

## EYFS Skills and Progression Map.

### **Curriculum Intent:**

At St Joseph's, we offer a curriculum rich in wonder and memorable experiences.

We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.

We recognise the crucial role that Early Years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

### **Curriculum Implementation:**

At St Joseph's, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained and experienced staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators. Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Little Wandle programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, and garden. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents have access to Tapestry which informs them of what their child is learning and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experiences from home.

As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

## Curriculum Impact:

Our curriculum and its delivery ensure that children, from their own starting points make at least good progress. During their time with us children make progress towards the national expectation for a Good Level of Development (GLD) at the end of the year. Pupils also make at least good progress toward their age-related expectations both academically and socially, developing a sense of themselves before transitioning into Year One.

Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and explaining their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing.

We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of assessment.

## Communication and Language – Prime Area.

*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.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	To talk about themselves and others. <b>(Au1)</b>  To sing songs. <b>(Au1)</b>  To speak about a range of texts. <b>(Au1)</b>	To retell stories. <b>(Au2)</b>  To make comments about their observations. <b>(Au2)</b>	To describe features of different festivals. <b>(Sp1)</b>  To talk about different environments. <b>(Sp1)</b>	To be able to order a range of life cycles. <b>(Su2)</b>  To describe familiar texts with detail and using full sentences. <b>(Sp2)</b>	To describe how to keep healthy. <b>(Su1)</b>  To compare differences between now and then. <b>(Su1)</b>	To be able to give facts about a specified subject. <b>(Su2)</b>  To being to ask questions about familiar aspects of their environment and their learning. <b>(Sp2)</b>	<b>Listening and Understanding.</b> *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 interaction.
Reception Knowledge	To know about others. <b>(Au1)</b>	To know different ways of celebrating. <b>(Au2)</b>	To know different festivals. <b>(Sp1)</b>	To know different life cycles. <b>(Su2)</b>	To be able to talk about and identify healthy food and lifestyles.	To know and talk about their local area and a contrasting locality. <b>(Su2)</b>	*Make comments about what they have heard and ask questions to clarify their understanding.

	To know familiar songs. <b>(Au1)</b>	To be able to talk about how different people help us. <b>(Au2)</b>	To know about other continents. <b>(Sp1)</b>	To know different features of texts. <b>(Sp2)</b>	<b>(Su1)</b>	To know a range of facts. <b>(Su2)</b>	<p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking.</b></p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
	To describe different story and non-fiction texts. <b>(Au1)</b>	To begin to talk about stories using vocabulary learnt. <b>(Au2)</b>	Express their ideas and feelings about their experiences. <b>(Sp1)</b>	To talk confidently about why things happen using new vocabulary learnt. <b>(Sp2)</b>	To recognise and talk about differences between. now and then <b>(Su1)</b>	To engage in meaningful conversations with others. <b>(Su2)</b>	

### Personal, Social and Emotional Development – Prime Area.

*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.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
<b>Reception Skills</b>	<p>To describe a friend. <b>(Au1)</b> To know and demonstrate friendly behaviour. <b>(Au1)</b></p> <p>To understand how to be a good friend. <b>(Au1)</b> To learn about the different family structures. <b>(Au1)</b></p> <p>To learn to join in with whole group activities. <b>(Au1)</b></p> <p>To choose an activity independently. <b>(Au1)</b></p>	<p>To learn about important dates in their lives. <b>(Au2)</b></p> <p>To describe differences in people's lives and how they celebrate. <b>(Au2)</b></p>	<p>To identify ways of being helpful to others and how this will make them feel. <b>(Sp1)</b></p> <p>To work alongside others, taking turns and sharing. <b>(Spr1)</b></p>	<p>To learn right from wrong. <b>(Sp2)</b></p> <p>To understand how to make the right choices and the consequences of not making the right ones. <b>(Sp2)</b></p>	<p>To describe how to be healthy. <b>(Su1)</b></p>	<p>To begin to negotiate and solve problems without aggression or adult support. <b>(Su2)</b></p>	<p><b>Self-Regulation.</b> *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*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.</p>
<b>Reception Knowledge</b>	<p>To describe and show friendly behaviour. <b>(Au1)</b></p> <p>To begin taking turns with their friends. <b>(Au1)</b></p>	<p>To be able to talk about people who help us. <b>(Au2)</b></p> <p>To understand why different people celebrate different things. <b>(Au2)</b></p>	<p>To talk about the effect my behaviour has on others. <b>(Sp1)</b></p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are. <b>(Sp2)</b></p>	<p>To be able to talk about the relationships they have at home with their family and friends. <b>(Su2)</b></p>	<p>To know different rules within the classroom and aware of the boundaries set. <b>(Su1)</b></p>	<p><b>Managing Self.</b> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and</p>

