Walkeringham Primary School Long Term Plan EYFS 2025-2026

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**All About Me**	**Pirates**	**Out of this World**	**Kings, Queens and Castles**	**Superheroes**	**Dinosaurs**
Key Texts and Writing Stimulus (Drawing Club)	Box of Tricks by Katie Cleminson The Ugly Duckling (Traditional Tale) The Wombles (Past Cartoon) Angel Baby by Gillian Shields and Nathan Reed Beauty and the Beast (Traditional Tale) The Wheels on the Bus	Captain Buckleboots on the Naughty Step by Mark Sperring and Tom McLaughlin The Elves and the Shoemaker (Traditional Tales) Port Side Pirates by Oscar Seaworthy Bananaman (Past Cartoon) You Can't Scare a Princess by Gillian Rogerson and Sarah McIntyre	How to Catch a Star by Oliver Jeffers The Big Pancake (Traditional Tale) The Clangers (Past Cartoon) Aliens love Underpants by Claire Freedman and Ben Cort Puss in Boots (Traditional Tale) The Jetsons (Past Cartoon)	The Princess and the Pig by Johnathan Emmett and Poly Bernatene The Princess and the Frog (Traditional Tale) The Prince of Pants by Alan MacDonald and Sarah McIntyre Bagpuss (Past Video) Goodnight Sleepy Princess by Sienna Williams Cinderella (Traditional Tale)	Traction Man meets Turbo Dog by Mini Grey The Highway Rat by Julia Donaldson Arthur (Past Cartoon) Rapunzel (Traditional Tale) Supertato by Sue Hendra Top Cat (Past Video)	How to Grow a Dinosaur by Carl Hart and Ed Eaves Sleeping Beauty (Traditional Tale) Treats for a T-Rex by Adam and Charlotte Guillain and Lee Wildish Adventures of Gummi Bears (Past Video) Dick Whittington (Traditional Tale) Stomp, Chomp, Big Roars! Here comes the dinosaurs! By Kaye Umansky and Nick Sharratt
Visits/Visitors	Visit to Southmoor Lodge – Halloween Party	Pirate Day Santa Visit	Astronaut Day	Kings and Queens Day	Superhero Day	Dinosaur Experience
Themed days/ weeks	Black History Month Harvest Rosh Hashanah	Bonfire Night Remembrance Day Diwali Christmas Nativity	Chinese New Year Shrove Tuesday Valentine's Day	Mother's Day World Book Day St Patricks Day Ramadan Begins Easter	VE Day International Nurses' Day Eid St Georges Day Earth Day	Father's Day Sports Day

Communication and Language												
	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Listening, Attention and Understanding	I can understand simple instructions I can understand simple questions e.g. Where is your hat?	I can understand how to listen carefully and know why it is important. I can follow one or two-step instructions. I can talk to others	I can listen to simple stories and use pictures to help me know what is happening.	I can begin to understand how and why questions. I can demonstrate good listening behaviours.	I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes. I can follow simple	I can respond to what I have heard and find out more by asking questions. I can wait and take turns on conversations.	I can start to listen to longer stories and join in with familiar or repeating parts. I can follow instructions with	I can retell a story and follow a story with pictures or props. I can respond to what I have heard by explaining my thoughts and	I know to try and listen when someone else is speaking. I can listen carefully to songs, stories and rhymes and	I can understand and ask a question such as who, what, where, when, why and how.	I can respond appropriately when I am spoken to. I can understand and respond to 'why'	I can have conversations with adults and peers with back-and-forth exchanges. I can follow more complex

