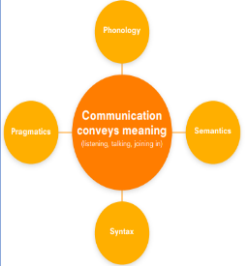


Reception Long term plan

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Possible Themes/Interests/Lines of Enquiry Teddy Bears Pete the Cat Autumn Family Friends Ourselves	Autumn Diwali Bonfire Night Christmas/Father Christmas around the world	Stick Man Fire Service visit Christmas story Christmas around the world	Winter Arctic Lost and Found Snow Bears/Penguins Chinese New Year	Pancake Day Easter Growing up – babies - generations Planting/Gardening/Spring	Life cycles – Frog/butterfly/plant/sunflowers Local Area – Local park visit	Summer holidays (past and present) Hot places Rockpools Mermaids Pirates	
Communication and Language 	<p>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 new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling 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.</p>			<p>Understands the importance of listening. Has an extensive vocabulary. Sometimes joins longer sentences with because (cause and effect). Retells stories and sequences events. Often gives a running commentary during play. Sometimes blurs boundaries between fact and fiction. Speech is generally fully intelligible but there may be some incorrect pronunciation. Enjoys non-fiction books, especially an area they are interested in, e.g. dinosaurs. Asks a large number of questions. Uses language for a variety of purposes: to share, take turns, compare, predict, explain</p>		<p>Understands the importance of listening. Has an extensive vocabulary. Sometimes joins longer sentences with because (cause and effect). Retells stories and sequences events. Often gives a running commentary during play. Sometimes blurs boundaries between fact and fiction. Speech is generally fully intelligible but there may be some incorrect pronunciation. Enjoys non-fiction books, especially an area they are interested in, e.g. dinosaurs. Asks a large number of questions. Uses language for a variety of purposes: to share, take turns, compare, predict, explain Uses a wide range of vocabulary appropriately. In general, structures sentences correctly (grammar is sometimes incorrect). Picks up and uses language from TV shows and books. Questions are usually precise. Offers opinions. Is still learning about the more subtle uses of language, e.g. metaphor and irony.</p>	
	<p>Understands the importance of listening. Has an extensive vocabulary. Sometimes joins longer sentences with because (cause and effect). Retells stories and sequences events. Often gives a running commentary during play. Sometimes blurs boundaries between fact and fiction. Speech is generally fully intelligible but there may be some incorrect pronunciation. Enjoys non-fiction books, especially an area they are interested in, e.g. dinosaurs. Asks a large number of questions. Uses language for a variety of purposes: to share, take turns, compare, predict, explain</p>			<p>Understands the importance of listening. Has an extensive vocabulary. Sometimes joins longer sentences with because (cause and effect). Retells stories and sequences events. Often gives a running commentary during play. Sometimes blurs boundaries between fact and fiction. Speech is generally fully intelligible but there may be some incorrect pronunciation. Enjoys non-fiction books, especially an area they are interested in, e.g. dinosaurs. Asks a large number of questions. Uses language for a variety of purposes: to share, take turns, compare, predict, explain Uses a wide range of vocabulary appropriately. In general, structures sentences correctly (grammar is sometimes incorrect). Picks up and uses language from TV shows and books. Questions are usually precise. Offers opinions. Is still learning about the more subtle uses of language, e.g. metaphor and irony.</p>		<p>Uses a wide range of vocabulary appropriately. In general, structures sentences correctly (grammar is sometimes incorrect). Picks up and uses language from TV shows and books. Questions are usually precise. Offers opinions. Is still learning about the more subtle uses of language, e.g. metaphor and irony</p>	
ELG	<ul style="list-style-type: none"> 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. 			<ul style="list-style-type: none"> 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 			

Personal, Social and Emotional Development

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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



Is becoming confident and self assured.
 Enjoys dramatic play.
 Can cope with delays in having needs met.
 Demonstrates persistence and some emotional control.
 Is able to identify basic character virtues and opportunities to use them.
 Identifies basic feelings and some strategies to manage them.
 Follows basic hygiene rules.

Is becoming confident and self assured.
 Enjoys dramatic play.
 Can cope with delays in having needs met.
 Demonstrates persistence and some emotional control.
 Is able to identify basic character virtues and opportunities to use them.
 Identifies basic feelings and some strategies to manage them.
 Follows basic hygiene rules.

Is able to complete tasks.
 Identifies more complex feelings and begins to recognise them in others.
 Has a stable view of themselves.
 Demonstrates some basic character virtues.
 Manages own needs.
 Takes responsibility for washing, dressing and using the toilet independently.



Is sociable and enjoys silly talk.
 May have a best friend.
 Plays with a group.
 Has a stable self-concept.
 Is beginning to identify what makes them special.