							<p>understanding the importance of healthy food choices</p> <p><b><u>Building Relationships.</u></b></p> <p>*Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
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**Physical Development – Prime Area.**

*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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	<p>To use a dominant hand. <b>(Au1)</b> <b>(also has a Computing Link)</b></p> <p>To begin to form recognisable letters which are formed mostly correctly. <b>(Au1)</b></p>	<p>To use a dominant hand. <b>(Au2)</b></p> <p>To begin to use anticlockwise movement and retrace vertical lines. <b>(Au2)</b></p> <p>To use scissors to cut. <b>(Au2)</b></p>	<p>To be able to balance and coordinate safely. <b>(Sp1)</b></p> <p>To negotiate space effectively. <b>(Sp1)</b></p> <p>To link movements together.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control. <b>(Sp2)</b></p> <p>To negotiate space effectively.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. <b>(Su1)</b></p> <p>To show good control and co-ordination in</p>	<p>To show good control and co-ordination in large and small movements. <b>(Su2)</b> <b>(Computing Link)</b></p>	<p><b><u>Gross Motor Skills.</u></b></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing,</p>

	<p>To negotiate space safely. <b>(Au1)</b></p> <p>To use tools with safety and increasing control. <b>(Au1)</b></p> <p>To negotiate space effectively. <b>(Au1)</b></p>	<p>To use climbing equipment safely and competently. <b>(Au2)</b></p> <p>To negotiate space effectively. <b>(Au2)</b></p>	<b>(Sp1)</b>	<b>(Sp2)</b>	<p>large and small movements. <b>(Su1)</b></p> <p><b>(Computing Link)</b></p>		<p>hopping, skipping and climbing.</p> <p><b>Fine Motor Skills.</b></p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>
<b>Reception Knowledge</b>	<p>To know which hand to write with. <b>(Au1)</b></p> <p>To know how to use space safely <b>(Au1)</b></p> <p>To know how to use scissors effectively. <b>(Au1)</b></p>	<p>To know how to make anticlockwise movement and retrace vertical lines. <b>(Au2)</b></p> <p>To know how to use the play trail and outdoor equipment safely. <b>(Au2)</b></p> <p>To know how to use scissors effectively. <b>(Au2)</b></p>	<p>To know how to link movements and to perform a sequence. <b>(Sp1)</b></p> <p>To know how to navigate around a space safely. <b>(Sp1)</b></p>	<p>To know why it is important to handle different apparatus safely. <b>(Sp2)</b></p> <p>To know how to use scissors effectively. <b>(Sp2)</b></p>	<p>To know how to form letters correctly. <b>(Su1)</b></p> <p>To know how to use scissors effectively. <b>(Su1)</b></p>	<p>To know how to handle a range of equipment and tools effectively. <b>(Su2)</b></p> <p>To know how to use scissors effectively. <b>(Su2)</b></p>	<p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>

### Literacy – Specific Area.

*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).*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 1</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Early Learning Goals</b>
<b>Reception Topics</b>							
	Me and My Family/senses	Remembrance day, Guy Fawkes Advent/Christmas	Winter Luna New Year	Easter Spring Life-Cycles	Holidays now and then	Local Area Summer	

