

Walkeringham Primary School Curriculum Progression EYFS 2023-24

Term & Theme Key Texts	Autumn 1 All About Me	Autumn 2 Celebrations	Spring 1 Life Cycles	Spring 2 It's a plant's life!	Summer 1 Bear in the woods	Summer 2 Under the Sea
Key texts for Reception children following a T4W approach	The Tiger Who Came to Tea Marvellous Me, What makes a Me, We are all different Simon Sock, Ten little fingers and ten little toes.	Bonfire- Sparks in the sky, The light in the night, How to catch a star, Diwali, Stickman, Nativity	The very hungry caterpillar, Daisy and the egg, Teeny weeny tadpole, Lifecycle non-fiction, Maisie's Chinese New Year Mr men Chinese New Year	A seed in need, Seed to sunflower non-fiction, The tiny seed, Busy spring, Where food comes from- non-fiction, Pip.	We're going on a bear hunt, Goldilocks, Whatever next, Peace at last, Brown bear brown bear, Postman bear, There's a bear on my chair.	Sunflower sword, picnic, Grandmas beach, sunny day, Kipper- the seaside, penguin on holiday, Pattan's pumpkin- an Indian flood story, Once upon a raindrop, Commotion in the ocean, The rainbow fish.
Visits/Visitors	Visit from PCSO and firefighter	Visit to a pantomime			Trip to local woods	
Themed days/ weeks	<ul style="list-style-type: none"> Black History 	<ul style="list-style-type: none"> Bonfire Night Remembrance Day Diwali Christmas 	<ul style="list-style-type: none"> Shrove Tuesday Mother's Day 	<ul style="list-style-type: none"> Easter 		<ul style="list-style-type: none"> Father's Day
	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception
Communication and Language	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times, rhymes, and songs.</p> <p>Maintain attention in whole class/groups.</p> <p>Follow simple instructions.</p> <p>Understand 'why' questions.</p> <p>Use simple sentences.</p> <p>Use talk to organise play.</p> <p>Follow two step instructions</p>	<p>Listen in familiar & new situations.</p> <p>Engage in story times.</p> <p>Maintain attention in new situations.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Follow more complex instructions.</p> <p>Start a conversation with peers and familiar adults.</p>	<p>Listen attentively in a range of situations.</p> <p>Maintain attention during appropriate activity.</p> <p>Engage in non-fiction books.</p> <p>Consider the listener and take turns.</p> <p>Use talk to organise/stand for something else in play.</p> <p>Begin to use past tense.</p> <p>Begin to recount past events.</p>	<p>Understand why listening is important.</p> <p>Maintain attention in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p>	<p>Listen and understand instructions while busy with another task.</p> <p>Understand how, why, where questions.</p> <p>Describe events in some detail.</p> <p>Express ideas about feelings and experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use language to reason.</p>	<p>ELG Nursery: Shows the physical attributes of a good listener Can remember the sequence of a story Will follow an instruction with little support</p> <p>ELG Reception: Listen and respond with relevant questions, comments, or actions. Make comments and clarify thinking with questions. Retell stories; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts.</p> <p>Reception core vocabulary – Everyday words (lowest 20% highlighted) Hello bye please thank you happy sad angry excited toilet water colour names playdough sand inside outside cloakroom peg drawer/tray whiteboard rubber teacher</p>

Personal, Social and Emotional Development	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
	<p>Knowing there are rules</p> <p>Starting to make friends</p> <p>Starting to turn take and share with others</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Do not always need an adult to remind them of a rule</p> <p>Build constructive and respectful relationships</p> <p>Think about the perspectives of others</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Super Me</p> <ul style="list-style-type: none"> Helping hands daily Turn taking games/activities 		<p>Knowing that we have different feelings and beginning to communicate their needs to adults</p> <p>Talking about their parents or carers</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p> <p>Express their feelings and consider the feelings of others</p> <p>Begin to understand how other might be feeling</p> <p>Talk about members of their immediate family and community.</p> <p>Being Safe</p> <ul style="list-style-type: none"> Helping hands daily Turn taking games/activities 		<p>Getting dressed and help from adults when needed</p> <p>Showing self confidence</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Manage their own needs</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Positive Relationships</p> <ul style="list-style-type: none"> Helping hands daily Turn taking games/activities 		<p>Working towards cooperative play</p> <p>See themselves as a valuable individual</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they may happen.