Is sociable and enjoys silly talk.
 May have a best friend.
 Plays with a group.
 Has a stable self-concept.
 Is beginning to identify what makes them special.

Is developing a sense of social rules.
 Prefers games of rivalry.
 Enjoys cooperative play, often relying on an adult to sort out conflicts.
 Shows sensitivity to the needs of others.
 Much of their personality is established.
 Is beginning to recognise differences between themselves and others.



Helps to create rules.
 Takes notice of roles performed by members of their family outside the home.
 Knows that people earn money by working.
 Can describe what they like and don’t like about their environment.

Helps to create rules.
 Takes notice of roles performed by members of their family outside the home.
 Knows that people earn money by working.
 Can describe what they like and don’t like about their environment.

Follows negotiated rules and uses strategies to manage non-compliance.
 Takes notice of roles performed outside their family, e.g. doctors, firefighters, teachers, police officers.
 Knows that to buy some things you may have to save up money.
 Can describe what might be done to care for their environment.

Self Regulation

- 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.

Managing self

- 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.

Building Relationships

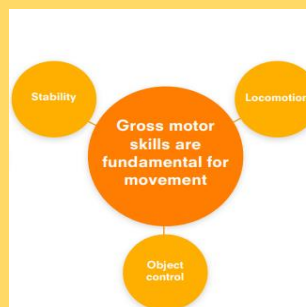
- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others’ needs.

Physical Development

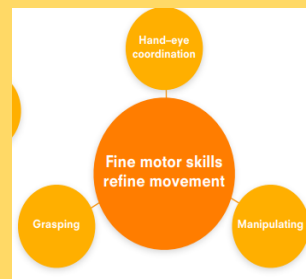
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both 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.



Takes weight on hands and feet, tummy up (back straight, no sagging).
 Can lift up one foot or hand at a time. Hangs on a bar and lifts up a bent leg.
 Stands on a floor marker on one leg, bends down and picks up an object from the floor.
 Picks up a tyre and pushes it along the floor.
 Jumps from side to side along a skipping rope.
 Passes a beach ball from hands to feet and back again while lying on back



Climbs on play equipment.
 Walks up and down stairs, with one foot on each step.
 Claps in time to music.
 Can catch, kick, throw and bounce a ball. Can use a balance bike.
 Can hop and march.
 Uses a variety of different playground equipment.



Threads small beads onto a lace.
 Builds a tower of ten or more bricks.
 Can build with other construction toys. Draws a house.
 Copies the capital letters O, V and H.
 Is beginning to fasten buttons and zips. Draws a person with head, legs, body and (usually) arms and fingers.

Takes weight on hands and feet, tummy up (back straight, no sagging).
 Can lift up one foot or hand at a time. Hangs on a bar and lifts up a bent leg.
 Stands on a floor marker on one leg, bends down and picks up an object from the floor.
 Picks up a tyre and pushes it along the floor.
 Jumps from side to side along a skipping rope.
 Passes a beach ball from hands to feet and back again while lying on back.
 Takes a tummy-up position with hands and feet on the floor, moving around the space.
 Hangs on a bar and lifts up alternate legs, like marching in the air.
 Stands on a floor marker while bending down to pick up objects placed in different positions at varying distances from the marker.
 Can flick over a tyre and repeat, moving it from one end of a small space to another. Can play french skipping over an elastic band.
 Can walk a large therapy ball up and down a wall with feet while lying on back (knees bent).

Climbs on play equipment.
 Walks up and down stairs, with one foot on each step.
 Claps in time to music.
 Can catch, kick, throw and bounce a ball. Can use a balance bike.
 Can hop and march.
 Uses a variety of different playground equipment.
 Can balance on one foot for a short time. Plays ball games.
 Is able to gallop.
 Walks along a low balance beam.
 Is able to skip.
 Can ride a bike without stabilisers.
 Uses core muscle strength to sit up straight at a table.

Threads small beads onto a lace.
 Builds a tower of ten or more bricks.
 Can build with other construction toys. Draws a house.
 Copies the capital letters O, V and H.
 Is beginning to fasten buttons and zips. Draws a person with head, legs, body and (usually) arms and fingers.
 Threads a large needle and stitches real stitches.
 Copies the capital letters V, T, H, O, X, L, A, C, U and Y.
 Uses brushes, crayons and pencils with control.
 Uses a knife and fork competently.

Takes a tummy-up position with hands and feet on the floor, moving around the space.
 Hangs on a bar and lifts up alternate legs, like marching in the air.
 Stands on a floor marker while bending down to pick up objects placed in different positions at varying distances from the marker.
 Can flick over a tyre and repeat, moving it from one end of a small space to another. Can play french skipping over an elastic band.
 Can walk a large therapy ball up and down a wall with feet while lying on back (knees bent).

