



St. Mary's Primary School – EYFS Skills & Knowledge Map.



Intent: At St. Mary's Primary School we aim to 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 fosters a 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 resilient, 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 year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Implementation:

At St. Mary's Primary School 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 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. 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 their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, sandpit and taking part in Forest School activities. 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 in a range of ways to capture children's interests, provide challenge and widen the children's view of the World. 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 receive knowledge organisers each half term to inform them of what their child is learning each half term and to explain how they can support this at home. Parents are encouraged to engage in their child's learning and share experience from home through the use of Class Dojo or Tapestry. The children are also encouraged to take an active role in their learning. The children are actively involved in the planning process to capture their ideas and views thus creating a respectful, reflective and inclusive environment. As part of the learning and teaching process, children are assessed in relation to their progress towards Development Matters and the Early Learning Goals. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Developing Cultural Capital in the EYFS

The development of Cultural Capital for children in the EYFS is part of all curriculum areas at St. Mary's. We recognise the importance of broadening children's wider and 'hands on' experiences and have a drive to introduce them to the very best that the world has to offer. Central to this work is an inspiring outdoor area and wider school grounds, a well-stocked, inviting and accessible library.

		Autumn 1 (Nursery: All about me)	Autumn 2 (Nursery: Celebrations and colour)	Spring 1 (Nursery: People who help us)	Spring 2 (Nursery: Growing and Easter)	Summer 1 (Nursery: Animals)	Summer 2 (Nursery: Water)	Early Learning Goals.
Literacy	Nursery Skills	<p>To be able to mark make and identify their marks. (Au1)</p> <p>To recognise familiar logos and labels within the environment. (Au1)</p>	<p>To find and identify familiar letters, e.g. letters in their names. (Au2)</p> <p>To talk about and retell a range of familiar stories. (Au2)</p> <p>To begin to explore initial sounds in familiar words. (Au2)</p>	<p>To begin to attempt writing familiar letters, e.g letters in their name. (Sp1)</p> <p>Adults will consistently model correct formation. (Sp1)</p> <p>To find and identify familiar letters, e.g. letters in their names. (Sp1)</p> <p>To talk about and retell a range of familiar stories. (Sp1)</p>	<p>To be able to mark make and give meaning to their marks. (Sp2)</p> <p>To identify the pictures linked to RWI sound. (Sp2)</p> <p>To begin to form some letters correctly, e.g. letters in their name. (Sp2)</p>	<p>To identify the pictures linked to RWI sound. (Su1)</p> <p>Children will begin to identify some sounds during oral blending games. (Su1)</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary. (Su1)</p>	<p>Lots of Fred games focussing on oral blending. (Su2)</p> <p>Children are able to identify initial sounds and blend familiar CVC words. (Su2)</p> <p>Make predictions about a story using the relevant vocabulary with independence. (Su2)</p> <p>To mark make for a purpose and be able to talk about the marks. (Su2)</p>	
	Nursery Knowledge	<p>To know that text can be used as a form of identification. (Au1)</p> <p>To know that text has a meaning. (Au1)</p>	<p>To know that letters are used to make up words. (Au2)</p> <p>To know that each letter makes a sound – focussing on sounds in their names.</p>	<p>To know that each letter makes a sound – focussing on sounds in their names. (Sp1)</p> <p>To join in with repetition within stories and rhymes. (Sp1)</p>	<p>To be able to talk about their marks with confidence. (Sp2)</p> <p>To talk about the sounds they have identified from the RWI program.</p>	<p>To know that blending sounds makes words. (Su1)</p> <p>To identify the pictures with corresponding. (Su1)</p>	<p>To identify CVC words orally. (Su2)</p> <p>To be able to segment sounds in CVC words. (Su2)</p>	

		<p>To know that text is read from left to right and top to bottom in English. (Au1)</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au1)</p> <p>To learn a range of Nursery Rhymes. (Au1)</p>	<p>(Au2)</p> <p>To learn that stories have a sequence; beginning, middle and end. (Au2)</p> <p>To know that text is read from left to right and top to bottom in English. (Au2)</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au2)</p> <p>To begin to acknowledge initial sounds and their relevance in the environment (Au2)</p>	<p>To be able to talk about different parts of the story. (Sp1)</p>	<p>(Sp2)</p> <p>To join in with repetition within stories. (Sp2)</p> <p>To be able to talk about different parts of the story. (Sp2)</p>	<p>To join in with repetition within stories. (Su1)</p> <p>To be able to talk about different parts of the story. (Su1)</p>	<p>To know that letters make sounds. (Su2)</p> <p>To join in with repetition within stories. (Su2)</p> <p>To engage in extended conversations about stories. (Su2)</p>	
	Nursery – RWI (links to music and reading).	<p>Tuning into sounds (auditory discrimination). Acknowledging pictures that represent sounds in Set 1 and emphasising the initial sound when name the picture (e.g. mmmmmmountain) – looking at both real and cartoon images that represent initial sounds.</p>		<p>Listening to and remembering sounds. Introducing two sounds a week from Set 1 – Speed sound lessons. Fred talk – verbally segmenting and blending.</p>		<p>Continue to introduce two sounds a week. Introduce writing sounds. Fred talk – physical cards available. HA – Introduce one sound per day and introduce 1.1 green words.</p>		
	Reception Skills	<p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p>	<p>To think of and write some short, simple sentences.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p>	<p>To think of and write short, simple sentences.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p>	<p>Comprehension *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>