	Autumn		Space	Growing	Healthy Me	Children's interests Transition	
<b>Reception Core Texts.</b>							
	The Colour Monster Amazing The Leaf Thief	Stanley's Stick The Gingerbread Man Walking Through the Jungle Bonfire Night by Nancy Dickman The Snowman Raymond Briggs	Six little chicks by Jez Alborough One snowy night nick butterworth Penguin Polly Dunbar Toys in Space Chinese new year non fiction Lanterns and Firecrackers: A Chinese New Year Story (Festival Time) Alien's love underpants	<i>Christopher's Caterpillars</i> <i>Jack and the Beanstalk</i> <i>Chick lifecycle non fiction</i>	Holidays book?! Supertato and the pea Supertato and the veggies	The three little pigs	
<b>Reception Skills</b>	Listening to and identifying sounds in the environments. <b>(Au1)</b>  Listening to and hearing initial sounds in familiar words. <b>(Au1)</b>  To identify sounds on a sound mat. <b>(Au1)</b>  Listens to familiar stories and able to recall some facts. <b>(Au1)</b>	Listening to and hearing sounds in CVC words. <b>(Au2)</b>  To identify sounds on a sound mat and to use this when writing. <b>(Au2)</b>  Listens to familiar stories and able to recall facts. <b>(Au2)</b>  To use adjectives to describe.	To think of and write a short, simple sentence. <b>(Sp1)</b>  Listening to and hearing sounds in CVC and CVCC words. <b>(Sp1)</b>  Identifying sounds on a sound mat. <b>(Sp1)</b>  Listens to stories and is beginning to	To think of and write a short, simple sentence. <b>(Sp2)</b>  Listening to and hearing sounds in CVC and CVCC words. <b>(Sp2)</b>  Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Sp2)</b>	To think of and write a short, simple sentence. <b>(Su1)</b>  Listening to and hearing sounds in CVC and CVCC words. <b>(Su1)</b>  Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Su1)</b>	To think of and write a short, simple sentence. <b>(Su2)</b>  Listening to and hearing sounds in CVC and CVCC words. <b>(Su2)</b>  Identifying sounds, including phonemes and other digraphs on a sound mat. <b>(Su2)</b>  Checking written work and making	<b>Comprehension</b>  *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.

		<b>(Au2)</b>	anticipate what may happen next. <b>(Sp1)</b>	Listens to stories and is beginning to anticipate what may happen next. <b>(Sp2)</b>	Checking written work and making any changes where necessary. <b>(Su1)</b>	any changes where necessary. <b>(Su2)</b>	<p><b>Word Reading.</b></p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<b>Reception Knowledge</b>	<p>Knowing that words can be written. <b>(Au1)</b></p> <p>Knowing the sounds that the taught letters make. <b>(Au1)</b></p> <p>Knowing what the taught letters looks like. <b>(Au1)</b></p> <p>Knowing how to write the taught letters. <b>(Au1)</b></p> <p>Knows how to sequence familiar stories. <b>(Au1)</b></p>	<p>Knowing that words can be written. <b>(Au2)</b></p> <p>Knowing the sounds that the taught letters make. <b>(Au2)</b></p> <p>Knowing what the taught letters looks like. <b>(Au2)</b></p> <p>To know what an adjective is. <b>(Au2)</b></p> <p>Knowing how to write the taught letters. <b>(Au2)</b></p> <p>Recognising taught tricky words in a text. <b>(Au2)</b></p> <p>Knows how to sequence familiar stories. <b>(Au2)</b></p>	<p>Knowing that words can be written. <b>(Sp1)</b></p> <p>Knowing the sounds that the taught letters make. <b>(Sp1)</b></p> <p>Knowing what the taught letters looks like. <b>(Sp1)</b></p> <p>Knowing how to write the taught letters. <b>(Sp1)</b></p> <p>Recognising taught tricky words in text. <b>(Sp1)</b></p> <p>Knows how to spell some familiar words. <b>(Sp1)</b></p>	<p>Knowing the sounds that the taught phonemes make. <b>(Sp2)</b></p> <p>Knowing what the taught phonemes look like. <b>(Sp2)</b></p> <p>Knowing how to write the taught letters. Recognising taught tricky words in text. <b>(Sp2)</b></p> <p>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Sp2)</b></p> <p>Knows how to spell some familiar words. <b>(Sp2)</b></p>	<p>Knowing the sounds that the taught phonemes make. <b>(Su1)</b></p> <p>Knowing what the taught phonemes look like. <b>(Su1)</b></p> <p>Knowing how to write the taught letters. <b>(Su1)</b></p> <p>Recognising taught tricky words in text. <b>(Su1)</b></p> <p>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Su1)</b></p> <p>Knowing that sentences can be extended by</p>	<p>Knowing the sounds that the taught phonemes make. <b>(Su2)</b></p> <p>Knowing what the taught phonemes look like. <b>(Su2)</b></p> <p>Knowing how to write the taught letters. <b>(Su2)</b></p> <p>Recognising taught tricky words in text. <b>(Su2)</b></p> <p>To know that a sentence starts with a capital letter and ends with a full stop. <b>(Su2)</b></p> <p>Knowing that sentences can be extended by using a connective. <b>(Su2)</b></p>	<p><b>Writing.</b></p> <p>*Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>



