familiar stories and poems.</li> <li>• Count or clap syllables in a word.</li> <li>• Recognise words with the same initial sound.</li> </ul> <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> <li>• Able to complete a rhyming string.</li> <li>• Begin to use sound buttons to identify how many sounds are in a word. • Can supply words with the same initial sound.</li> </ul> <p>Recognise all taught Set 1 &amp; 2 sounds, including some digraphs.</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple sentences containing known letter sound correspondences containing 1 or 2 common exception words</p>	<p>Develop their phonological awareness to: • Recognise and use rhyme in daily conversation. • Use sound buttons to segment and read words. • Can identify words containing the same digraph or trigraph e.g. ay- may, day, play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<b>SEND Provision:</b>	<p>Ensure pupils have access to interventions to support with developing phonetical understanding</p> <p>Exposure to appropriate books/stories to support development</p> <p>Picture prompts to support with letter recognition</p> <p>Flash cards to develop understanding</p>		

Literacy - Comprehension			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Asks questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in a context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
<b>SEND Provision:</b>	<p>Use of Makaton/picture prompts/communication boards to support communication about stories read and to support with answering questions</p> <p>Picture prompts to support with discussion around stories</p> <p>Use of story sacks/ role play to support with understanding of stories</p> <p>Exposure to familiar books regularly</p> <p>Re-read books with similar structure to develop understanding</p>		

Literacy - Writing			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p>	<p>Form lowercase letters and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Copy full name from a name label. <i><u>Physical Development</u></i> <i>Use a range of small tools competently and confidently.</i></p>	<p>Write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop. Begin to use capital letters, finger spaces and full stops in independent writing. <i><u>Physical Development</u></i> <i>Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</i></p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end. Use finger spaces most of the time. Is able to write their first name and starting to write their surname independently. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. <i><u>Physical Development</u></i> <i>Hold a pencil effectively in preparation for fluent writing.</i> <i>Using the tripod grip in almost all cases</i></p>
<p><b>SEND Provision:</b></p>	<p>Pencil grips Letter formation cards/name cards Scaffolds/Differentiation to support developmental writing Physical resources to support with showing understanding of blending/CVC words See Physical Development to support development of fine motor skills</p>		

## Mathematics

Maths - Number			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <p>Estimate and guess how many there might be before counting.</p> <p>Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.</p>	<p>Look at small quantities in familiar patterns – for example a dice – and random arrangements, saying how many they can see.</p> <p>Use 5 frames and 10 frames to become familiar with the tens structure of the number system. Talk about how many spaces are filled or unfilled.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0- 5/0-10.</p> <p>Have a deep understanding of number 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall – without reference to rhymes, counting or other aids – number bonds up to 5.</p> <p>Recall some number bonds to 10, including doubling facts.</p>
<b>SEND Provision:</b>	<p>Photo and pictorial prompts to support with understanding</p> <p>Use of Makaton/Communication boards to support with explaining understanding</p> <p>Consistent practical resources e.g. Numicon</p> <p>Apply in daily situations e.g. dice with game playing</p>		

Maths – Numerical Pattern			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and identify the patterns around them.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'</p>	<p>Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. and start to notice patterns within them.</p> <p>Distribute items evenly from a group.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Count beyond 10, noticing patterns within the structure of counting.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Become familiar with two-digit numbers</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as another quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<b>SEND Provision:</b>	<p>Photo and pictorial prompts to support with understanding</p> <p>Use of Makaton/Communication boards to support with explaining understanding</p> <p>Regular exposure to patterns &amp; extra modelling of solving these</p>		

Maths - Shape & Space (No longer ELG)			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone with no pointing.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Compare length, weight and capacity. Continue, copy and create repeating patterns</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p>
<b>SEND Provision:</b>	<p>Extra shape resources e.g. shape puzzles &amp; boxes etc.            Photo and pictorial prompts to support with understanding            Use of Makaton/Communication boards to support with explaining understanding</p>		

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## Understanding the World

UW – Past & Present			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
<b>SEND Provision:</b>	Picture prompts to support with understanding Use of Makaton/Communication boards to ensure pupils can explain their understanding Use familiar stories to support understanding		

UW – People, Culture & Communities			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information from a simple map.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some similarities and differences between religions and civilisations.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate different times in different ways.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
<b>SEND Provision:</b>	Picture prompts to support with understanding Use of Makaton/Communication boards to ensure pupils can explain their understanding Videos/books to develop understanding		

