

## EYFS Curriculum intent

### Assessing Pupils' Development

Assessment is an ongoing process involving observations made by all adults working in the unit and discussions with parents/carers during pupils' time in EYFS.

Checkpoints for assessment have been identified based on what the "expected" child would know at various points in the year: baseline, by the end of Advent Term, by the end of Lent Term, by the end of FS 1/FS 2

***Expected Checkpoint knowledge has been identified in Bold Italics***

### Communication and Language (Listening, Attention and Understanding and Speaking)

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed unfamiliar words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>Pupils will :</b>						
<b>Reception</b> Listening, Attention and Understanding  Speaking	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and to others in one-to-one or small groups, when conversation is of interest to them.</li> <li>• <b><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></b></li> <li>• Engage in story times.</li> <li>• Beginning to learn new vocabulary and use it.</li> <li>• <b><i>Learn rhymes, poems and songs.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Listen to familiar stories with increasing attention and recall.</i></b></li> <li>• <b><i>Understand how to listen carefully and know why listening is important.</i></b></li> <li>• Engage with non-fiction books.</li> <li>• <b><i>Describe events in some detail.</i></b></li> <li>• Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> <li>• <b><i>Develop the use of social phrases e.g. to</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Respond to instructions with more elements.</li> <li>• <b><i>Listen to and talk about stories to build familiarity and understanding.</i></b></li> <li>• <b><i>Recognise the difference between fiction and non-fiction stories.</i></b></li> <li>• <b><i>Ask questions to find out more and to check they understand what has been said to them.</i></b></li> <li>• Introduce a storyline or narrative into play.</li> <li>• <b><i>Learn new vocabulary.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i></b></li> <li>• Listen and respond to ideas expressed by others in conversations or discussions.</li> <li>• <b><i>Extend their vocabulary, using it throughout the day.</i></b></li> <li>• Use new vocabulary in different</li> </ul>	<ul style="list-style-type: none"> <li>• Follow a story without pictures or props.</li> <li>• Understand and use questions such as who; why; when; where and how.</li> <li>• Use language to imagine and recreate roles and experiences in play situations.</li> <li>• Link statements and stick to a main theme or intention.</li> </ul>	<b><i>ELG: Listening Attention and Understanding</i></b> <ul style="list-style-type: none"> <li>- <b><i>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.</i></b></li> <li>- <b><i>Make comments about what they have heard and ask questions to</i></b></li> </ul>

	<ul style="list-style-type: none"> <li>Develop social phrases e.g. to say hello in response to an adult</li> </ul>	<p><i>say hello without prompts from an adult.</i></p> <ul style="list-style-type: none"> <li><i>Recite poems and rhymes confidently to a familiar audience.</i></li> </ul>		<p>contexts.</p> <ul style="list-style-type: none"> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li><i>Connect one idea or action to another using a range of conjunctions.</i></li> <li><i>Use talk to help work out problems and organise thinking and activities explaining how things work and why things might happen.</i></li> <li><i>Articulate their ideas and thoughts in well-formed sentences.</i></li> </ul>		<p><i>clarify their understanding.</i></p> <ul style="list-style-type: none"> <li><i>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></li> <li><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></li> <li><i>Express their ideas and feelings at their experiences using full sentences, including use of past, present and future tenses, whilst making use of conjunctions, with modelling and</i></li> </ul>
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						<i>support from their teacher.</i>
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**Personal, Social and Emotional Development (Self-regulation, Managing Self and Making Relationships).**

Children’s personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention, as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