					using a connective . (Su1) Uses learnt words and phrases to discuss familiar stories or during role play. (Su1) Knows how to spell some familiar words. (Su1)	Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)	
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**Books that children are expected to know fluently by the end of Reception**

**Maths - Specific Area**

*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. 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.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
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**Areas of Learning Covered**

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<p><b>Reception Skills</b></p>	<p>To be able to match, sort and compare. <b>(Au1)</b></p> <p>To talk about measure and pattern. <b>(Au1)</b></p> <p>To know that patterns are repeated designs. <b>(Au1)</b></p>	<p>To know numbers to 3. <b>(Au2)</b></p> <p>To say number names to 3 in order. <b>(Au2)</b></p> <p>To know the names of 2D shapes. To know that 2D shapes can have sides and corners. <b>(Au2)</b></p>	<p>To know numbers to 8. <b>(Sp1)</b></p> <p>To say number names to 8 in order. <b>(Sp 1)</b></p> <p>To use 1 more and 1 less than. <b>(Sp 1)</b></p> <p>To know that length, capacity and weight can all be measured. <b>(Sp1)</b></p> <p>To explore length, height and time. <b>(Sp 1)</b></p>	<p>To know numbers to 8. <b>(Sp2)</b></p> <p>To say number names to 8 in order. <b>(Sp 2)</b></p> <p>To use 1 more and 1 less than. <b>(Sp 2)</b></p> <p>To explore 3d shapes. <b>(Sp2)</b></p>	<p>To know that the word 'more' indicates that the group is getting larger. <b>(Su1)</b></p> <p>To know that the word 'less' indicates that a group is getting smaller. <b>(Su1)</b></p> <p>To be able to count, order and recognise numbers to 20. <b>(Su1)</b></p> <p>To count forwards and backwards to 20. <b>(Su1)</b></p> <p>To add and subtract. <b>(Su1)</b></p> <p>To manipulate shapes. <b>(Su1)</b></p>	<p>To explore grouping and sharing. <b>(Su2)</b></p> <p>To build, visualise and map shapes. <b>(Su2)</b></p> <p>To describe positions. <b>(Su2)</b></p> <p>To make connections and deepen understanding of patterns and Relationships. <b>(Su2)</b></p>	<p><b>Number</b></p> <p>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns.</b></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p><b>Reception Knowledge</b></p>	<p>Getting to know you (2 weeks - baseline)</p> <p>Match, Sort &amp; Compare (2 weeks) Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p>Talk about measure and patterns (2 weeks) Compare size</p>	<p>It's Me 1, 2, 3 (2 weeks) Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 Circles and triangles (1 week) Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p>	<p>Alive in 5 (2 weeks) Introduce 0 Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 Mass and Capacity (1 week) Compare mass Find a balance Explore capacity Compare capacity</p>	<p>Building 9 and 10 (3 weeks) Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of</p>	<p>To 20 and beyond (2 weeks) Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns How many now? (1 week) Add more How many did I add?</p>	<p>Sharing and grouping (2 weeks) Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles Visualise, build and map (3 weeks) Identify units of repeating patterns Create own pattern rules</p>	

	<p>Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p>	<p>1, 2, 3, 4, 5 (2 weeks) Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 Shapes with 4 sides (1 week) Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p>Growing 6, 7, 8 (2 weeks) Find 6, 7 and 8 Represent 6, 7, and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising Length, Height and Time (1 week) Explore length Compare length Explore height Compare height Talk about time Order and sequence</p>	<p>10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd Explore 3D shapes (2 weeks) Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p>Take away How many did I take away? Manipulate, compose and decompose (2 weeks) Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p>	<p>Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations Make connections (1 week) Deepen understanding Patterns and relationships.</p>
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## Understanding of the World – Specific Area.