</p> <p>Working Together</p> <ul style="list-style-type: none"> Helping hands daily Turn taking games/activities 		<p>More aware of others around them and the need to take account of others around them. Has some accountability for their actions.</p> <p>Shows interest in other children's play and may start to observe with interest and join in the game.</p> <p>Begins to understand how others might be feeling, to show empathy.</p> <p>Increased confidence and resilience and this can include supporting peers.</p> <p>Starts to understand the needs of other children and their own feelings.</p>		<p>ELG Nursery: Self Regulation Starts to show responsibility for their own feelings and their own play.</p> <p>ELG Nursery: Managing Self Able to manage a task seeing it through from beginning to end. Showing independence in their choices.</p> <p>ELG Nursery: Building Relationships Joins in with others' play.</p> <p>ELG: Self-Regulation 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</p> <p>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> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>ELG: Building Relationships</p> <p>Work and play collaboratively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and other's needs</p> <p>PSED Reception core vocabulary (highlighted lowest 20%)</p> <p>Behaviour goal resilience cooperate rules try succeed teamwork healthy unhealthy germs soap diet exercise share take turns caring concentrate proud independent</p>	
Physical Development	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Including weekly session from sports coach and	Fine motor Starts to move smaller equipment with one or two hands.		Fine motor Controls their movements by stopping their limbs.		Fine motor Makes marks using crayons. Uses a range of tools and equipment.		Fine motor Uses a range of tools and equipment with some control.		Fine motor skills ELG ELG Nursery: Shows more fine motor control with tools. Shows finer control with smaller tools whilst still needing some help with tricky things like buttons.			

<p>weekly PE session led by class teacher</p>	<p>Controls smaller objects with more proficiency. Passes things from one hand to another. Children use Five finger grasps when colouring in/mark making. Uses threading equipment with control. Uses large paint brush. Use large scale simple construction to create simple models.</p> <ul style="list-style-type: none"> • Weekly handwriting-FS2 • Daily signing in • Shared, guided and independent writing weekly-FS2 • Phonics daily-FS2 • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p> <p>Gross motor Shows some control over their body. Shows increasing control when moving around. Runs and jumps confidently landing safely on two feet Moves in a variety of ways such as skipping, slithering and shuffling. Can copy simple dance moves and gestures (like tip and toe around the room) Safely uses equipment in the playground. For example, the slide or monkey bars.</p>	<p>Uses equipment to move things like water. Uses/holds scissors correctly Using a knife and fork with support/ modelling by an adult Can squeeze, roll and pinch playdough showing a good pincer grip. Beginning to draw people (head with legs). Gives meaning to marks they have made. Some lower-case letters are formed correctly.</p> <ul style="list-style-type: none"> • Weekly handwriting-FS2 • Daily signing in-all • Shared, guided and independent writing weekly-FS2 • Phonics daily • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p> <p>Gross motor Can walk at a speed set by an adult. Participates in tidying up moving something to the correct place. Is aware and follows safety of not running near the climbing frame area Negotiates obstacles when running in a large space Can move body parts in response to music (stamping and clapping)</p>	<p>Tripod grasp used Uses smaller scale threading equipment with control (beads) Uses smaller construction toys like Lego to make models. Using a knife and fork to cut softer foods Use a hole punch and treasury tags Drawings include squares, rectangles, circles, crosses and letters When drawing people's details emerging such as fingers, arms and trunk. Majority of letters are recognisable, and the majority correctly formed.</p> <ul style="list-style-type: none"> • Weekly handwriting-FS2 • Daily signing in-all • Shared, guided and independent writing weekly-FS2 • Phonics daily-FS2 • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p> <p>Gross motor Controls equipment more capably by moving items to the right part of their body. Controls their body by moving around safely. Can use their strength to move from one thing to another. Adjusts speed and direction when in chasing games Travels skilfully and safely on around, over and through the climbing frame</p>	<p>Starts to recognise the changes they can make using tools and equipment.