	<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
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Pupils will:						
<b>Reception</b> Self-regulation  Managing self  Building relationships	<ul style="list-style-type: none"> <li>show attention to the teacher usually respond appropriately.</li> <li>show an understanding of their own feelings and those of others</li> <li>begin to recognise the impact of their actions.</li> <li>explore feelings through role play.</li> <li>enjoy trying new healthy snacks at snack time</li> <li>build relationships with familiar adults</li> <li>play with other children.</li> </ul>	<ul style="list-style-type: none"> <li><b>identify and moderate their own feelings socially and emotionally.</b></li> <li><b>express their feelings and consider the needs of others.</b></li> <li>enjoy a sense of belonging through being involved in daily tasks.</li> <li>assert their own ideas.</li> <li><b>plan and complete an activity of their own choice independently.</b></li> <li>know right from wrong</li> <li><b>talk about how to keep their body healthy.</b></li> <li>choose a healthy snack</li> <li><b>manage their own personal hygiene needs.</b></li> </ul>	<ul style="list-style-type: none"> <li>be proactive in seeking adult support to find compromises.</li> <li>be increasingly flexible and co-operative.</li> <li>express a wide range of feelings in my interactions.</li> <li>adapt their behaviour to different situations.</li> <li>show confidence in choosing resources and perseverance in carrying out a chosen activity.</li> <li>know right from wrong and try to behave accordingly.</li> <li>learn good dental hygiene and know why it is important.</li> <li><b>talk about why keeping healthy,</b></li> </ul>	<ul style="list-style-type: none"> <li>talk to others, include them in play and are willing to try new things.</li> <li><b>be able to manage their feelings and tolerate situations in which their wishes cannot be met.</b></li> <li><b>See themselves as valuable individuals.</b></li> <li><b>give attention to what the teacher says, responding appropriately even when engaged in activity.</b></li> <li>know what they want to do in their play and how they want to go about it.</li> <li><b>Show independence, and perseverance in the face of challenge not necessarily of their</b></li> </ul>	<ul style="list-style-type: none"> <li><b>understand own and other people’s feelings, offering empathy and comfort.</b></li> <li>take steps to resolve conflicts with other children by finding a compromise sometimes with support.</li> <li>try new activities and show independence, resilience, and perseverance in the face of challenge.</li> <li>know the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>dress and undress mostly independently.</li> </ul>	<b>ELG: Self-Regulation</b> <ul style="list-style-type: none"> <li><b>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</b></li> <li><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b></li> <li><b>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></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>feed themselves with a fork and spoon.</i></li> <li>• Select and use activities and resources, with help when needed.</li> <li>• develop particular friendships with other children.</li> <li>• take turns and share with others.</li> </ul>	<p><i>both mentally and physically is important.</i></p> <ul style="list-style-type: none"> <li>• know what they and others need.</li> </ul>	<p><i>choosing.</i></p> <ul style="list-style-type: none"> <li>• usually play cooperatively and take turns with others.</li> <li>• <i>know that other children may have a different likes and dislikes.</i></li> <li>• form positive attachments to adults and friendships with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• frequently play cooperatively and take turns with others.</li> <li>• <i>Show sensitivity to their own and to others' needs.</i></li> </ul>	<p>Know how to be safe at the seaside e.g. sun protection, importance of hydration, importance of shade, water safety.</p> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>• <i>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</i></li> <li>• <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i></li> <li>• <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></li> </ul> <p>•</p> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>• <i>Work and play cooperatively and take turns with others.</i></li> <li>• <i>Form positive attachments to adults and friendships with</i></li> </ul>
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						<i>peers.</i> <ul style="list-style-type: none"> <li>• <i>Show sensitivity to their own and to others' needs.</i></li> </ul>
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**Physical Development (Fine Motor Skills and Gross Motor Skills).**