	I can listen to others talk and start to join in.	and begin to take turns to speak.		I can follow one or two-step instructions reliably. I can engage in story times and join in with familiar songs and rhymes.	instructions with up to two key words or steps. I can answer questions using who, what, when, where I can respond and give my attention when someone speaks to me (using my name helps).		two key words accurately.	saying what I think.	respond by joining in. I can understand and respond to instructions with 3 key words I can recall some key events from a story.		questions. I can start a conversation and take it in turns to speak I can begin to pay attention to more than one thing at a time.	instructions of more than two steps. I can engage in conversations with friends and adults in school.
Speaking	I can use the names for a range of familiar objects, people and actions.	I can use talk to share what I think, answering who, what where when questions. I can use sentences of 4-6 words.	I can use a range of words for time, space, function and description.	I can share my ideas with familiar adults and children. I can use speech as a way to express myself. I can listen to and talk about stories, rhymes and nonfiction. I can use short sentences to explain how I feel.	I can use talk in my play. I can develop my sentences. I can express my opinion using short sentences.	I can share my ideas with a small group and familiar adults. I can talk in sentences using conjunctions e.g. and, because. I can use the present tense.	I can join in with parts of familiar rhymes and songs, including number rhymes. I can link words together in the start of a sentence I can use some new vocabulary e.g. scientific and story vocabulary.	I can explain events that have already happened in detail using the past tense, including some irregular past tense verbs. I can engage in stories, rhymes and non-fiction books and use new vocabulary in different contexts.	I can talk about familiar books, and retell a story. I can join in with familiar rhymes and songs. I can use talk to organise my play. I can use a sentence of 4-6 words.	I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. I can use new vocabulary from stories, rhymes and non-fiction in speech, I can use past, present and future tenses correctly.	I can start to extend my spoken sentences by using the connectives, 'and' and 'but'. I can ask why questions during a conversation. I can explain, describe, recount and retell I can take turns speaking and listening to join in with conversation.	I can take part in whole class discussions. I can explain why things happen / might happen using new vocabulary from stories, rhymes and nonfiction. I can talk in sentences using a range of tenses.
End of Nursery Goals	**Listening, Attention and Understanding** - Listen attentively to stories, songs and rhymes and respond by joining in; - Understand and respond to two and three-part instructions and why questions; - Start a conversation and take it in turns to speak **Speaking** - Explain, describe, recount and retell using recently introduced vocabulary; - Use a sentence of 4-6 words; - Use connectives to link words and sentences e.g. and, because, or.											
End of Reception Goals (ELG)	**Listening, Attention and Understanding** - Listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what I have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** - 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, nonfiction, 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.											
Link to Year 1	**Listening, Attention and Understanding**											

	- Listen and respond appropriately to adults and peers - Ask relevant questions - Maintain attention and actively participate **Speaking** - Use relevant strategies to build their vocabulary - Articulate and justify answers, arguments and opinions - Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. - Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Personal, Social and Emotional Development												
	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursey	Reception
Self- Regulation	I can express a range of emotions I can talk about myself	I can recognise and talk about feelings (happy, sad, angry). I can choose what I need to complete a goal. I can focus during short whole-class activities and follow simple instructions.	I can start to talk about my emotions. I can follow a one-step instruction with support.	I can talk about a wider range of feelings and identify how I am feeling. I can keep trying when things are difficult. I can follow two-part instructions.	I am beginning to follow rules and don't always need adult support. I can share or take turns with the support of an adult.	I can consider and recognise others' feelings. I can focus during longer whole-class lessons.	I can sit during circle time or adult input. I can follow a 2-step instruction	I can identify and moderate my own feelings socially and emotionally. I can recognise what I am good at and what I would like to improve.	I can follow basic instructions and school rules. I can say how I am feeling using words like happy, sad, or angry.	I can control my emotions using a range of techniques.	I can follow rules without adult support I am engaged and participate during circle time I can talk about my feelings and am starting to understand the feelings of others	I can follow instructions of three steps or more.
Managing Self	I can explore the setting with confidence, knowing that a familiar person is close by. I can use the toilet with help. I can put my coat on independently.	I can manage transition to Reception. I can show an awareness of the class rules and how to behave in the classroom. I can toilet and wash hands independently. I understand the	I can get changed with adult support – put on coat, shoes, do up zips. I am becoming outgoing with unfamiliar people in the	I have the confidence to try something new. I can understand the need to have rules in the school and classroom. I can develop the skills needed to manage the school day (routines etc.).	I can manage my toileting needs e.g. using the toilet, washing and drying hands.	I can begin to show resilience and perseverance in the face of a challenge. I can follow the school and class rules. I can dress and undress.	I am more confident in new social situations and with new people. I am able to choose resources with adult support to help me achieve my goal.	I can keep on trying even when things are difficult. I can find solutions without adult input. I can talk about what is right and wrong I can understand the importance of online safety.	I can use the toilet independently (inc. hygiene) and am usually dry throughout the day. I am becoming more independent	I can demonstrate independence I can dress independently. I can manage my own basic needs independently.	I am starting to handle new experiences with more confidence I	I can show a 'can do' attitude, showing reliance and perseverance even when things are difficult. I can explain and follow rules in the classroom