		<p>To recap phase 1 and start to introduce phase 2 sounds</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p> <p>Teach: Front Cover, Back Cover, Blurb Difference between picture and text Use picture clues: 'What can you see?' Encourage children to predict what happens next</p> <p>To talk about new words when reading books – To broaden understanding of vocabulary</p> <p>To give meaning to marks</p> <p>To form letters of their name</p> <p>To orally segment words</p>	<p>Listens to familiar stories and able to recall facts. To continue to learn phase 2 sounds</p> <p>To be able to read a few sight words</p> <p>To talk about the role of an author and illustrator</p> <p>To talk about the books we have looked at and discuss likes and dislikes – Book talk I like the part.... I didn't like the part... It was funny when...?</p> <p>To talk about new words when reading books – To broaden understanding of vocabulary</p> <p>To orally compose a sentence and hold it in memory before attempting to write it.</p> <p>To begin to hear and write the initial sounds in words</p> <p>Respond to 'who', 'where' 'what' and 'when' questions</p>	<p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p> <p>To start learning phase 3 phonemes and phase 3 sight words</p> <p>To encourage children to talk about books e.g. what they enjoyed/disliked (book talk)</p> <p>To encourage children to check if sentences make sense</p> <p>To orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).</p>	<p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p> <p>To learn phase 3 phonemes and phase 3 sight words</p> <p>To encourage children to talk about books e.g. what they enjoyed/disliked (book talk)</p> <p>To begin to independently apply sounds when writing</p>	<p>Identifying sounds, including phonemes and other digraphs plus trigraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p> <p>To learn phase 4 phonemes and phase 4 sight words</p> <p>To independently apply sounds when writing</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p>	<p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p> <p>To learn phase 5 phonemes and phase 5 sight words</p> <p>To independently apply sounds when writing</p> <p>To listen to simple chapter books without pictures</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p>	<p>*Anticipate – where appropriate – key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><u>Word Reading.</u> *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> <p><u>Writing.</u> 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>
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		To use a pencil during mark making activities	linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.					
	Reception Knowledge	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p> <p>To develop general sound discrimination and be able to orally blend and segment.</p> <p>To know about books and their structure e.g. cover/title/blurb</p> <p>To know what text and pictures are</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p> <p>To have a greater understanding of vocabulary from texts</p> <p>To know the roles of an author and illustrator</p> <p>To know the difference between a phoneme/word and sentence</p> <p>To have a greater understanding of</p>	<p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p> <p>To have a greater understanding of vocabulary from texts</p> <p>To know the roles of an author and illustrator</p> <p>To know the difference between a phoneme/word and sentence</p> <p>To know and use phase 2 phonemes.</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>To know that they need to leave a space/gap after each word</p> <p>Knowing that sentences can be extended by using a conjunction such as 'and'</p> <p>To know the difference between</p>	<p>Knowing the sounds that the taught phonemes make.</p> <p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that they need to leave a space/gap after each word</p> <p>To know the difference between a phoneme/word and sentence</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p>		

		<p>To be able to talk about pictures and make predictions</p> <p>To have a greater understanding of vocabulary from texts</p> <p>To be able to write their forename</p> <p>To be able to say the initial sounds in words</p> <p>To be able to hold a pencil correctly</p>	<p>vocabulary from texts</p> <p>To know some sight words</p> <p>To know the roles of an author and illustrator</p> <p>To be able to say and hold a simple sentence for writing</p> <p>To be able to hold a pencil correctly</p>	<p>To know and use some phase 3 phonemes</p> <p>To be able to hold a pencil correctly</p> <p>To be able to retrace vertical lines and working on improving anticlockwise movements.</p>	<p>Knows how to spell some familiar words.</p> <p>To apply skills learnt independently in tasks and play</p> <p>To know and use some phase 2 & 3 phonemes</p> <p>To be able to hold a pencil correctly</p> <p>To be able to form most letters correctly</p>	<p>a phoneme/word and sentence</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p> <p>To know and use some phase 2 & 3 phonemes</p> <p>To be able to hold a pencil correctly</p> <p>To be able to form most letters correctly</p>	<p>Knowing that sentences can be extended by using a conjunction such as 'and'.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>To know and use some phase 2, 3 & 4 phonemes</p> <p>To be able to hold a pencil correctly</p> <p>To be able to form most letters correctly</p>	
Maths	Areas of learning covered.	<p>Recognising and counting numbers to 5.</p> <p>2D Shapes.</p> <p>Number rhymes.</p> <p>Sequencing.</p>		<p>One more/less. Size.</p> <p>Recognising and counting numbers beyond 5.</p> <p>Representing numbers.</p> <p>Subitising.</p> <p>Patterns.</p> <p>Positional Language.</p>		<p>2D and 3D shapes.</p> <p>Sequences.</p> <p>Size.</p> <p>Length.</p> <p>Weight and Capacity.</p> <p>Review of previously taught concepts.</p> <p>Positional Language.</p>		
	Nursery Skills	<p>To talk about what happened today, yesterday and tomorrow. (Au1)</p> <p>To count out a group of up to 5 objects. (Au1)</p> <p>To show an understanding</p>	<p>To count out a group of up to 5 objects. (Au2)</p> <p>To match number of objects to numeral. (Au2)</p> <p>To show an understanding of 1:1 counting to 5.</p>	<p>To count out a group of up to 10 objects. (Sp1)</p> <p>One more/less using a number line. (Sp1)</p> <p>To develop fast recognition of numbers.</p>	<p>To identify, describe and compare groups of objects. (Sp2)</p> <p>To compare and order objects according to their weight and distance. (Sp2)</p>	<p>Practical problem solving with numbers up to 5. (Su1)</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures. (Su1)</p>	<p>To count, order and recognise numbers to 10, in and out of sequence. (Su2)</p> <p>To name and describe 2D shapes. (Su2)</p>	