Can balance on one foot for a short time. Plays ball games.
 Is able to gallop.
 Walks along a low balance beam.
 Is able to skip.
 Can ride a bike without stabilisers.
 Uses core muscle strength to sit up straight at a table.



Threads a large needle and stitches real stitches.
 Copies the capital letters V, T, H, O, X, L, A, C, U and Y.
 Uses brushes, crayons and pencils with control.
 Uses a knife and fork competently.

Gross motor

- Children negotiate space and obstacles safely, with consideration for themselves and others.
- Children demonstrate strength, balance and coordination when playing.
- Children move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine motor

- Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Children using a range of small tools, including scissors, paint brushes and cutlery.
- Children begin to show accuracy and care with drawing.

<p>Literacy</p> 	<p>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).</p>		
<p>Enjoys listening to and joining in with stories. Uses language from stories. Understands that print carries a message. Understands that print is read left to right and top to bottom. Makes attempts to read and write. Identifies familiar signs and labels. Participates in rhyming games. Can count or clap syllables. Recognises initial sounds. Says the sounds for individual letters.</p>	<p>Enjoys listening to and joining in with stories. Uses language from stories. Understands that print carries a message. Understands that print is read left to right and top to bottom. Makes attempts to read and write. Identifies familiar signs and labels. Participates in rhyming games. Can count or clap syllables. Recognises initial sounds. Says the sounds for individual letters. <i>Reads simple phrases and sentences.</i> <i>Enjoys a range of books.</i> <i>Knows that information can be retrieved from books.</i> <i>Retells simple stories.</i> <i>Can describe settings, events and characters in some detail.</i> <i>Uses vocabulary they have heard in books.</i> <i>Is developing phonological awareness.</i> <i>Shows familiarity with rhyming and beginning sounds.</i> <i>Reads some high-frequency words.</i> <i>Is beginning to blend and segment sounds.</i></p>	<p><i>Reads simple phrases and sentences.</i> <i>Enjoys a range of books.</i> <i>Knows that information can be retrieved from books.</i> <i>Retells simple stories.</i> <i>Can describe settings, events and characters in some detail.</i> <i>Uses vocabulary they have heard in books.</i> <i>Is developing phonological awareness.</i> <i>Shows familiarity with rhyming and beginning sounds.</i> <i>Reads some high-frequency words.</i> <i>Is beginning to blend and segment sounds.</i></p>	
<p>Phonics</p>			
<p>Writing is fundamental for learning and communication</p> 	<p>Scribbles with a purpose (trying to write or draw something). Produces some letter-like forms and scribbles that resemble, in some way, writing. Makes distinct marks that look like letters and that are separated from each other. Writes some actual letters, especially the letters in their name. May try different kinds of writing, e.g. writing a list or a greeting card. May start to draw pictures and label them using letters or letter-like marks.</p>	<p>Scribbles with a purpose (trying to write or draw something). Produces some letter-like forms and scribbles that resemble, in some way, writing. Makes distinct marks that look like letters and that are separated from each other. Writes some actual letters, especially the letters in their name. May try different kinds of writing, e.g. writing a list or a greeting card. May start to draw pictures and label them using letters or letter-like marks. <i>Enjoys writing for a variety of purposes. May write their name.</i> <i>Holds pencil correctly and is beginning to form letters accurately.</i> <i>Knows the sounds letters make and is beginning to spell words based on how they sound.</i> <i>Labels pictures with a few words and later on begins to write simple sentences with correct grammar</i></p>	<p><i>Enjoys writing for a variety of purposes.</i> <i>May write their name.</i> <i>Holds pencil correctly and is beginning to form letters accurately.</i> <i>Knows the sounds letters make and is beginning to spell words based on how they sound.</i> <i>Labels pictures with a few words and later on begins to write simple sentences with correct grammar</i></p>
<p>ELG</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • 	<p>Word reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Writing</p> <ul style="list-style-type: none"> • 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.
<p>Mathematics</p>	<p>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 10, 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 organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.</p>		

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.

Patterns are all around us and exploring them helps us to understand them.

Recognises, describes and builds more complex patterns, e.g. A A B, A B C and A B B C.
Fills in the missing elements of a pattern.
Extends a pattern if it ends with a whole unit within the pattern, e.g. Red, Red, Blue ; Red, Red, Blue ; Red, Red, Blue (where Red, Red, Blue is a whole unit).

Sets are ways of grouping and comparing things.

Uses binary sorting: dividing a collection into two groups, ones with a specific attribute and ones without. Comes up with their own criteria for sorting

Number operations are essential for calculating.

Finds answers to 'result unknown' problems up to ten, by counting with objects, e.g. 'You have six toys and are given three more. How many are there altogether?' (Counts out six, then three and then counts all nine.)
Solves subtraction problems by separating objects, e.g. 'You have six balls and you give Mustafa two. How many balls do you have left?' (Counts out six, then takes away two and counts the remaining four.)
Compares by counting with groups up to five.
Quickly names parts of a set up to six.