*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.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
<b>Reception Skills</b>	<p>To talk about how they have changed since they were a baby. <b>(Au1)</b> <b>(History Link)</b></p> <p>To talk about the changes they observe in their</p>	<p>To talk about how Christians celebrate Christmas. <b>(Au2)</b> <b>(RE Link)</b></p> <p>To be able to differentiate between nocturnal and diurnal animals.</p>	<p>To talk about a special event in their life. <b>(Sp1/2)</b> <b>(History Link)</b></p> <p>I can talk about features of my own immediate environment and how environments may vary from one another <b>(Sp1/2)</b></p>				<p><b>Past and Present.</b> *Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their</p>

	<p>environment – Seasons link. <b>(Au1)</b> <b>(Science/ Geography Link)</b></p> <p>To be able to recount changes within living memory. <b>(Au1)</b> <b>(History Link)</b></p> <p>Identify some similarities and differences between now and the past. <b>(Au1)</b> <b>(History Link)</b></p> <p>I can discuss daily weather/ seasons. <b>(Au1)</b> <b>(Science/ Geography Link)</b></p>	<p><b>(Au2)</b> <b>(Science Link)</b></p> <p>. To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc). <b>(Au2)</b></p> <p>Answer basic questions about the past. <b>(Au2)</b> <b>(History Link)</b></p> <p><b>(Au2)</b> <b>(Science/ Geography Link)</b></p> <p>I can make observations and express their views of the environment. <b>(A/2)</b> <b>(Science/ Geography Link)</b></p> <p>Talk, draw or write about aspects of the past. <b>(Au2)</b> <b>(History Link)</b></p>	<p><b>(Science/ Geography Link)</b></p> <p>Know that their own experiences differ to those of others. <b>(Sp1/2)</b> <b>(History Link)</b></p> <p>Identify some similarities and differences between ways of life in different periods. <b>(Sp1/2)</b> <b>(History Link)</b></p> <p>To use vocabulary to explain melting including solids and liquids and predict an outcome. <b>(Sp1/2)</b> <b>(science link)</b></p> <p>Talking about the life cycle of plants and animals and what they need to survive. <b>(Su1/2)</b> <b>(Science Link)</b></p>	<p>I can talk about features of my own immediate environment and how environments may vary from one another <b>(Su1/2)</b> <b>(Science/ Geography Link)</b></p> <p>I can ask questions about their familiar world (where they live or the natural world). <b>(Su1/2)</b> <b>(Geography Link)</b></p> <p>To use directional language to describe a sequence (beebots) <b>(Su1/2)</b> <b>(Computing Link)</b></p> <p>I can talk about some features of the areas where I live. <b>(Su1/2)</b> <b>(Geography Link)</b></p>	<p>experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities.</u></b></p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*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.</p> <p>*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.</p> <p><b><u>The Natural World.</u></b></p> <p>*Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*Know some similarities and differences between</p>
<p>Reception Knowledge</p>	<p>To know the names of different body parts. <b>(Au1)</b> <b>(Science Link)</b></p>	<p>To know that people around the world have different religions. <b>(Au2)</b> <b>(RE/Geography Link)</b></p>	<p>To know that people in other countries may speak different languages. <b>(Sp1/2)</b> <b>(Geography Link)</b></p>	<p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods. <b>(Su1/2)</b> <b>(Science Link)</b></p>	<p>*Know some similarities and differences between</p>