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination, and positional awareness through tummy time, crawling and play movement with objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
	<b>Pupils will:</b>					
<b>Reception Gross Motor</b>  <b>Fine Motor</b>	<ul style="list-style-type: none"> <li>• <i>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping.</i></li> <li>• <i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></li> <li>• <i>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</i></li> <li>• <i>show a preference for a dominant hand.</i></li> <li>• <i>create lines and circles pivoting from the shoulder and elbow</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>balance on one foot or in a squat momentarily, shifting body weight to improve stability.</i></li> <li>• <i>progress towards a more fluent style of moving, with developing control and grace</i></li> <li>• <i>further develop spatial awareness.</i></li> <li>• <i>combine different movements with ease and fluency.</i></li> <li>• <i>develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></li> <li>• <i>manipulate a range of tools and equipment in one hand.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></li> <li>• <i>develop overall body-strength, balance, co-ordination and agility.</i></li> <li>• <i>further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</i></li> <li>• <i>use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>develop confidence, competence, precision and accuracy when engaging in activities that involve use of equipment e.g. a ball.</i></li> <li>• <i>climb stairs, steps and move across climbing equipment using alternate feet.</i></li> <li>• <i>walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</i></li> <li>• <i>use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>develop the foundations of a handwriting style which is fast, accurate and efficient.</i></li> </ul>	<b>ELG: Gross Motor Skills</b> <ul style="list-style-type: none"> <li>• <i>Negotiate space and obstacles safely, with consideration for themselves and others.</i></li> <li>• <i>Demonstrate strength, balance and co-ordination when playing.</i></li> <li>• <i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></li> </ul> <b>ELG: Fine Motor Skills</b> <ul style="list-style-type: none"> <li>• <i>Hold a pencil effectively in preparation for fluent writing.</i></li> <li>• <i>Use the tripod grip in almost all cases.</i></li> <li>• <i>Use a range of small tools, including scissors, paint brushes</i></li> </ul>

						<i>and cutlery.</i> <ul style="list-style-type: none"> <li>• <i>Begin to show accuracy and care when drawing</i></li> </ul>
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Literacy (Word Reading, Comprehension and Writing).

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>Pupils will:</b>						
<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Word Reading</li> <li>• Comprehension</li> <li>• Writing <ul style="list-style-type: none"> <li>• Little Wandle Phonics</li> </ul> </li> </ul> <p><b>*Please note, schools should add details of their specific phonics schemes to each term</b></p>	<ul style="list-style-type: none"> <li>• Recognise initial sounds.</li> <li>• Join in with rhymes and show an interest in stories with repeated refrains.</li> <li>• Sequence familiar stories using pictures.</li> <li>• Draw pictures of characters/ events / settings in a story. <b>Create storymaps and retell stories.</b></li> <li>• Give meaning to marks whilst holding my pencil in a tripod grip.</li> <li>• Write initial sounds and simple captions.</li> <li>• Reception Autumn 1 phase 2 weeks 1-5</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Read individual letters by saying the sounds for them.</i></li> <li>• <i>Retell stories related to event through acting/role play and images.</i></li> <li>• <i>Sequence a story using the following vocabulary: beginning, middle and end.</i></li> <li>• Draw pictures of characters/ events/ settings in a story which may include labels, sentences or captions.</li> <li>• <b>Write name correctly.</b></li> <li>• Begin to draw/write some of the main events of a story using initial sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</i></li> <li>• <i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</i></li> <li>• <i>Read some letter groups that each represent one sound and say sounds for them.</i></li> <li>• Explain the main events of a story and give simple</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Read a few common exception words matched to the school's phonic programme.</i></li> <li>• Retell a story with actions and or picture prompts as part of a group.</li> <li>• Use story language when acting out a narrative.</li> <li>• <b>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</b></li> <li>• Create my own story maps, writing</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions, and reactions.</li> <li>• <b>Write for a purpose in role play using phonetically plausible attempts at words whilst beginning to use finger spaces.</b></li> <li>• Reception Summer 1 phase 4 weeks 1-5</li> <li>• Reception Summer 1 phase 4 weeks 1-5 assessment.</li> <li>•</li> </ul>	<p><b>ELG Comprehension</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></li> <li>• <i>Anticipate, where appropriate, key events in stories.</i></li> <li>• <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></li> </ul> <p><b>ELG Word Reading:</b></p>