		importance of oral hygiene.	safe context of the setting.	I can develop independence when dressing and undressing. I can understand the importance of exercise.		I can understand the importance of sleep.			when getting dressed.		am able to indepe ndentl y choose resour ces to help me achiev e my goal	and around the school. I can understand the nutrition, Eatwell plate importance of healthy food choices
Building Relationships	I can play with one child, extending and contributing during play.	I can play with one or more children, sharing ideas. I can seek support from adults and gain confidence to speak to peers and adults. I can say how I am feeling.	I enjoy the company of other children. I can play with others extending and elaborating play ideas.	I am beginning to develop friendships and play with a small group. I have formed good relationships with the class teacher and familiar adults in the class. I can identify and express my feelings and communicate basic needs.	I am beginning to take turns in play	I can use taught strategies to support turn taking. I can show friendly behaviour in the classroom.	I mostly take turns in play.	I can listen to the ideas of other children and agree on a solution and compromise to resolve conflict using words. I have developed friendships with lots of different people. I can recognise how others are feeling and respond accordingly.	I can play with others cooperatively.	I can work as a group with others. I can play with others and take turns and share without adult prompt.	I can talk with others to resolv e conflic ts and resolv e issues (some suppor t neede d).	I have confidence to communicate with adults around the school. I can develop positive friendships. I can be aware and sensitive of the needs of others.
Direct Teaching: Weekly PSED focus lesson	**Relationships: I am me**		**Living in the Wider World: Reach for the Stars**		**Relationships: Being a TEAM**		**Health and Wellbeing: How can I be safe?**		**Relationships: Very Important People**		**Health and Well-being: My Body**	
End of Nursery Goals	**Self-Regulation** -I am starting to identify feelings and follow rules. **Managing Self** -I can handle new social experiences and manage my hygiene needs. **Building Relationships** -To form positive relationships with adults and peers through cooperation.											
End of Reception Goals (ELG)	**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 I 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 o f 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.
Link to Year 1	**Self-Regulation** - Identify good and not so good feelings. - Develop a vocabulary to describe feelings to others. - Use simple strategies to manage feelings. - Recognise and celebrate strengths - Behavioural expectations. - Learning behaviours **Managing Self** - Behavioural expectations - Learning behaviours - Part of a community - Science – identifying & labelling parts of the human body, staying healthy, making healthy choices. - DT – cooking and nutrition, Eatwell plate **Building Relationships** - Learning behaviours - Behavioural expectations - Building and keeping friendships and relationships - Controlling feelings

Physical Development												
	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursey	Reception
Gross Motor Skills	I can run, jump and hop. I can use large scale muscle movements - waving flags, large scale chalk or paint mark making.	I can move safely in a space. I can develop movement using bikes, scooters etc. I can work with others to manage large items.	I can climb stairs using alternate feet. I can climb confidently.	I can explore different ways to travel using equipment. I can negotiate obstacles climbing over, under, going through.	I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.	I can control a ball in different ways – throwing, kicking. I can balance on a variety of equipment and climb.	I can balance on a variety of different equipment (balance bikes, scooters, climbing) I can skip, hop and stand on one leg.	I can jump and land safely from a height. I can catch a ball, and pass to another by kicking with accuracy.	To move safely with confidence and imagination, communicating ideas through movement. Can follow instructions in simple races, running at speed and an obstacle course.	I can travel around obstacles safely with confidence and imagination (running, skipping, hopping, jumping, climbing), communicating ideas through movement.	I can move my body to music showing when to stop and start. I can control a ball in different ways - rolling, kicking, throwing. I can jump and land safely from a height.	I can play by the rules and develop strength, balance coordination.
Fine Motor Skills	I am starting to use my motor skills to carry out tasks using one-handed tools (playdough tools etc.) I can eat using a fork.	I can begin to use tripod grip when using mark making tools. I can use cutlery appropriately. I can show a preference for a dominant hand. I can use scissors to cut straight lines.	I can use a comfortable grip with good control when using pencils. I can use one-handed tools confidently.	I can show good pencil control when mark-making and drawing. I can begin to use one-handed equipment carefully and effectively (cutting, chopping). I can use scissors to cut curved lines.	I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc.	I can accurately draw lines, circles and shapes to draw pictures. I can handle scissors, pencil and glue effectively. I can use scissors to cut complex lines and shapes.	I am beginning to show a preference for a dominant hand. I can make straight snips in paper using standard scissors.	I can sit at a table using the correct posture to write. I can use a wide range of tools correctly.	I can demonstrate growing independence putting on a coat and shoes, begin to do zips.	I can hold scissors correctly and cut accurately.	I can use a modified tripod grip to improve pencil control. Begin to use a knife and fork to eat.	I can use a tripod grip to hold and control my pencil to form letters correctly.
Direct Teaching:	Class Teacher: Fundamentals		Class Teacher: Yoga		Class Teacher: Indoor Games		Class Teacher: Ball Skills		Class Teacher: Outdoor Games		Class Teacher: Athletics	