Measurement is a way to use numbers to describe and compare things.

Makes comparisons between objects relative to size and length.
Physically aligns two objects to see which is longer.
Packs cubes into a box in an organised way.
Can order up to five objects by length.
Uses 'than' to compare objects.
Uses non-standard measuring tools.

Shapes have properties that distinguish them from each other.

Is beginning to use attributes to describe shapes.
Recognises corners.

Measurement is a way to use numbers to describe and compare things.

Makes comparisons between objects relative to size, weight and capacity.
Packs cubes into a box in an organised way.
Uses 'than' to compare objects.
Remembers the sequence of events in a book or in real life.
Uses non-standard measuring tools.

Spatial relationships explain how things are organised.

Describes the position of an object.
Follows/gives verbal directions to find something using spatial language.
Follows a simple map

Data helps us to visualise information and ask and answer questions.

Sorts objects by a single attribute and is able to say how many.
Interprets a realia graph and pictogram with some adult guidance.

Number operations are essential for calculating.

Makes small equal groups (up to six) in the context of sharing fairly.
Skips one-to-one counting, saying 'two, four, six', missing out, or counting internally, the other numbers.

Patterns are all around us and exploring them helps us to understand them.

Recognises, describes and builds more complex patterns, e.g. A A B, A B C and A B B C.
Fills in the missing elements of a pattern.
Extends a pattern if it ends with a whole unit within the pattern, e.g. Red, Red, Blue ; Red, Red, Blue ; Red, Red, Blue.
Can translate patterns by using new materials or actions to represent a pattern, e.g. blue button, red button, yellow button might become cube, circle, triangle.
Recognises core units of a pattern, e.g. cube, circle, triangle is a unit within a pattern, followed by another unit of cube, circle, triangle.
Is able to extend a pattern even if it ends in a partial unit, e.g. cube, circle, triangle; cube, circle. Creates their own patterns.

Sets are ways of grouping and comparing things.

Uses binary sorting: dividing a collection into two groups, ones with a specific attribute and ones without. Comes up with their own criteria for sorting
Uses multiple set sorting by focusing on different attributes, e.g. red gloves and mittens can become large red gloves and large red mittens. Compares and orders sets by using specifically mathematical attributes, e.g. the set that has the most (quantity) and the set that has the the biggest objects (magnitude).

Number operations are essential for calculating.

Finds answers to 'result unknown' problems up to ten, by counting with objects, e.g. 'You have six toys and are given three more. How many are there altogether?' (Counts out six, then three and then counts all nine.)
Solves subtraction problems by separating objects, e.g. 'You have six balls and you give Mustafa two. How many balls do you have left?' (Counts out six, then takes away two and counts the remaining four.)
Compares by counting with groups up to five.
Quickly names parts of a set up to six.
Counts on from the first set, rather than counting the whole, e.g. 5; 6, 7, 8.
Solves 'change unknown' problems, e.g. 'You have six sweets. Taylor gives you

Measurement is a way to use numbers to describe and compare things.

Makes comparisons between objects relative to size, weight and capacity.
Packs cubes into a box in an organised way.
Uses 'than' to compare objects.
Remembers the sequence of events in a book or in real life.
Uses non-standard measuring tools.
Describes measurable attributes of objects.
Enjoys predicting and discussing comparisons of attributes.
Focuses on fairness and accuracy.
Uses a variety of measuring tools.
Estimates how many cubes will fill a space.
Sequences and orders events.
Is beginning to use a timer and a calendar.
Uses an increasing amount of measurement vocabulary.
Is beginning to use some indirect comparison, e.g. turning a circumference into a length using string

Spatial relationships explain how things are organised.

Describes the position of an object.
Follows/gives verbal directions to find something using spatial language.
Follows a simple map.
Describes where an object is, using spatial language.
Follows a sequence of directions.
Plans and discusses different routes.
Rotates and flips objects to make shapes fit, using spatial reasoning.
Enjoys making simple maps.

Data helps us to visualise information and ask and answer questions.

Sorts objects by a single attribute and is able to say how many.
Interprets a realia graph and pictogram with some adult guidance.
Sorts objects for a reason.
Creates realia graphs and pictograms.
Can say which has more and which less on a bar graph.
Makes labels for a graph.

Number operations are essential for calculating.

Makes small equal groups (up to six) in the context of sharing fairly.

Patterns are all around us and exploring them helps us to understand them.

Can translate patterns by using new materials or actions to represent a pattern, e.g. blue button, red button, yellow button might become cube, circle, triangle.
Recognises core units of a pattern, e.g. cube, circle, triangle is a unit within a pattern, followed by another unit of cube, circle, triangle.
Is able to extend a pattern even if it ends in a partial unit, e.g. cube, circle, triangle; cube, circle. Creates their own patterns.