</p> <p>Tripod used in most cases Gaining Confidence in using a knife and fork to cut up own food Joins using hole punches and split pins Can use glue sticks and twist the end when needed Begins to show control when colouring and painting.</p> <ul style="list-style-type: none"> • Weekly handwriting-FS2 • Daily signing in-all • Shared, guided and independent writing weekly-FS2 • Phonics daily-FS2 • Model making • Construction • Threading • Baking • Water play • Mud kitchen <p>Teacher focused fine motor activities weekly cutting, tweezers, pipettes, painting, threading</p> <p>Gross motor Shows some control over their choice of tools. Shows increasing development of control over trickier tools, e.g. a flag, a spade. Starts to control the body to work with others. Skilfully and confidently: rolls, crawls, jumps, hops, skips and climbs Can start to respond and move their bodies to faster and slower music Beginning to catch a small ball (tennis ball)</p>	<p>Be more in control of the tools being used, e.g., can make some more-controlled marks with crayons and pencils. ELG Reception: Holds a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases) Uses a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p> <p>Gross motor skills ELG ELG Nursery: Shows good control in large movements like changing direction when running. Begins to control smaller tools. ELG Reception: Negotiates space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p>
---	---	---	---	--	--

	<p>Can sit crossed legged on the carpet</p> <p>Can throw and kick a ball.</p> <ul style="list-style-type: none"> Phonics daily games – FS1 Outside time-twice daily-assault course, small apparatus, bikes, hoops, skipping Sports coach weekly & GetSet4PE – unit 1 Introduction to PE Gardening Parachute games 	<p>Balances on one foot and can hop confidently</p> <p>Balances on blocks and planks confidently</p> <p>Can catch a large ball</p> <p>Can throw a soft ball into a bucket</p> <ul style="list-style-type: none"> Phonics daily games-FS1 Outside time-twice daily-assault course, small apparatus, bikes, hoops, skipping Sports coach weekly & GetSet4PE – unit 1 Fundamentals Gardening Kite flying Parachute games 	<p>Can start to express feelings using music</p> <p>Can throw a large ball with increased control – to a friend</p> <p>Can hold a small ball (ping pong) on a spoon with increasing control</p> <p>Balances when using climbing equipment</p> <ul style="list-style-type: none"> Phonics daily games-FS1 Outside time-twice daily-assault course, small apparatus, bikes, hoops, skipping Sports coach weekly & GetSet4PE – unit 1 Dance Gardening Kite flying Parachute games 	<p>Skilfully throws/kicks a large ball</p> <p>Can self-balance when walking across a PE bench</p> <ul style="list-style-type: none"> Phonics daily games-FS1 Outside time-twice daily-assault course, small apparatus, bikes, hoops, skipping Sports coach weekly & GetSet4PE – unit 1 Gymnastics Gardening Kite flying Parachute games
--	---	---	--	---

Literacy	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
	Little Wandle phonics phase 1 rhyme and sounds	Little Wandle Phonics Daily Sessions phase 2 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics phase 1 rhyme and musical sounds	Little Wandle Phonics Daily Sessions Phase 3 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics phase 1 rhyme and body percussion	Little Wandle Phonics Daily Sessions Phase 3 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics phase 1 rhyme and rhythm	Little Wandle Phonics Daily Sessions Phase 3 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics phase 1 Alliteration & Voice Sounds	Little Wandle Phonics Daily Sessions Phase 4 Weekly handwriting 3 reading sessions weekly	Little Wandle phonics phase 1 oral blending & segmenting	Little Wandle Phonics Daily Sessions Phase 4 Weekly handwriting 3 reading sessions weekly

	<p>Engages with books in some way. Enjoys the experience of sharing a story.</p> <p>Engages with songs/rhymes and books in some way.</p> <p>Shows an interest in words, books, print and songs.</p> <p>Children show an interest in writing and watch adults as they write.</p> <p>Children point to the words in a book.</p> <p>Name writing.</p> <p>Giving meaning to marks.</p> <p>Matching pictures to initial sounds.</p> <p>Matching pictures to words.</p> <p>Spell words by identifying sounds and then writing the sound with letters (range depending on ability)</p> <p>Handwriting – linked to letters in name and to taught phonics letter- sounds.</p> <p>Whole class reading and 1:1 throughout the year.</p>	<p>Begins to engage with literacy resources in their own way.