Weekly PE focus lesson	Sports Coach: above and beyond the curriculum session		Sports Coach: above and beyond the curriculum session		Sports Coach: above and beyond the curriculum session		Sports Coach: above and beyond the curriculum session		Sports Coach: above and beyond the curriculum session		Sports Coach: above and beyond the curriculum session	
End of Nursery Goals	**Gross Motor Skills** - Develop gross motor skills and large-scale muscle movements. **Fine Motor Skills** - To develop fine motor skills and one-handed tool control (inc. pencil control).											
End of Reception Goals (ELG)	**Gross Motor Skills** - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor Skills** - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.											
Link to Year 1	**Gross Motor Skills** - Master basic movements - Participate in team games - Developing ball skills **Fine Motor Skills** - Sit correctly at a table, holding a pencil comfortably and correctly using tripod grip. - Begin to form lowercase letters in the correct direction, starting and finishing in the correct place - To use a range of materials creatively, and develop a wide range of art and D&T techniques. - To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.											
Literacy												
	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Reading and Comprehension	I enjoy stories, songs and rhymes. I am developing book handling skills. I can join in with some words in familiar songs.	I can independently look at a book, holding it the correct way and turning pages. I can talk about the stories I have heard. I can join in with familiar rhymes, songs and repeated refrains.	I can join in with repeated refrains in familiar stories and songs. I can start to develop play around my favourite stories and props. I have an understanding of letters and print e.g. page sequencing, book parts, etc.	I enjoy an increasing range of books. I can start to recall key events and facts in stories and non-fiction. I can listen carefully to stories, rhymes, nonfiction and songs.	I can start to join in with familiar stories, rhymes and songs. I can sequence events from stories I have heard.	I can talk about the characters in books I am reading. I can start to retell key events in stories. I can talk about what has happened so far in a story and begin to predict what might happen next.	I am starting to use different vocabulary from books in my play. I can talk about stories I have heard and express my thoughts about them.	I can retell key events from stories I have read and describe them in detail. I can recall facts from a non-fiction book. I can act out stories using recently introduced vocabulary. I can predict what might happen next, linked to other similar stories.	I can retell some familiar stories.	I can retell a story using vocabulary influenced by the book I am reading. I can describe events and characters in a story in detail.	I can use some story langua ge or new vocab ulary in my play.	I can answer questions about what has been read, using vocabulary influenced by the story, describing events and characters in detail and explaining why certain things happened (inference).
Word Reading	I can notice print e.g. familiar logos, bus numbers, my name/ first letter.	I can hear and say initial sounds for words.	I can discriminate between sounds during listening games.	I can match the phase 2 sound to the grapheme (GPC).	I can clap syllables. I am starting to notice rhyme.	I can recognise taught phase 3 digraphs in words.	I can show awareness of alliteration. I can hear the sounds in	I can read simple sentences containing phase	I can say the initial sounds in most words.	I can read longer sentences containing phase 4 words.	I can orally segme nt	I can recall all phase 3 sounds and read phase 3