Sets are ways of grouping and comparing things.

Uses multiple set sorting by focusing on different attributes, e.g. red gloves and mittens can become large red gloves and large red mittens. Compares and orders sets by using specifically mathematical attributes, e.g. the set that has the most (quantity) and the set that has the the biggest objects (magnitude).

Number operations are essential for calculating.

Counts on from the first set, rather than counting the whole, e.g. 5; 6, 7, 8.
Solves 'change unknown' problems, e.g. 'You have six sweets. Taylor gives you some more so now you have eight. How many did he give you?'
When subtracting, counts back from first number, keeping track of counts.
Compares larger sets by counting and says which has more or less.
Can compose and decompose numbers to ten.

Measurement is a way to use numbers to describe and compare things.

Describes measurable attributes of objects.
Enjoys predicting and discussing comparisons of attributes.
Focuses on fairness and accuracy.
Uses a variety of measuring tools.
Compares the length of two objects by using a third object (a measuring tool).
Uses an increasing amount of measurement vocabulary.
Is beginning to use some indirect comparison, e.g. turning a circumference into a length using string.

Shapes have properties that distinguish them from each other.

Measurement is a way to use numbers to describe and compare things.

Describes measurable attributes of objects.
Enjoys predicting and discussing comparisons of attributes.
Focuses on fairness and accuracy.
Uses a variety of measuring tools.
Estimates how many cubes will fill a space.
Sequences and orders events.
Is beginning to use a timer and a calendar.
Uses an increasing amount of measurement vocabulary.
Is beginning to use some indirect comparison, e.g. turning a circumference into a length using string

Spatial relationships explain how things are organised.

Describes where an object is, using spatial language.
Follows a sequence of directions.
Plans and discusses different routes.
Rotates and flips objects to make shapes fit, using spatial reasoning. Enjoys making simple maps.

Data helps us to visualise information and ask and answer questions.

Sorts objects for a reason.
Creates realia graphs and pictograms.
Can say which has more and which less on a bar graph.
Makes labels for a graph.

Number operations are essential for calculating.

Solves sharing problems using concrete objects up to 20 and between two and five people.
Solves small number multiplication problems by sorting objects into small groups.

Describes 3D shapes using 2D names, e.g. a cuboid is called a rectangle. Recognises edges and sides. Can make a picture using 2D shapes. Can build structures with arches, roofs and gaps for windows.

some more so now you have eight. How many did he give you?' When subtracting, counts back from first number, keeping track of counts. Compares larger sets by counting and says which has more or less. Can compose and decompose numbers to ten.



Makes comparisons between objects relative to size and length. Physically aligns two objects to see which is longer. Packs cubes into a box in an organised way. Can order up to five objects by length. Uses 'than' to compare objects. Uses non-standard measuring tools. Describes measurable attributes of objects. Enjoys predicting and discussing comparisons of attributes. Focuses on fairness and accuracy. Uses a variety of measuring tools. Compares the length of two objects by using a third object (a measuring tool). Uses an increasing amount of measurement vocabulary. Is beginning to use some indirect comparison, e.g. turning a circumference into a length using string.

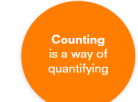
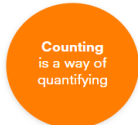


Is beginning to use attributes to describe shapes. Recognises corners. Describes 3D shapes using 2D names, e.g. a cuboid is called a rectangle. Recognises edges and sides. Can make a picture using 2D shapes. Can build structures with arches, roofs and gaps for windows. Uses attributes to identify some unusual shapes. May recognise a right-angled triangle. Recognises most familiar shapes and typical examples of other shapes, e.g. a hexagon or a rhombus. Ignores the orientation of shapes when identifying them. Describes the faces on a 3D shape. Names some common 3D shapes, e.g. a sphere or cube. Puts 2D shapes together to make part of a picture, e.g. triangles and a circle to make a flower. Builds more complex structures, substituting combinations for another shape.

Skips one-to-one counting, saying 'two, four, six', missing out, or counting internally, the other numbers. Solves sharing problems using concrete objects up to 20 and between two and five people. Solves small number multiplication problems by sorting objects into small groups.

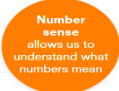
Uses attributes to identify some unusual shapes. May recognise a right-angled triangle. Recognises most familiar shapes and typical examples of other shapes, e.g. a hexagon or a rhombus. Ignores the orientation of shapes when identifying them. Describes the faces on a 3D shape. Names some common 3D shapes, e.g. a sphere or cube. Puts 2D shapes together to make part of a picture, e.g. triangles and a circle to make a flower. Builds more complex structures, substituting combinations for another shape.