	<ul style="list-style-type: none"> <li>• Reception Autumn 1 phase 2 weeks 1-5 assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Reception Autumn 2 phase 2 weeks 1-5</li> <li>• Reception Autumn 2 phase 2 weeks 1-5 assessment.</li> </ul>	<p>descriptions of characters.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about story book characters.</li> <li>• Distinguish between capital letters and lower- case letters.</li> <li>• Begin to write simple phrases inspired by stories.</li> <li>• <b>Spell words by identifying the sounds and then writing the sound with letter/s.</b></li> <li>• Reception Spring 1 phase 3 weeks 1-5</li> <li>• Reception Spring 1 phase 3 weeks 1-5 assessment.</li> </ul>	<p>captions and labels, using short simple sentences.</p> <ul style="list-style-type: none"> <li>• <b>Form lower-case and capital letters correctly.</b></li> <li>• <b>Write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</b></li> <li>• Write and use some of the tricky words such as I and The.</li> <li>• <b>Re-read what they have written to check that it makes sense.</b></li> <li>• Reception Spring 2 phase 3 weeks 1-5</li> <li>• Reception Spring 2 phase 3 weeks 1-5 assessment.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b></li> <li>• <b>Read words consistent with their phonic knowledge by sound- blending.</b></li> <li>• <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></li> </ul> <p><b>ELG:</b> <b>Writing:</b></p> <ul style="list-style-type: none"> <li>• <b>Write recognisable letters, most of which are correctly formed.</b></li> <li>• <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></li> <li>• <b>Write simple phrases and sentences that can be read by others.</b></li> <li>• Reception Summer 2 phase 4 weeks 1-5</li> </ul>
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						<ul style="list-style-type: none"> <li>• Reception Summer 2 phase 4 weeks 1-5 assessment.</li> <li>•</li> </ul>
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### Mathematics (Number and Numerical Patterns).

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to ten, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organizing counting - children will develop a secure base of knowledge and vocabulary from which proficiency in mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go,' talk to adults and peers about what they notice and not be afraid to make mistakes.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>Pupils will:</b>						
<b>Reception</b> <b>Number</b> Numerical Patterns	<ul style="list-style-type: none"> <li>• represent numbers up to five, using fingers.</li> <li>• <b>subitise to 3</b></li> <li>• <b>count objects, actions and sounds.</b></li> <li>• count up to five objects by touching each object and saying one number name for each item.</li> <li>• .</li> <li>• recognise, say and identify numerals 1 to 9.</li> <li>• <b>select and name 2d shapes.</b></li> <li>• <b>continue, copy and create repeating patterns.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>subitise numbers up to 5.</b></li> <li>• <b>count out up to 5 objects from a larger group.</b></li> <li>• <b>record using numerals up to 5.</b></li> <li>• Recognise number bonds to 5.</li> <li>• <b>Begin to explore mathematical problems using skills such as symbols '+' and '-' and vocabulary e.g. 'add,' 'take away,' and 'equals,' to show working out.</b></li> <li>• <b>Order numerals up to 5 and say which number comes before/after.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>explore the composition of numbers to 10.</b></li> <li>• <b>automatically recall number bonds for numbers 0-5 and some to 10.</b></li> <li>• <b>partition and recombine small groups of up to ten objects.</b></li> <li>• count forwards and backwards within the number sequence 1 to 10.</li> <li>• begin to explore doubles and halving to 10.</li> <li>• <b>count beyond 10.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>subitise numbers up to 10.</b></li> <li>• <b>be able to partition numbers – know number bonds up to 10.</b></li> <li>• <b>count out up to 10 objects from a larger group.</b></li> <li>• <b>record using numerals up to 10.</b></li> <li>• <b>order numerals up to 10 and say which number comes before/after.</b></li> <li>• count</li> <li>• forwards and backwards within the number sequence 1 to 20.</li> </ul>	<ul style="list-style-type: none"> <li>• find the total number of objects in two groups by counting all of them and begin to write the number sentence.</li> <li>• recognise that the number of objects in a set does not change if they are moved around.</li> <li>• remove objects from a small group and count how many are left and write the total.</li> <li>• begin to use a number line to add simple number sentences.</li> <li>• act out, recall and write different ways</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ELG: Number:</b></li> <li>• <b>have a deep understanding of numbers to 10, including the composition of each number.</b></li> <li>• <b>subitise up to 5</b></li> <li>• <b>automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</b></li> <li>• <b>ELG: Numerical Patterns:</b></li> </ul>