	<p>To know that they have a family unit that can/will change over time. <b>(Au1)</b> <b>(History Link)</b></p> <p>To name members of their family. <b>(Au1)</b> <b>(History Link)</b></p> <p>To begin to use a mouse/pad to navigate a computer. <b>(Au1)</b> <b>(Computing Link)</b></p>	<p>To know that some animals are nocturnal. <b>(Au2)</b> <b>(Science Link)</b></p> <p>To know that adults do a variety of jobs. <b>(Au2)</b> <b>(Geography Link)</b></p> <p>To identify members of the community who help us. <b>(Au2)</b> <b>(Geography Link)</b></p> <p>To know that the emergency services exist and what they do. <b>(Au2)</b> <b>(Geography Link)</b></p>	<p>To know that humans and other animals can grow. <b>(Sp1/2)</b> <b>(Science Link)</b></p> <p>To know how water becomes a solid or liquid. <b>(Sp1/2)</b> <b>(Science Link)</b></p> <p>To know that Christians celebrate Easter. <b>(Sp1/2)</b> <b>(RE Link)</b></p> <p>To use a mouse/pad to complete a simple ICT programme. <b>(Sp1/2)</b> <b>(Computing Link)</b></p>	<p>To know the names of common fruits and vegetables. <b>(Su1/2)</b> <b>(Science Link)</b></p> <p>To select appropriate materials according to their properties. <b>(Su1/2)</b> <b>(Science Link)</b></p> <p>To name and identify a range of different materials and to know how they are used in familiar environments. <b>(Su1/2)</b> <b>(Science Link)</b></p> <p>To know that there are many countries around the world. <b>(su1/2)</b> <b>(Geography Link)</b></p> <p>To begin to understand that things happened a really long time ago. <b>(Su1/2)</b> <b>(History Link)</b></p> <p>To know that dinosaurs no longer exist. <b>(Su1/2)</b> <b>(History/ Science Link)</b></p> <p>To know how to use a keyboard and a mouse effectively. <b>(Su1/2)</b> <b>(Computing Link)</b></p> <p>To begin to programme a beebot to follow a simple sequence <b>(su 2)</b> <b>(Computing link)</b></p>	<p>the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
	<b>Expressive Arts and Design – Specific Area.</b>				

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Skills	<p>To remember the words to a range of songs. <b>(Au1) – Ongoing skills (Music Link)</b></p> <p>To give meaning to the marks that are made. <b>(Au1) (Art Link)</b></p> <p>To explore the different sounds of a range of instruments. <b>(Au1) (Music Link)</b></p>	<p>To use role play to show how 'People who Help Us'. <b>(Au2) (Art Link)</b></p> <p>Uses simple tools and techniques competently and appropriately. <b>(Au2) (DT/Art Link)</b></p> <p>To sing a range of songs for the nativity <b>(Music Link)</b></p>	<p>To use resources to create own props. <b>(Sp1) (DT/Art Link)</b></p> <p>Constructs with a purpose in mind, using a variety of resources. <b>(Sp1) (DT Link)</b></p> <p>To effectively use instruments to tap a simple beat. <b>(Sp1) (Music Link)</b></p>	<p>To use a range of resources to create own props to aid role play. <b>(Sp2) (DT/Art Link)</b></p> <p>To plan, carry out and evaluate and change where necessary. <b>(Sp2) (DT Link)</b></p> <p>Manipulates materials to achieve a planned effect. <b>(Sp2) (DT/Art Link)</b></p> <p>To effectively use instruments to tap a simple beat. <b>(Sp2) (Music Link)</b></p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. <b>(Su1) (Art Link)</b></p> <p>Selects appropriate resources and adapts work where necessary. <b>(Su1) (DT/Art Link)</b></p> <p>To draw a range of plants and fruits. <b>(Su1) (Art Link)</b></p> <p>To move along to the beat of a familiar song. <b>(Su1) (Music Link)</b></p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <b>(Su2) (Art Link)</b></p> <p>To move along to the beat of a familiar song. <b>(Su2) (Music Link)</b></p>	<p><b>Creating with Materials.</b></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative and Expressive</b></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