		I can say the sound for some phase 2 graphemes. I can orally segment and blend to read CVC words.	I can tune into the sounds in words- showing understanding	I can segment and blend sounds together to read phase 2 words. I can read phase 2 words. I can begin to read captions and sentences.	I can spot words with the same initial sound.	Segment and blend to read CVC words. I can read sentences containing tricky words. I can learn strategies for decoding longer words.	words and am starting to blend them back together.	2 and 3 words and tricky words.			single sound CVC words e.g. c-a-t.	and 4 words and tricky words.
Writing (letter formation, spelling, composition)	I can start to make marks with a variety of materials. I have an understanding of letters and print e.g. page sequencing, book parts, etc. I can ascribe meaning to marks during play. I can add marks to show my name.	I can give meanings to the marks I make. I can begin to orally segment to spell words. I can write some initial sounds using correct letter formation. I can write my name.	I can draw a straight line. I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc. I can use I can apply some print knowledge to writing e.g. m for mummy. I can write the first letter of my name.	I can form some lowercase letters correctly. I can identify known letters and match to phase 2 / 3 sounds. I can write labels using CVC words and begin to write simple captions using some tricky words). I can say a simple sentence for writing.	I can write some of my name e.g. first two letters. I can respond to focus texts through mark making.	I can write labels and captions with tricky words using correctly formed letters, segmenting to spell, representing each sound with a letter/letters. I can understand the importance of, and use finger spaces.	I can segment words in the order in which they occur (with support). I can change the initial sound to make new words e.g. at- hat, cat, mat, sat.	I can write all lowercase and some uppercase letters correctly. I can begin to write a simple sentence. I can understand the importance of, and use capital letters.	I can write some letters with good formation e.g. the letters from my name. I can ascribe meanings to marks made in drawing. I can apply print knowledge to my emergent writing.	I can write a simple sentence, using words which are spelt phonetically. I can re-read what I have written. I can understand the importance of, and use full stops.	I can draw curved lines in both clockwise and anti-clockwise directions. I can write my own name.	Write simple phrases and sentences using recognisable, correctly formed letters, words separated by finger spaces, tricky words, which use a capital letter and full stop.
Direct Teaching: Phonics	Little Wandle phonics rhyme time (daily)	Little Wandle Phonics Daily Sessions Phase 2 3 reading sessions weekly	Little Wandle phonics rhyme time (daily)	Little Wandle Phonics Daily Sessions Phase 3 3 reading sessions weekly	Little Wandle phonics rhyme time (daily)	Little Wandle Phonics Daily Sessions Phase 3 3 reading sessions weekly	Little Wandle phonics rhyme time (daily)	Little Wandle Phonics Daily Sessions Phase 3 3 reading sessions weekly	Little Wandle phonics rhyme time (daily)	Little Wandle Phonics Daily Sessions Phase 4 3 reading sessions weekly	Little Wandle phonics rhyme time (daily)	Little Wandle Phonics Daily Sessions Phase 4 3 reading sessions weekly
Direct Teaching: Writing	Three times a week: Drawing Club input Daily names writing practise	Three times a week: Drawing Club Weekly handwriting Daily names writing practise	Three times a week: Drawing Club input Daily names writing practise	Three times a week: Daily Drawing Club Weekly handwriting Daily names writing practise	Daily Drawing Club input Daily names writing practise	Daily Drawing Club Weekly handwriting Daily names writing practise	Daily Drawing Club input Daily names writing practise	Daily Drawing Club Weekly handwriting Daily names writing practise	Daily Drawing Club input Daily names writing practise	Daily Drawing Club Weekly handwriting Daily names writing practise	Daily Drawing Club input Daily names writing practise	Daily Drawing Club Weekly handwriting Daily names writing practise
End of Nursery Goals	**Reading and Comprehension:** To understand the five key concepts about print: - print has meaning - name the parts of a book - print can have different purposes - page sequencing - read from left to right and from top to bottom											

	Word Reading: To develop phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound **Writing:** To write the letters of their name accurately, to apply some print knowledge to their writing.
End of Reception Goals (ELG)	**Reading and Comprehension:** - 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, nonfiction, rhymes and poems and during r ole-play. **Word Reading:** - 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. **Writing:** - 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.
Link to Year 1	**Reading and Comprehension:** - Become familiar with key stories and be able to retell them - Drawing in what they know about vocabulary learnt - Recognise and join in with predictable phrases - Participate in discussion about what is read to them, taking turns and listening to what others say. - Learning to appreciate rhymes and poems, and to recite some by heart **Word Reading:** - Respond speedily with the correct phoneme to graphemes including alternative graphemes - Apply phonic knowledge and skills to decode by blending sounds in unfamiliar words containing GPCs that have been taught. - Read books aloud, accurately, that are consistent with their phonic knowledge - Re-read books to develop fluency and confidence in word reading - Read tricky words **Writing:** - Develop a fluent handwriting style. - Correct letter formation - Know the letters of the alphabet and their link to sounds - Spell words using the known grapheme and phoneme correspondences. - Spell tricky words - Compose sentences orally - Re-reading what has been written to ensure accuracy and meaning

Mathematics

	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Number	I can count to 3 in my play. I can react to changes in amounts e.g. hiding and returning	Have a deep understanding of numbers 1 – 3. Subitise up to 3. Count objects, actions and sounds up to 5.	I can compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc.	Have a deep understanding of numbers 1 –5. Subitise up to 5. Composition and understanding of numbers to 5.	I can say one number name for each item. I can show 'finger' numbers to 5. I can see 3 in different ways	Have a deep understanding of numbers 1 – 7. Develop knowledge of numbers 5-10. I can start to show how numbers can	I can recite number to 10. I can make comparisons between objects size, length,	Have a deep understanding of numbers 1 – 10. Combine two numbers – part/whole. Identify missing	I can recite numbers to 10 and beyond. I can subitise up to 5 objects. Begins to represent	I can revise number bonds to 5. Recall and use number bonds to 5. Find one more and one less (with and then without	I can make comparisons between quanti	I know number bonds to 10 including doubling facts. I can recall and use number