</p> <p>Engages with words, books, print and songs more independently during their play.</p> <p>Children can talk about the picture in a book and know it is related to the writing.</p> <p>Mark making with a range of tools</p> <p>Shows engagement with stories by participating in some way.</p> <p>Shows particular interest in stories or parts of stories.</p> <p>Listening to and hearing sounds in CVC words.</p> <p>Identifying sounds on a grapheme chart.</p> <p>Beginning to form letters correctly by finding and recording the correct graphemes.</p> <p>Shared writes with adults (start sentence writing)</p> <p>Listening to familiar stories and able to recall facts.</p> <p>Reading words/phrases through sound-blending.</p> <p>Handwriting – linked to letters in name and to taught phonics letter-sounds</p> <p>Whole class reading and 1:1 throughout the year</p>	<p>Beginning to make links between what they can hear and what they can see.</p> <p>Begins to understand that print/words carry meaning.</p> <p>Pays close attention to stories and rhymes when prompted.</p> <p>Listens intently most of the time and shows some listening skills.</p> <p>Mark making inside and outside.</p> <p>Shows more control in a range of tools.</p> <p>Identifies when a group has 1 item.</p> <p>Points in sequence to several objects.</p> <p>Continue to write CVC words, using sound mat to find and record the correct letters (including digraphs and trigraphs)</p> <p>Learning to write short sentences, using a capital letter and full stop (through range of shared/modelled write experiences) Read phrases/sentences.</p> <p>Read some common exception words.</p> <p>Handwriting – linked to letters in name and to taught phonics letter- sounds</p> <p>Whole class reading and 1:1 throughout the year.</p>	<p>Identifies environmental sounds and can copy/repeat some.</p> <p>Identifies instrumental sounds and can copy/repeat some.</p> <p>Mark making and drawing with a range of tools and equipment.</p> <p>Can say what their marks mean.</p> <p>Likes to read a book with an adult.</p> <p>Will talk about the pictures and what is happening.</p> <p>Continue to write CVC words, using soundmat to find and record the correct letters (including digraphs and trigraphs)</p> <p>Learning to write short sentences, using a capital letter and full stop (through range of shared/modelled write experiences)</p> <p>Read phrases/sentences</p> <p>Read some common exception words.</p> <p>Handwriting – linked to letters in name and to taught phonics letter- sounds</p> <p>Whole class reading and 1:1 throughout the year.</p>	<p>Knows where to find the story on the page.</p> <p>Can identify some signage in the classroom.</p> <p>Explores different ways of making sounds with their bodies, sings songs and rhymes independently.</p> <p>Hears initial sound phonemes and applies knowledge to alliteration.</p> <p>Shows consideration when mark making.</p> <p>Starts to take their time changing their tool as the marks progress.</p> <p>Can copy with increasing control.</p> <p>Continue to write CVC words, using grapheme chart to find and record the correct letters (including digraphs and trigraphs) Beginning to write CVCC and CCVC words.</p> <p>Write short sentences, using a capital letter and full-stop (through range of shared/modelled write experiences) Re-read what they have written.</p> <p>Read phrases/sentences which include digraphs and trigraphs.</p> <p>Read some common exception words.</p> <p>Handwriting – linked to letters in name and to taught phonics letter-sounds</p> <p>Whole class reading and 1:1 throughout the year.</p>	<p>ELG Nursery: Can talk about the characters in a story.</p> <p>Can talk about the story events in simple terms.</p> <p>Explores and creates sound words. Claps syllables in words.</p> <p>Reads some meaningful key words and can orally segment and blend words.</p> <p>Starts to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape.</p> <p>ELG Reception: Continue to write CVC words, using sound mat to find and record the correct letters (including digraphs and trigraphs) Beginning to write CVCC and CCVC words. Write short sentences, using a capital letter and full-stop (through range of shared/modelled write experiences) Re-read what they have written. Read phrases/sentences which include digraphs and trigraphs.</p> <p>Read some common exception words.</p> <p>Handwriting – linked to letters in name and to taught phonics letter- sounds</p> <p>Whole class reading and 1:1 throughout the year.</p> <p>Literacy Reception Core Vocabulary (highlighted words lowest 20%)</p> <p>Book front/back cover page turn pencil fast slow loud quiet rhyme character event setting blend segment sentence full stop capital letter finger spaces grapheme phoneme digraph trigraph letter beginning middle end blurb title page fiction non-fiction question question mark author illustrator exclamation mark question mark story book information book page number contents page</p>