Ongoing

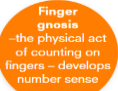


Keeps one-to-one correspondence for small groups of objects in a line. Answers 'How many?' by counting again.

Keeps one-to-one correspondence for small groups of objects in a line. Answers 'How many?' by counting again.
 Accurately counts to five and can answer 'How many?' by using the last number (e.g. 'One, two, three, four. There are four.').
 Is beginning to demonstrate cardinality.
 Can count to ten and may write or draw the numeral 5

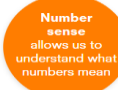


Subitises to five in familiar arrangements.
 Identifies first to fifth.
 Can place numbers on a blank number line



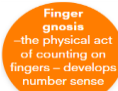
Identifies different fingers especially in songs like 'Peter Pointer' and 'Baby Small'.
 Matches finger symbols to collections of objects

Accurately counts to five and can answer 'How many?' by using the last number (e.g. 'One, two, three, four. There are four.').
 Is beginning to demonstrate cardinality.
 Can count to ten and may write or draw the numeral 5
 Counts objects up to five.
 Shows a group of four objects. Counts structured arrangements to ten.
 Draws or writes numerals to ten. Accurately counts a line of objects and says how many.
 Says what becomes before or after a number by counting up from one. Counts beyond 20.



Subitises to five in familiar arrangements.
 Identifies first to fifth.
 Can place numbers on a blank number line

Subitises to six in familiar and non-familiar arrangements, describing how they see the number.
 Identifies first to tenth.
 Can place numbers on a blank number line to 20.
 Can place numbers on a vertical number line (which includes zero and negative numbers).



Identifies different fingers especially in songs like 'Peter Pointer' and 'Baby Small'.
 Matches finger symbols to collections of objects
 Shows numbers with fingers. Follows lines on a maze with different fingers

ELG

Number

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important 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.



Organises images from a story into a plausible chronological order.
 Knows that children grow and change with the passage of time.
 Joins in and talks about family customs and routines.
 Talks about significant events from their own experience

Organises images from a story into a plausible chronological order.
 Knows that children grow and change with the passage of time.
 Joins in and talks about family customs and routines.
 Talks about significant events from their own experience
 Sequences and retells stories.
 Talks about past and present events in their own life and that of family members.
 Identifies some similarities and differences between things now and in the past.
 Explores artefacts and uses them in play. Uses vocabulary to express the passing of time.
 Knows that they and the world around them changes with the passage of time.

Talks about past and present events in their own life and that of family members.
 Identifies some similarities and differences between things now and in the past.
 Explores artefacts and uses them in play. Uses vocabulary to express the passing of time.
 Knows that they and the world around them changes with the passage of time.



Gives details about where they live, e.g. city, town or village name, street name.
 Uses some geographical vocabulary to describe their local environment.
 Can talk about some places of local interest, e.g. the library, places of worship, bus stops, train stations, shops, restaurants.
 Can interpret a simple map of the classroom.
 Is able to talk about some similarities and differences in countries around the world.

Gives details about where they live, e.g. city, town or village name, street name.
 Uses some geographical vocabulary to describe their local environment.
 Can talk about some places of local interest, e.g. the library, places of worship, bus stops, train stations, shops, restaurants.
 Can interpret a simple map of the classroom.
 Is able to talk about some similarities and differences in countries around the world.
 Can interpret an aerial view of their school setting, commenting on what they can see, including buildings and roads. Points out landmarks while on a walk in their local area.
 Can draw a simple map of the classroom, indicating different interest areas.
 Uses some specific geographical vocabulary to describe different locations. Is able to see where their country is in the world in relation to others.

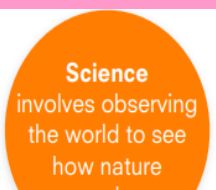
Can interpret an aerial view of their school setting, commenting on what they can see, including buildings and roads. Points out landmarks while on a walk in their local area.
 Can draw a simple map of the classroom, indicating different interest areas.
 Uses some specific geographical vocabulary to describe different locations. Is able to see where their country is in the world in relation to others.



Looks closely at things in nature, e.g. animals and plants, and talks about what they have seen.
 Can talk about how being outside makes them feel.
 Knows that plants and animals need water and animals need food.
 Knows we need to take care of materials, e.g. putting things away properly.

Looks closely at things in nature, e.g. animals and plants, and talks about what they have seen.
 Can talk about how being outside makes them feel.
 Knows that plants and animals need water and animals need food.
 Knows we need to take care of materials, e.g. putting things away properly.
 Shows a basic understanding of how they might have an impact on the environment.
 Shows concern for living things, e.g. is careful not to damage plants.
 Knows that being outside can make them feel better if they are anxious or upset. Knows that plants and animals need to be looked after to survive. Takes responsibility for materials – using them properly, putting them away and performing basic repairs, e.g. sticking down a torn book cover.