<p>Reception Knowledge</p>	<p>To learn a range of songs <b>(Au1)</b> <b>(Music)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs. <b>(Au1)</b> <b>(DT Link)</b></p> <p>To show awareness of how to use musical instruments appropriately. <b>(Au1)</b> <b>(Music Link)</b></p>	<p>To learn the names of different tools and techniques that can be used to create Art. <b>(Au2)</b> <b>(DT/Art Link)</b></p> <p>To experiment with creating different things and to be able to talk about their uses. <b>(Au2)</b> <b>(DT Link)</b></p> <p>To show awareness of how to use musical instruments appropriately. <b>(Au2)</b> <b>(Music Link) – I do all Christmas songs here</b></p> <p>To know how different colours and materials can be used to create things. <b>(Au2)</b> <b>(Art Link)</b></p>	<p>To understand that pictures can be created by making observations or by using imagination. <b>(Sp1)</b> <b>(Art Link)</b></p> <p>To use paints, pastels and other resources to create observational drawings. <b>(Sp1)</b> <b>(Art Link)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs. <b>(Sp1)</b> <b>(DT Link)</b></p> <p>To be able to play instruments along to a simple beat. <b>(Sp1)</b> <b>(Music Link)</b></p>	<p>To use a range of props to support and enhance role play. <b>(Sp2)</b> <b>(DT/Art Link)</b></p> <p>To identify and select resources and tools to achieve a particular outcome. <b>(Sp2)</b> <b>(DT Link)</b></p> <p>To be able to play instruments along to a simple beat. <b>(Sp2)</b> <b>(Music Link)</b></p>	<p>To know the different uses and purposes of a range of media and materials. <b>(Su1)</b> <b>(DT/Art Link)</b></p> <p>For children to be able to safely construct with a purpose and evaluate their designs. <b>(Su1)</b> <b>(DT Link)</b></p>	<p>To describe ways of safely using and exploring a variety of materials. <b>(Su2)</b> <b>(DT/Art Link)</b></p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using. <b>(Su2)</b> <b>(DT/Art Link)</b></p>	
<p>Reception Music Songs</p>	<p>Here are a list of songs that the children in Reception should know fluently by the end of the year.</p> <ul style="list-style-type: none"> <li>- Incy Wincy Spider</li> <li>- 1,2,3,4,5 once I caught a fish alive. <ul style="list-style-type: none"> <li>- 5 little ducks</li> </ul> </li> <li>- Row row row your boat <ul style="list-style-type: none"> <li>- Old MacDonald</li> <li>- Humpty dumpty</li> <li>- 5 little monkeys</li> </ul> </li> </ul>						
<p>Reception</p>	<p>Explore singing at different speeds and pitch to create</p>	<p>Discover how to use the voice to create loud/soft sounds.</p>	<p>Sing echo songs and perform</p>	<p>To know how to use our body to</p>	<p>Express feelings in music by responding to</p>	<p>To clap rhythmic patterns <b>(Su2)</b></p>	

<p><b>Music Skills</b></p>	<p>moods and feelings. <b>(Au1)</b></p> <p>Explore the different sounds instruments can make. <b>(Au1)</b></p>	<p><b>(Au2)</b></p> <p>Choose an instrument to create a specific sound. <b>(Au2)</b></p>	<p>movements to a steady beat. <b>(Sp1)</b></p> <p>Play instruments to a steady beat and understand how to hold and play an instrument with care. <b>(Sp1)</b></p> <p>Listen to music and respond by using hand and whole-body movements. <b>(Sp1)</b></p> <p>Listen to different sounds (animal/water etc) and respond with voice and movement. <b>(Sp1)</b></p>	<p>show high and low sounds <b>(Sp2)</b></p> <p>To explore how to use voice to create high and low sounds <b>(Sp2)</b></p>	<p>different moods in a musical score. <b>(Su1)</b></p> <p>Choose different instruments including the voice to create sound effects in play. <b>(Su1)</b></p> <p>Experiment performing songs and music together with body movements to a steady beat. <b>(Su1)</b></p>	<p>To understand that pictures represent different clapping patterns <b>(Su2)</b></p>	
<p><b>Reception Music Knowledge</b></p>	<p>To know many songs and be able to sing them off by heart using actions.</p> <p>To understand sounds can be changed and to experiment changing them.</p>						