		<ul style="list-style-type: none"> <li>• <i>link the number symbol (numeral) with its cardinal number value.</i></li> <li>• <i>be able to partition numbers – know number bonds up to 5.</i></li> <li>• <i>understand the ‘one more than/one less than’ relationship between consecutive numbers.</i></li> <li>• <i>select and name 2d shapes.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>order numbers across the 10 boundaries (e.g. 8 to 11).</i></li> <li>• <i>say the numbers that come before and after a given number within the number sequence 1 to 20</i></li> <li>• <i>find one more or one less than a number from 1 to 10.</i></li> <li>• <i>Compare length, weight and capacity</i></li> <li>• <i>Solve problems to predict and compare length, weight and capacity.</i></li> <li>• <i>Begin to use measuring tools such as rulers and timers</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognise and naming 3D shapes</i></li> <li>• <i>compose and decompose shapes so that they recognise a shape can have other shapes within it</i></li> <li>• <i>Create own repeating pattern and describe its rule</i></li> </ul>	<p><i>to make 5 and then 10.</i></p> <ul style="list-style-type: none"> <li>• <i>solve mathematical problems using symbols ‘+’, ‘-’, ‘,’ and ‘=’</i></li> <li>• <i>accurately and using the correct operational language.</i></li> <li>• <i>begin to explore doubles and halving to 10. count forwards and backwards</i></li> <li>• <i>within the number sequence 0 to 30.</i></li> <li>•</li> <li>• <i>Use spatial awareness language to describe what they are doing with the shapes.</i></li> <li>• <i>Use visualisation to predict how to make shapes and create models.</i></li> <li>• <i>Select, rotate and manipulate shapes to develop spatial reasoning skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>verbally count beyond 20, recognising the pattern of the counting system.</i></li> <li>• <i>compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</i></li> <li>• <i>explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></li> </ul>
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**Understanding the World (Past and Present: History/ People and Communities: Geography/ The Natural World: Science).**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s subjective experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting notable members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>Pupils will:</b>						
<p><b>Reception</b></p> <p>Past &amp; Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<ul style="list-style-type: none"> <li>• <i>talk about members of their immediate family and community.</i></li> <li>• <i>name and describe people who are familiar to them.</i></li> <li>• discuss family traditions and learn about others.</li> <li>• know about significant individuals</li> <li>• <i>comment on images of familiar situations in the past.</i></li> <li>• <i>compare and contrast characters from stories, including figures from the past.</i></li> <li>• <i>recognise some environments that are different to the one in which they live.</i></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>know that their community is made up of many different people with different roles.</i></li> <li>• <i>talk about some of the similarities and differences in family groups.</i></li> <li>• Know that unique means distinctive and your differences can make you unique.</li> <li>• understand that some places are special to members of their community.</li> <li>• <i>recognise that people have different beliefs and celebrate special times in different ways.</i></li> <li>• <i>know that God created us all to be like him but also unique.</i></li> <li>• <i>compare and</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>understand the past through settings, characters and events encountered in books read in class and storytelling.</i></li> <li>• very cold weather can cause water to freeze, warmer weather will cause ice to melt.</li> <li>• <i>Explore the natural world around them.</i></li> <li>• <i>Describe what they see, hear and feel whilst outside.</i></li> <li>• Use a wide topic vocabulary to describe what they experience with their senses.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <i>understand the past through settings, characters and events encountered in books talk about some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps</i></li> <li>• make comparisons of settings and fictional settings.</li> <li>• <i>draw information from a simple map.</i></li> <li>• <i>Understand processes such as floating and sinking. E.g. in the sea</i></li> <li>• <i>Recognise some environments that are different to the</i></li> </ul>	<p><i>explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.</i></p> <ul style="list-style-type: none"> <li>• <i>Know the names of the four seasons.</i></li> <li>• <i>Know the ‘typical’ type of weather for each season.</i></li> <li>• <i>Describe what they see, hear and feel outside.</i></li> <li>• Explore the natural world around them and talk about the different plant life that exists.</li> <li>• Explore the natural world around them, making observations and drawing pictures of plants.</li> <li>• <i>Understand the effect of changing</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Explore the natural world around them and talk about the different animal life that exists.</i></li> <li>• <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></li> <li>• <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></li> <li>• Understand processes such as freezing and melting. E.g. how ice lollies are made and what happens to them in the sun.</li> <li>• Understand processes such as heating and cooling</li> </ul>