	rhymes- two dicky birds	Show 5 using concrete resources.	I can recite numbers to 5. I am starting to subitise up to two.	Accurately count concrete objects up to 5. Matching numeral to quantity to 5.	and recognise it without counting. I can accurately count 5 objects from a larger group, with 1:1 correspondence. I can count, order, recognise and use numbers to 5.	be made of parts. Understand equal and unequal, connect equal to doubles. Matching numeral to quantity to 10.	weight and capacity. I can subitise up to 3 objects (recognise up to 3 objects quickly without counting). I can compare quantities using the vocabulary of more, less and the same.	parts for numbers within 5. Count, order, recognise and use numbers (matching numeral and quantity) to 10 and beyond.	numbers within 10 using pictorial representations.	concrete resources).	ties within 10. I can use key mathematical language - more than/less than, total/altogether.	bonds to 5 and 10. I know related number bond subtraction facts and double facts.
Numerical Patterns	I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds.	I can rote count reliably to 5. I can start to compare quantities – equal and unequal - using non-standard mathematical vocabulary – bigger / smaller / same.	I can model changes in amounts e.g. hiding and returning rhymes- two dicky birds.	I can rote count reliably to 10. I can compare concrete resources using mathematical language – more than / fewer than. I can find one more than / one less than using concrete resources. I can continue and create simple AB patterns.	I can create and count groups of objects up to 5.	I can rote count reliably to 20, knowing the teen numbers. I can compare quantities – more than/fewer than/equal. I can create my own patterns.	I can subitise dots to 5.	I can begin to count beyond 20. I can add and subtract using number sentences. Understand and explore the difference between odd and even numbers according to their 'shape' linked to sharing. I can spot errors in a pattern. I can name my patterns.	I can join in a counting sequence to 5.	I can count to 30 reliably. I can identify odds and evens with and with concrete and pictorial resources. I can share quantities equally, understanding that two equal groups represent halves. I can say a number than is one more/ less than with and without resources.	I can match numbers and objects to 5.	I can count beyond 30 and higher (100). I can compare quantities using more than / fewer than / equal to with and without resources. I can show patterns in numbers to 10 – odd / even, doubles.
Shape, Space and Measure	I can notice patterns and arrange things in pattern. I can combine shapes and objects e.g. stacking blocks/ cups.	I can use the correct names for 2D shapes- circle, triangle, square, rectangle. I can copy and continue patterns.	I can spot patterns and talk about them e.g. stripes on a scarf. I can start to use vocabulary to describe the time of day that things happen e.g. day,	I can name the properties of 2D shapes. I can combine 2D shapes to create a new 2D shape. I can use positional language.	I can extend a pattern that has been made. I can create my own simple patterns (ABAB).	I can compare lengths, weights and capacities.	I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event. I can combine shapes to make new ones e.g. a	I can use the correct names for 3D shapes.	I can talk about patterns and spot errors. I can continue and create patterns.	I can name properties of 3D shapes.	I can sequence a pattern of events using time language e.g.	I can demonstrate spatial awareness & tessellation.

			afternoon, evening, etc. I can use shapes for building thinking about their properties e.g. flat sides for stacking.				bridge/ arch, bigger square, etc.				first, next, then. I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat).	
Direct Teaching: Daily White Rose Maths	More than, fewer than, same Explore and build with shapes and objects Explore Repeats Hear and say number names	Match, Sort and Compare Talk about measure and patterns	Begin to order number names I see 1,2,3 Join in with repeats Explore position and space	It's me 1,2,3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Show me 1,2,3 Move and label 1,2,3 Explore position and routes Explore Patterns	Alive in 5 Mass and Capacity Growing 6,7,8	Take and give 1,2,3 Match, talk, push and pull Talk about dots Compare and sort collections	Length, Height and Time Building 9 and 10 Explore 3D Shapes	Lead on own repeats Start to puzzle Making patterns together Make games and actions	To 20 and beyond How many now? Manipulate, compose and decompose	Show me 5 My own patterns Shop at 1,2,3,4,5 Match, sort, compare	Sharing and grouping Visualise, build and map Make Connections
End of Nursery Goals	**Number:** - To have a strong understanding of numbers to 5 and develop subitising skills - To be able to compare quantities **Numerical Patters:** To continue and create patterns up to 5 **Shape, Space and Measure:** To explain, continue and create patterns, sequence events using time language and talk about and explore 2D and 3D shapes											
End of Reception Goals (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 Patters:** - 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 **Shape, Space and Measure:** - No ELG											

Link to Year 1	**Number:** - Identify and represent numbers using concrete and pictorial representations - Read and write numbers to 20 in numerals - Represent and use number bonds and related subtraction facts with 20 - Solve one-step problems that involve addition and subtraction, using concrete and pictorial representations **Numerical Patters:** - Count to and across 100 - Read and write numbers from 1 to 20 in numerals - Identify one more or less - Find a half and recognise as being one of two equal parts of an object. **Shape, Space and Measure:** - Recognise and name common 2D and 3D shapes - Compare, describe and solve practical problems for length, weight and capacity