Shows a basic understanding of how they might have an impact on the environment.
 Shows concern for living things, e.g. is careful not to damage plants.
 Knows that being outside can make them feel better if they are anxious or upset. Knows that plants and animals need to be looked after to survive. Takes responsibility for materials – using them properly, putting them away and performing basic repairs, e.g. sticking down a torn book cover.



Explores the natural world, using their five senses.
 Describes the impact of weather and seasons on their daily life.
 Names and describes familiar plants and animals.
 Investigates forces, light and vibrations.
 Is beginning to talk about why things happen.
 Predicts what might happen and explains why.
 Records findings in a simple way.

Explores the natural world, using their five senses.
 Describes the impact of weather and seasons on their daily life.
 Names and describes familiar plants and animals.
 Investigates forces, light and vibrations.
 Is beginning to talk about why things happen.
 Predicts what might happen and explains why.
 Records findings in a simple way.
 Looks closely at similarities and differences in nature. Participates in guided investigations and makes observations. Asks and responds to questions about familiar objects.
 Talks about observable changes.
 Understands that objects move in different ways depending on size and weight. Asks questions such as 'What would happen if ...?'.
 Records ideas and observations.

Looks closely at similarities and differences in nature. Participates in guided investigations and makes observations. Asks and responds to questions about familiar objects.
 Talks about observable changes.
 Understands that objects move in different ways depending on size and weight. Asks questions such as 'What would happen if ...?'.
 Records ideas and observations.



Explores a range of everyday objects and can talk about similarities and differences between them.
 Draws what they are going to make. Chooses appropriate tools.
 Explains what they are happy with in a product and how they will tweak the design to improve it

Explores a range of everyday objects and can talk about similarities and differences between them.
 Draws what they are going to make. Chooses appropriate tools.

Makes judgements about properties of different materials and their suitability for construction.
 Tests out the properties of materials. Draws what they are going to make and explains designs. Experiments with designs and materials. Uses tools safely.
 Describes how a product is made up of many different parts

Explains what they are happy with in a product and how they will tweak the design to improve it
 Makes judgements about properties of different materials and their suitability for construction.
 Tests out the properties of materials. Draws what they are going to make and explains designs. Experiments with designs and materials. Uses tools safely.
 Describes how a product is made up of many different parts

ELG

Natural World

- 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.

Time

- 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.

People and communities

- 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, non-fiction texts and – when appropriate – maps

D.T

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories

Expressive Arts and Design

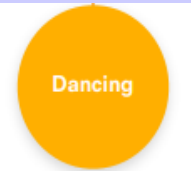
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children 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.



Likes art that is realistic and relates to their experience.
 Can sort art by its medium. Explores colour and colour mixing.
 Is beginning to use painting and drawing to represent actions and objects.
 Is beginning to use art to demonstrate feelings.
 Uses tools for a purpose.
Autumn 1 - Artist study – Kandinsky (patterns)
 Picasso (faces)
Autumn 2 - Artist study – Jackson Pollock (collaborative work), Georges Seurat (pointillism)



Matches an instrument to its sound. Describes the quality of a sound as, e.g. loud, quiet, long, short.
 Can sing a whole song with others. Enjoys changing words in a song.
 Can clap in rhythm.
 Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music.
 Enjoys playing a wide variety of instruments.
 Rhymes::
Autumn 1: Jack and Jill, 10 in the bed, Little Miss Muffett, Hey Diddle Diddle, Jack in the box, Here we go round the mulberry bush, Dr Foster
 The ABC Song
Autumn 2: Starlight, I hear thunder, 10 green bottles, Old King Cole, Little Jack Horner, Jingle bells, When Santa got stuck up the chimney



Can move in a variety of different ways. Moves to different musical rhythms and tempos, often as animals, e.g. lions, elephants and monkeys.
 Moves in response to different stimuli. Copies movements shown by the teacher. Demonstrates emotions through facial expressions and gestures.
 Responds to music from other cultures with different ways of moving.

Likes art that is realistic and relates to their experience.
 Can sort art by its medium. Explores colour and colour mixing.
 Is beginning to use painting and drawing to represent actions and objects.
 Is beginning to use art to demonstrate feelings.
 Uses tools for a purpose.
 Is beginning to think about an artist's point of view.
 Is starting to think about composition and colour.
 Experiments with a wide variety of materials.
 Can use art to represent feelings.
 Makes intentional representations, deciding beforehand what they want to depict.
 Uses a wide variety of tools with developing expertise.
Spring 1 Artist Study – Piet Mondrian (colour, line) Mackenzie Thorpe (local, animals, shapes)
Spring 2 Artist Study – Matisse (The snail), O'Keefe (flowers)

Matches an instrument to its sound. Describes the quality of a sound as, e.g. loud, quiet, long, short.
 Can sing a whole song with others. Enjoys changing words in a song.
 Can clap in rhythm.
 Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music.
 Enjoys playing a wide variety of instruments.
 Sings a large repertoire of songs from memory.
 Can describe changes within a piece of music.
 Moves rhythmically to a regular beat and can keep time with the music.
 Has some pitch control and rhythmic accuracy.
 Plays instruments with some precision and accuracy.
 Enjoys group singing. Enjoys listening to different genres of music.