		<p><b>contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.</b></p> <ul style="list-style-type: none"> <li>• Know the names of the four seasons.</li> <li>• Know the 'typical' type of weather for each season.</li> <li>• <b>understand the effect of changing seasons on the natural world around them.</b> E.g. seasonal changes to trees/plants;</li> </ul>		<p><b>one in which they live.</b></p> <p>know some similarities and differences between the natural world around me and contrasting environments, drawing on experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>seasons on the natural world around the world</b></p> <p>e.g. very hot/cold countries and how the plant and life differs.</p>	<p>e.g. in cooking, sunbathing.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
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**Expressive Arts and Design (Creating with materials and being imaginative and expressive).**

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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>Pupils will know:</b>						

<p><b>Reception</b></p> <p>Creating with materials</p> <p>Being imaginative</p>	<ul style="list-style-type: none"> <li>• Begin to draw self-portraits, landscapes, and building/cityscapes.</li> <li>• Build models which replicate those in real life, using a variety of resources.</li> <li>• <i>Sing in a group or by oneself, increasingly matching the pitch and following the melody.</i></li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• <i>Explore and engage in music making and dance, performing solo or in groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Join items in a variety of ways (sellotape, masking tape, string and split pins). <ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks</li> </ul> </li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make. <ul style="list-style-type: none"> <li>• Develop their own ideas and then decide which materials to use to express them.</li> </ul> </li> <li>• <i>Watch and talk about dance and performance art, expressing feelings and responses.</i></li> <li>• Listen to music and say what they do or don't like.</li> <li>• Sing a range of well-known nursery rhyme and songs.</li> <li>• Make music and move to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently select additional tools (stamps, rollers etc.) to improve my painting.</li> <li>• Create patterns or meaningful pictures when printing.</li> <li>• <i>Invent, adapt and recount narratives and stories with peers and my teacher.</i></li> <li>• <i>Make use of props and materials when role playing characters in narratives and stories.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Know how to Improve models (scrunch, twist, fold, bend, roll).</li> <li>• Know how to secure boxes, kitchen rolls, <ul style="list-style-type: none"> <li>• decorate</li> <li>• bottles.</li> </ul> </li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings. <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> </ul> </li> <li>• <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></li> <li>• <i>Return to and build on my previous learning, refining ideas and developing ability to represent</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Explore different textures.</i></li> <li>• Draw with details.</li> <li>• <i>create a model, listening to each other's ideas about how to improve and change their model.</i></li> <li>• <i>Explain how they have made a mode.</i></li> <li>• Change the tempo and dynamics whilst playing music.</li> <li>• Use a wide variety of instruments.</li> <li>• Begin to understand emotion through music and describe music in simple term e.g. 'happy', 'sad' or 'scary'.</li> <li>• <i>Use familiar stories to innovate small world play with their peers</i></li> <li>• <i>Use the outside areas</i></li> </ul>	<p><b>ELG: Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></li> <li>• <i>Share their creations, explaining the process they have used.</i></li> <li>• <i>Make use of props and materials when role playing characters in narratives and stories.</i></li> </ul> <p><b>ELG: Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>• <i>Invent, adapt and recount narratives and stories with peers and their teacher.</i></li> </ul>
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				<p><i>them.</i></p> <ul style="list-style-type: none"><li>• <i>Create collaboratively sharing ideas, resources and skills.</i></li><li>• <i>Develop storylines in pretend play.</i></li><li>• <i>Listen attentively, move to, and talk about music, expressing feelings and responses.</i></li></ul>	<p><i>(stage/boat/trim-trail) to act out familiar stories and change them with their peers.</i></p>	<ul style="list-style-type: none"><li>• <i>Sing a range of well-known nursery rhymes and songs.</i></li><li>• <i>Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music.</i></li></ul>
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