Understanding the World

	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Past and Present	I can talk about myself and who I am.	I can name people in my own family and talk about them. I can talk about the different jobs people do. I can talk about myself and some of the ways that I have changed.	I can talk about my immediate family and their role in the family. I can talk about some of the ways I have changed over my life and the concept of growing up.	I can talk about past and present events in their lives – birthdays and other celebrations. I can talk about what I can see in pictures of the past and how it is the same or different to now.	I am beginning to explore changes over time.	I can talk about the changes that have happened to me throughout my life. I can talk about my family and members of the local community and their roles.	I can explore changes over time.	Talk about the lives of people around them and changes that have happened within their lifetime. I can talk about the past and discuss what I have heard or seen in books, artefacts and pictures.	I can talk about some of my own and my family's history (grandparents, parents, etc.).	I know about the past through settings, characters in books that I have read. I can explore pictures, stories and artefacts and explain how things are different now / then.	I can share past family experiences.	I can talk about the lives of people I am familiar with and their roles in society. I can know about the past though settings, characters and events.
People, Culture and Communities	I can talk about different occupations and job roles - people who help us.	I can explore features of my local area. I can be accepting of people's differences and understand that we are all unique. I can understand that there are different countries in the world. I know about people who help us within the local community.	I can start to notice some of the differences between people - occupations, religions, cultures.	I know that people around the world have different religions and talk about how they celebrate. I can talk about special places for a person in our and other's communities.	I know about family celebrations - birthdays, weddings. I know about events celebrated by different groups of people - Diwali, Christmas.	I can use stories and pictures to talk about differences in life in other countries. I can draw information from a simple map. I can make observations of the world around me using my senses.	I know about other countries in the world and can talk about their differences / similarities.	I can explore and talk about the world around me using what I know from stories / nonfiction texts. I can start to talk about the differences in the lives of people in other countries.	I can talk about the differences I have seen in people.	I can describe changes in the immediate environment and the wider world in detail based on what I have seen / heard / read in texts. I know that people in other countries may speak different languages.	I can talk about the differences I have seen in people, countries and communities	I know that simple symbols are used to identify features on a map. I can discuss and describe the immediate and wider environment using what I know. I can talk about religion and culture in the UK. I can talk about similarities and differences in the UK and other countries.

The Natural World	I can talk about the difference between materials and the changes that I notice	I can explore and talk about the natural environment around them. I can explore the changes in the local environment during autumn. I can begin to explore changing state of matter through mixing paint.	I can explore natural and man-made materials.	I understand the terms 'same' and 'different'. I can describe what I can see, hear and feel outside. I can talk about the area I live in – weather. I can begin to explore forces – push / pull and begin to talk about materials. I can talk about changes linked to cooking, mud play etc.	I can explore seasonal changes and talk about the differences	I can talk about and describe features of my own environments using photographs and real experience. I can explore changes in matter – freezing, melting.	I can talk about growing seeds, taking care of plants and the wider natural world. I can talk about the key features of life cycles using key vocabulary.	I can talk about and describe my own and other environments. Make observations about animals and plants discussing similarities and differences using photographs and real experience. I can talk about the weather linked to seasonal change.	Talk about taking care of the world around us. I can explore different forces.	I can make observations about plants and insects discussing similarities and differences. I can talk about some of the changes in the wider world linked to climate change.	I can talk about the world around us observing animals and plants.	I can make observations of animals, insects and plants and use these observations to draw picture. I can contract the natural world around me with different environments. I can talk about some of the changes in the natural world including seasons and changing states of matter.
Direct Teaching: Weekly RE focus lesson	RE Who am I? Harvest Which Stories are special and why?		Re Diwali Christmas Which people are special and why?		RE Who are you? Which places are special and why?		Re Who are you? Easter What times are special and why?		Re Who is God? Belonging: who are we and how do we belong?		RE Who is God? Our wonderful world: how can we care for living things and the earth?	
End of Nursery Goals	**Past and Present:** - To understand their own life story and some of the ways they have changed **People, Culture and Communities:** - To develop positive attitudes towards other people, cultures and communities **The Natural World:** - To have an awareness of the natural world and show care for the environment											
End of Reception Goals (ELG)	**Past and Present:** - 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, Culture 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. **The 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											