UW – The Natural World			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the	Draw information from a simple map. Explore the natural world around them.	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different to the one in which they live.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<p>need to respect and care for the natural environment and all living things.          Explore and talk about different forces they can feel.          Talk about the differences between materials and changes they notice.</p>			
<p><b>SEND Provision:</b></p>	<p>Picture prompts to support with understanding          Use of Makaton/Communication boards to ensure pupils can explain their understanding          Ensure pupils have sensory opportunities to explore world around them appropriately          Real life opportunities</p>		

## Expressive Arts and Design

EAD – Creating with Materials			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p>	<p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<b>SEND Provision:</b>	<p>Ensure sensory opportunities when exploring different materials.</p> <p>Support with picture prompts and emotion maps when drawing</p> <p>Encourage use of Makaton/communication boards etc. to support with discussing what they have created</p> <p>Model effectively how to use different materials in a range of ways</p>		

EAD – Being Imaginative & Expressive			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and <b>when appropriate – try to move in time with music.</b></p>

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.			
<b>SEND Provision:</b>	Model pretend play using picture prompts/videos to support understanding Repeat songs with similar structure e.g. nursery rhymes Use Makaton/Communication boards etc. to discuss what they have hear/what they are laying		

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## **EYFS Computing and Media Links**

EYFS Statutory Guidance (*updated Jan 2024*)

### **Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

learning environment features IT scenarios based on experience in the real world, such as in role play. Children establish the foundation of computational thinking skills either through role-play or cross curricular activities which involve sequence, patterns, logical steps and repetition.

Children gain knowledge, control and language skills through opportunities, which link with topics in the LTP below, such as using media devices to evidence seasonal changes, creating artwork using digital drawing tools and controlling programmable toys.

Relationships established in early play and developing social skills involved in friendships, compassion, and living well together is the underpinning for E-Safety teaching in creating positive social norms online for a respectful online community.

Outdoor exploration is an important aspect and using digital recording devices, such as using cameras and microphones, can support children in developing communication skills.

### **Our aims for teaching technology in the EYFS:**

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. It is important in the foundation stage to give children a broad, play-based experience of IT and computing in a range of contexts, including off-computer activities and outdoor play.

IT, in the EYFS, is not just about computers. Our early years

Example of EYFS Science CUSP unit linking to technology:

<p><b>ELG 14</b> <b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of <b>animals and plants.</b></li> </ul>	<ul style="list-style-type: none"> <li>Going on walks to observe the local environment and to compare and learn about the seasons (9/23 and 10/23 and 9/1/24)</li> <li>Taking photos to compare seasons and discuss - ongoing</li> <li>Planting seeds and plants 11/23</li> </ul>	<ul style="list-style-type: none"> <li>Lifecycle</li> <li>Plant</li> <li>seed</li> <li>grow</li> <li>roots</li> <li>Flower</li> </ul>
		<ul style="list-style-type: none"> <li>Seasons</li> <li>Autumn</li> <li>Winter</li> <li>Spring</li> </ul>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E Safety	Autumn walk - IT link (camera)	Seasons - IT link (cameras)  Toys / Hist: Past and Present IT link (beebots)  Houses and Homes - IT link (devices)	E Safety - Revisit  Seasons IT link (cameras) Spring	DT: Vehicles IT link (beebots)  Spring into Summer IT link (cameras)	E Safety - Revisit  Summer changes IT link (cameras)

## PE Sequence 2024-2025 (F1&F2)

### PE Passport & Whole of Me

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<p><b><i>PE Passport</i></b> Reception Dance Nursery Rhymes (Diwali dance link)</p> <p><b><i>Whole of Me</i></b> EY Communicate</p>	<p><b><i>PE Passport</i></b> Reception Gymnastics – Flight, Bouncing, Jumping &amp; Landing</p> <p><b><i>Whole of Me</i></b> EY Confidence</p>	<p><b><i>PE Passport</i></b> Reception Invasion Game Skills 1</p> <p><b><i>Whole of Me</i></b> EY Curiosity EY Empathy</p>	<p><b><i>PE Passport</i></b> Reception Net &amp; Wall Game Skills 1</p> <p><b><i>Whole of Me</i></b> EY Gratitude EY Move</p>	<p><b><i>PE Passport</i></b> Nursery Dance - Seasons</p> <p><b><i>Whole of Me</i></b> Retrieval</p>	<p><b><i>PE Passport</i></b> Reception Athletics (taken from Summer 1 plans)</p> <p><b><i>Whole of Me</i></b> Retrieval</p>