Rhymes
Spring1 : Sing a song of sixpence, Kookaberra, 1.2.buckle my shoe, Old mother Hubbard, Mary had a little lamb, Goosey goosey gander, Little boy blue.
Spring 2 : Down in the jungle, The big ship sails, 5 elephants went out to play, Hot cross buns, Chick, chick, chick chicken

Can move in a variety of different ways. Moves to different musical rhythms and tempos, often as animals, e.g. lions, elephants and monkeys.
 Moves in response to different stimuli. Copies movements shown by the teacher. Demonstrates emotions through facial expressions and gestures.
 Responds to music from other cultures with different ways of moving.
 Demonstrates fluency when moving in a variety of different ways.
 Explores and moves with appropriate actions in response to a stimulus.
 Creates dances with movements and gestures to express feelings and ideas.
 Describes how dancing or watching dance makes them feel.
 Expresses emotions through facial expression, stance and gesture.
 Enjoys dancing to music from different cultures.

Is beginning to think about an artist's point of view.
 Is starting to think about composition and colour.
 Experiments with a wide variety of materials.
 Can use art to represent feelings.
 Makes intentional representations, deciding beforehand what they want to depict.
 Uses a wide variety of tools with developing expertise.
Summer 1 - Artist Study – Van Gogh (Sunflowers) Klimt (patterns)
Summer 2 - Artist Study – Andy Goldsworthy, L S Lowery (seaside)

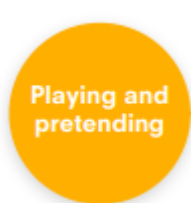
Sings a large repertoire of songs from memory.
 Can describe changes within a piece of music.
 Moves rhythmically to a regular beat and can keep time with the music.
 Has some pitch control and rhythmic accuracy.
 Plays instruments with some precision and accuracy.
 Enjoys group singing. Enjoys listening to different genres of music.

Rhymes
Summer 1 : Mary mary, B-i-n-g-o, 10 fat sausages, I went to visit the farm one day, Muffin man, Queen of hearts

Summer 2 : One man went to mow, There's a worm at the bottom of the garden, London Bridge is falling down, I know an old lady who swallowed a fly, Lavenders blue, This old man, Oranges and lemons.

Demonstrates fluency when moving in a variety of different ways.
 Explores and moves with appropriate actions in response to a stimulus.
 Creates dances with movements and gestures to express feelings and ideas.
 Describes how dancing or watching dance makes them feel.
 Expresses emotions through facial expression, stance and gesture.
 Enjoys dancing to music from different cultures.

Takes on multiple roles.
 Includes highly imaginative themes with multiple plans and sequences in play.

	<p>Pretends play is based on events they have seen or heard about but not personally experienced. Takes on a role alongside others, changing roles in response to the play. Includes planned events with cause-and effect sequences in play. Uses language to set the scene. Is beginning to assign roles to adults, e.g. 'I am the nurse. You are the baby.'</p>	<p>Pretends play is based on events they have seen or heard about but not personally experienced. Takes on a role alongside others, changing roles in response to the play. Includes planned events with cause-and effect sequences in play. Uses language to set the scene. Is beginning to assign roles to adults, e.g. 'I am the nurse. You are the baby.'</p> <p>Takes on multiple roles. Includes highly imaginative themes with multiple plans and sequences in play. To set the scene, language is used, which includes understanding, use of inference, predicting and non-verbal communication, such as gestures and facial expressions. Creates play scenes that are made up of longer stories with several steps laid out in sequence. Collaborates with others, planning roles and scenarios.</p>	<p>To set the scene, language is used, which includes understanding, use of inference, predicting and non-verbal communication, such as gestures and facial expressions. Creates play scenes that are made up of longer stories with several steps laid out in sequence. Collaborates with others, planning roles and scenarios.</p>
<p>ELG</p>	<p>Art</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories 	<p>Music</p> <ul style="list-style-type: none"> • Children invent, adapt and recount narratives and stories with peers and their teacher. • Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. 	<p>Dance</p> <ul style="list-style-type: none"> • Children invent, adapt and recount narratives and stories with peers and their teacher. • Children sing a range of well-known nursery rhymes and songs. • Children perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.