Mathematics	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception

<p>Develops an awareness of number names through enjoyment of action rhymes and songs that relate to experience of numbers.</p> <p>Notifies when a group changes quantity.</p> <p>Notifies changes in number of objects/images or sounds in groups of up to 3.</p> <p>Starts to say 'more' when they would like more.</p> <p>Knows what happens at lunchtime.</p> <p>Fits themselves into spaces in the room.</p> <p>Colours: red, blue, yellow, green, purple, mix of colours. Matching- colour matching, object matching, number shapes, shapes.</p> <p>Sorting- colour, shape and size, guess the rule.</p> <p>Matching – discussing similarities/differences.</p> <p>Sorting – colour, size and shape and discuss properties.</p> <p>Compare amounts – using language equal, symbol, more than, fewer than. Compare objects – by size, mass and capacity, using the language large/small, big/little, short/tall etc.</p> <p>Exploring and making patterns (ABAB)</p>	<p>Joins in with number songs and rhymes.</p> <p>Says how old they are and shows the right number of fingers.</p> <p>Shows counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Counts in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>Is aware of how to navigate their bodies around the space.</p> <p>Can find the bigger, smaller etc when asked.</p> <p>Number 1- subitising, counting Number 2- subitising representations of 2, counting. Pattern- finishing a pattern, colour patterns, outdoor patterns, movement patterns.</p> <p>Number 1, 2, 3- Sorting objects and subitising the amounts.</p> <p>Sorting 1, 2, 3</p> <p>Matching pictures to numerals.</p> <p>1 more, 1 less.</p> <p>Composition of 3.</p> <p>Sorting shapes.</p> <p>Number 4 and 5- composition.</p> <p>Sorting shapes.</p> <p>Day and night- sequencing events.</p>	<p>Identifies when a group has 1 item.</p> <p>Points in sequence to a number of objects.</p> <p>Counts as part of play.</p> <p>Says some counting words randomly.</p> <p>Can find the bigger, smaller etc when asked.</p> <p>Shows some awareness that some shapes will fit and some wont.</p> <p>Number 3- subitising, 1:1 counting, numerals, triangles.</p> <p>Number 4- 1:1 counting, composition of 4.</p> <p>Number 5- 1:1 counting, numerals, pentagon, composition of 5.</p> <p>One less.</p> <p>Zero.</p> <p>Composition of 5.</p> <p>Equal and unequal groups.</p> <p>Composition of numbers.</p> <p>Measuring capacity- full and empty.</p> <p>6, 7, 8- representing amounts, matching, 1 more and 1 less.</p> <p>Making pairs, combining two groups.</p> <p>Comparing and measuring height, length.</p> <p>Time- measuring, days of the week</p>	<p>Starts to use some number names and starts to ascribe names to objects in a rhythmical way.</p> <p>Can identify 1 and 2 objects when asked.</p> <p>Counts rhythmically and can count in songs and rhymes.</p> <p>Starts to use number comparison language.</p> <p>Builds using different equipment of different sizes and shapes.</p> <p>Talks about their models and what they used to build their models, identifying different bricks and colours.</p> <p>Consolidation 1-5 Number 6.</p> <p>Introduce 10</p> <p>Height and length.</p> <p>Mass related to books- 3 little pigs, goldilocks.</p> <p>Capacity.</p> <p>Representing 9 and 10- sorting, ordering, composition.</p> <p>Counting backwards from 10.</p> <p>Comparing within 10, making 10.</p> <p>3D shapes.</p> <p>Patterns and movement patterns.</p> <p>Consolidation- 5, 6, 7, 8, combining groups, measurements, 3D shapes, patterns</p>	<p>Subitises and counts to 3.</p> <p>Notifies the last number said when counting.</p> <p>Enjoys counting as far as they can and uses numbers in their play.</p> <p>Can say what number comes next when counting and singing number songs.</p> <p>Sorts using simple criteria.</p> <p>Starts to identify simple patterns.</p> <p>more than/fewer than one more, one less.</p> <p>Shape- 2D, revisit pattern</p> <p>Shape- 3D, revisit pattern</p> <p>Number patterns</p> <p>Estimating missing numbers ordering numbers to 20 find my match- shape, models replicate shapes.</p> <p>Counting on, adding more, taking away.</p> <p>Making new shapes</p>	<p>ELG Nursery: Counts to five and is starting to understand cardinal principle.</p> <p>Uses number in play. Can identify numerals to 5.</p> <p>Can use "more than" to identify different groups.</p> <p>Can identify when two groups have the same number.</p> <p>Makes simple comparisons.</p> <p>Starts to use simple shape names.</p> <p>ELG Reception: Uses 10 frames and talks about the arrangements. Starts to estimate.</p> <p>Orders, identifies, subitises, combines and manipulates numbers to 10.