Link to Year 1	**Past and Present:** History - Changes within living memory (e.g. Grandparents Childhoods) - The lives of significant individuals in the past (e.g. Rosa Parks) - Significant historical events (e.g. The Great Fire of London) **People, Culture and Communities:** Geography - Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country RE - Exploring Christianity and other religions of the world **The Natural World:** Science - Identify and describe plants and animals including humans - Working scientifically - Exploring materials Geography - Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a contrasting country											
Expressive Arts and Design												
	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Creating with Materials	I can explore art materials for large- and small-scale art e.g. drawing, paint, sculpture.	I can explore art materials and experiment with mixing primary colours to make secondary colours. I know how to join materials using tape and glue in junk modelling. I can begin to develop my own ideas in art and talk about them with adult support. I can start to develop my own stories linked to what I know through role play and small world.	I am beginning to explore colour and colour mixing. I can explore ways of joining different materials together.	I can use different tools for art and D&T – playdough tools, paintbrushes. I can manipulate malleable materials to make a ball and sausage shape. I can select appropriate tools and materials to create with. I can tell others about my creation and signal key parts. I am beginning to recreate familiar stories with adult support through role play and small world.	I can use different art materials and am starting to refine my ways of creating art.	I can use scissors and one-handed tools safely and more accurately. I can explore different techniques for cutting and joining materials. I can combine different techniques to create art – collage, paint, and crayon. I can talk about my artwork or design and the materials that I have chosen. I can use props and materials to retell stories and create imaginary scenarios linked to what I know.	I can create closed shapes with continuous lines when drawing or painting. I can develop my own ideas and make choices about which materials to use when creating them. I can include details on drawings.	I can explore the use of different tools and materials to make art. I can talk about my artwork and explain and justify the choice of materials and techniques. I can manipulate malleable materials to create a 3D sculpture of an object that I can see. I can make props and costumes for different role play scenarios.	I can use a range of art materials, joining and colour mixing purposefully and freely.	I can explore and use a variety of artistic effects to express my ideas and feelings. I can explore colour mixing to make tertiary colours. I can use a wide range of joining techniques to join materials in 3 D modelling. I can make and use props and when I am roleplaying familiar stories and scenarios.	I can represent feelings, noises and movements through drawing.	I can join fabrics together by sewing. I can explore form through observational drawing and use my knowledge of colour mixing to recreate a picture. I can explain what I have made and talk about the key techniques. I can choose and use effective props when role-playing.

Being Imaginative and Expressive - Music	I can listen with increased attention to sounds.	Join in with songs and rhymes. I can start to match the pitch and melody of others.	I can respond to what I have heard, expressing thoughts and feelings. Join in with simple repetitive rhymes and songs.	I can remember some songs and sing them with others when supported by an adult. I can listen to and respond to sounds and experiment with different instruments and their sounds.	I can explore the different sounds musical instruments make.	I can sing well known songs in a group or alone and begin to match the pitch.	I can remember and sing a range of familiar songs. I can create my own songs or improvise / modify a familiar song.	I can sing well known songs in a group or alone and match the pitch and melody. I can begin to move in time to the music.	I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.	I can sing well known songs and nursery rhymes. I can listen carefully to music and move in time with it. I can play an instrument following a musical pattern.	I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.	I sing a range of rhymes and songs, matching pitch, timing, and melody. I can perform songs, rhymes, stories and poems with others and alone. I can move in time to music and match the beat.
Being Imaginative and Expressive	I can express my ideas through play, particularly pretend play.	I can use my imagination in play.	I can engage in simple pretend play, using some objects to represent others or by dressing up.	I can recount and retell familiar stories with my friends in small world and role play.	I can create small world set ups to adapt and create stories.	I can role-play imaginary scenarios linked to experiences and what I have heard / read in stories and non-fiction texts. I can create narratives based around stories.	I can create more complex small world set ups to adapt and create stories.	I can adapt familiar stories and narratives and small world / role play them with others.	I can use ideas linked to what I know in role & small world play.	I can use what I know and have read to help create my own stories.	I can start to develop my own stories linked to what I know through role & small world play.	I can invent my own narratives, stories and poems.
Direct Teaching: Weekly Music focus lesson	**Charanga: Me!**		**Charanga: My Stories**		**Charanga: Everyone!**		**Charanga: Our World**		**Charanga: Big Bear Funk**		**Charanga: Big Bear Funk**	

End of Nursery Goals	**Creating with Material:** - To explore and use a range of art materials and start to join them together. **Being Imaginative and Expressive – Music:** - To sing, respond to and create music **Being Imaginative and Expressive:** - To begin to develop stories through role-play and small world set-ups
End of Reception Goals (ELG)	**Creating with Material:** - 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 I have used; - Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive – Music:** - 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. **Being Imaginative and Expressive:** - Invent, adapt and recount narratives and stories with peers and their teacher;
Link to Year 1	**Creating with Material:** - Art Curriculum - Design and Technology curriculum **Being Imaginative and Expressive – Music:** - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play instruments musically - Listen with concentration and understanding to a range of music -Experiment with, create, select and combine sounds. **Being Imaginative and Expressive:** - Give well-structured narratives for different purposes, including for participating in performances and role play