</p> <p>Identifies patterns in the number system, for example, finding all the numbers that include 5 on a 100 square, exploring odds and evens and doubles.</p> <p>Can use more, fewer, less when talking about numbers and quantities.</p> <p>Knows 1 more/less than.</p> <p>Knows that the world is made of 2D and 3D shapes.</p> <p>Knows some units of measure.</p> <p>Uses language of time when talking about the day and events in their life.</p> <p>Recognises mathematical features of some shapes.</p> <p>Problem solves using what they know about measure.</p> <p>Reception core vocabulary (highlighted words for lowest 20%)</p> <p>Count big small long short heavy light empty full circle square triangle rectangle side corner straight curved addition subtraction doubling halving add/plus subtract/take away one more one less O'clock half past 0-20 calculation number bonds odd/even 3D pyramid sphere cone cube cuboid cylinder properties corner faces estimate match total sum order sharing equal quick slow symmetry pattern flat compare length wide narrow thick thin balance weight time clock morning afternoon night</p>
---	---	--	--	--	--

<p>Understanding the World</p> <p>Nursery</p> <p>Reception</p> <p>Children notice what is happening around them and start to show curiosity about the changes that may happen to the environment.</p> <p>Children know there are different ways to move from one place to another.</p>	<p>Nursery</p> <p>Reception</p> <p>Children look at photographs of themselves and can identify themselves.</p> <p>Explore objects by linking together different approaches: shaking, hitting, looking,</p>	<p>Nursery</p> <p>Reception</p> <p>Children start to see when things are the same and show a curiosity when things are the same.</p> <p>Children talk about their own family.</p>	<p>Nursery</p> <p>Reception</p> <p>Children start to be curious about the people around them. They show interest in characters in stories and people in school.</p>	<p>Nursery</p> <p>Reception</p> <p>ELG Nursery Past and Present Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features.</p> <p>Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features</p>	<p>Nursery</p> <p>Reception</p>
---	--	---	---	--	---------------------------------

	<p>Know things are used in different ways (e.g. a ball for rolling or throwing, a toy car for pushing).</p> <p>Can talk about their own family and the people around them describing features about them.</p> <p>Know features of their own environment.</p> <p>Notice features of the immediate environment.</p> <p>Start to talk about the passages in time and understand significant events in their own timeline.</p>	<p>feeling, tasting, mouthing, pulling, turning and poking.</p> <p>Children show they are noticing changes by pointing to things that are different and acknowledging when things are different.</p> <p>Know some features of a different environment and what makes it different.</p> <p>Start to talk about changes like the weather.</p> <p>Start to understand events outside their own timeline.</p>	<p>Uses all their senses in hands-on exploration of natural materials.</p> <p>Start to understand similarity.</p> <p>Know some features of a different environment and what makes it different.</p> <p>Talk about events of personal significance.</p>	<p>Children notice differences in story books etc.</p> <p>Children start to explore the environment around them.</p> <p>Show that there are different and significant celebrations.</p> <p>Show some understanding of difference.</p> <p>Know there are locations beyond their own and that these are represented in different ways.</p> <p>Start to show curiosity and wonder when involved in investigations.</p>	<p>ELG Nursery People, Culture and Communities Makes connections between the features of their family and other families. Knows simple features of their own environment.</p> <p>ELG Nursery Natural World Children start to notice when things have changes with support from an adult. Children start to understand they can influence their environment and make changes to the space around them.</p> <p>ELG Past and Present (History)Reception Talk about the lives of the people around them and their roles in society</p> <p>Reception Core Vocabulary (lowest 20% highlighted) Time new old young before after now past present future similar/similarities different/differences first then next finally yesterday</p> <p>ELG People, Culture and Communities (Geography) Reception Explain some similarities and differences between life in this country and other countries, drawing on knowledge from stories, non-fiction texts and maps (when appropriate)</p> <p>Reception core vocabulary (lowest 20% highlighted) England United Kingdom(UK) London school home church shop park hospital town country holiday world map Artic Antarctica forest/woodland jungle/rainforest desert ocean/sea Earth library car truck lorry van bus train aeroplane police car ambulance boat maps countries transport travel journey building house flat bungalow cottage castle road path motorway rivers canal farm</p> <p>ELG: Natural World (Science) Reception Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Reception Core Vocabulary (lowest 20% highlighted) Cow duck sheep horse pig cat dog lion tiger giraffe hippopotamus elephant crocodile fish octopus whale dolphin dinosaur weather sunny cloudy rainy windy icy snowy foggy cold warm stormy plant stem root leaf petal flower grow seed bulb light dark living not living seasons world land sea ocean environment globe space planets pollution recycle litter materials plastic metal float sink beach seaside mountains</p>	
Expressive Arts and Design	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception
	<p>Begins to move to music (babbling/makes sounds to simple songs). Listens to music and makes sounds along with the music. With support and guidance is interested in using larger writing tools for larger mark making. Experiences of child's interest.</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Develop storylines in their pretend play</p>	<p>Moves and interacts to music. Claps with adults to the music. Shows interest in mark marking large and sometimes small scale.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Sings and makes sounds. Enjoys making sounds with musical instruments, moving to music. Begins to make deliberate lines and circles</p> <p>Explore and engage in music making and dance, performing solo or in a group</p>	<p>Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and responds to songs and music. Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.</p> <p>Watch and talk about dance and performance art,</p>	<p>ELG Nursery: Creating with materials Experimentation of marks and mark-making using colour, texture and senses. More-deliberate use of materials and colour with more-deliberate exploration of colour and changes.</p> <p>ELG Nursery: Being imaginative and expressive Shows a preference for types and methods of expression and shows more control when expressing themselves. Imaginatively plays with small world and in the role play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse.</p> <p>ELG Reception: Creating with materials</p>	

	<p>Explore colour and colour mixing Sing a range of well-known nursery rhymes and songs</p> <ul style="list-style-type: none"> Mixed media collage faces Portraits Smelly blossom trees Sponge printing Clay faces Sketching a friend Threading a face/person Creating pictures or collages of themselves, friends, family and Community Making hand and footprints using paint Making fingerprints using ink pads Music: Charanga - Me 	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <ul style="list-style-type: none"> Clay divas-thumb pots/coil pots Mixed media Ravana face Lanterns making Rangoli patterns-paint, pasta and beans, chalk, felts Dancing to Bollywood music Christmas decoration activities Charanga – My stories Christmas production 	<p>Create collaboratively sharing ideas, resources and skills Draw with increasing complexity and detail, such as representing a face with a circle and including details Join different materials and explore different textures</p> <ul style="list-style-type: none"> We will be learning about Chinese New Year celebrations and creating artwork around this celebration. Life cycles of caterpillars and frogs. Butterfly symmetry painting. Painting numbers Threading a number 3 Sponge printing 0-5 Acting out the story Charanga – Everyone! 	<p>expressing their feelings and responses Listen attentively, move to and talk about music, expressing their feelings and responses Create closed shapes with continuous lines and begin to use these shapes to represent objects Join different materials and explore different textures</p> <ul style="list-style-type: none"> We will be looking at nature and the changing seasons. observational drawing of plants/seeds. Food technology linked to plants. Charanga – Our World 	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories ELG Reception: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others and try to move in time to the music (when appropriate)</p>	
RE-FS2	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception	Nursery Reception
	Who am I? Harvest Which Stories are special and why?	Diwali Christmas Which people are special and why?	Who are you? Which places are special and why?	Who are you? Easter What times are special and why?	Who is God? Belonging: who are we and how do we belong?	Who is God? Our wonderful world: how can we care for living things and the earth? Reception Core Vocabulary Christian Muslim/Islam Sikh Buddhist Judaism Mosque Temple believe Chinese New Year Harvest Diwali Eid Easter Christmas