		<p>of 1:1 counting to 5. (Au1)</p> <p>Knowing that the last number you count represents the total number of objects (Au1)</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/round/ straight/ corners (Au1)</p>	<p>(Au2)</p> <p>Knowing that the last number you count represents the total number of objects (Au2)</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/round/ straight/ corners (Au1)</p>	<p>(Sp1)</p> <p>To count up to 10. (Sp1)</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making. (Sp1)</p> <p>To talk about and explore patterns in the environment (Sp1)</p>	<p>To develop fast recognition of numbers. (Sp2)</p> <p>To count up to 10. (Sp2)</p> <p>To show an awareness of positional language such as under/behind/next to/over/ on top of. (Sp2)</p> <p>To independently create and talk about own patterns using a range of objects and resources. (Sp2)</p>	<p>To develop fast recognition of numbers. (Su1)</p> <p>To use relevant mathematical vocabulary when talking about learning. (Su1)</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity. (Su1)</p> <p>To begin to describe a sequence of events accurately. (Su1)</p> <p>To recall simple facts about a familiar journey. (Su1)</p>	<p>To name some common 3D shapes and properties. (Su2)</p> <p>To compare and order objects according to their size and distance. (Su2)</p> <p>To develop fast recognition of numbers. (Su2)</p> <p>To use relevant mathematical vocabulary when talking about learning. (Su2)</p> <p>To begin to describe a sequence of events accurately. (Su2)</p> <p>To recall simple facts about a familiar journey. (Su2)</p>	
	<p>Nursery Knowledge</p>	<p>Singing a range of number songs. (Au1)</p> <p>To say number names to 5 in order. (Au1)</p>	<p>To say number names to 10 in order. (Au2)</p> <p>To know that a group of objects can also be represented by a number (Au2)</p>	<p>To create and repeat simple patterns. (Sp1)</p> <p>To subitise to 3. (Sp1)</p> <p>To know number order beyond 5 when counting.</p>	<p>To subitise to 3. (Sp2)</p> <p>To know number order beyond 5 when counting. (Sp1)</p> <p>To use the language of</p>	<p>To subitise to 6. (Su1)</p> <p>To remember the order in which things happen. (Su1)</p> <p>To know that subtraction means taking an amount</p>	<p>To subitise to 6. (Su1)</p> <p>To learn vocabulary linked to describing size and distance. (Su2)</p>	

		<p>To know that time can be measured using days. (Au1)</p> <p>To know that the last number said represents the total number of objects (Au1)</p> <p>To show an awareness and name some 2D shapes in the environment. (Au1)</p>	<p>Singing a range of number songs. (Au2)</p> <p>To know that the last number said represents the total number of objects (Au1)</p> <p>To show an awareness and name some 2D shapes in the environment. (Au1)</p>	<p>(Sp1)</p> <p>To say number names to 10 in order. (Sp1)</p> <p>To be able to say number names forwards and backwards to 10. (Sp1)</p> <p>To know that each object should only be counted once. (Sp1)</p> <p>Singing a range of number songs. (Sp1)</p>	<p>more and less to compare amounts. (Sp2)</p> <p>To know that numbers can be ordered. (Sp2)</p> <p>To be able to demonstrate through games and role play an understanding of positional language. (Sp2)</p> <p>Singing a range of number songs. (Sp2)</p>	<p>away from a group. (Su1)</p> <p>To know that some shapes more appropriate than others when building. (Su1)</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". (Su1)</p>	<p>To be able to say number names forwards and backwards to 15. (Su2)</p> <p>To remember the order in which things happen. (Su2)</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school". (Su2)</p>	
	<p>Areas of learning covered.</p>	<p>1:1 counting. Recognising and ordering numbers to 5 (Composition and representations). Comparing quantities Addition and subtraction – one more and one less Formation of written numbers. Subitising. Counting groups of objects. Time Spatial thinking and shape</p> <p><i>Key maths skills: subitising, 1:1 counting, composition, sorting, matching, comparing and ordering.</i></p>	<p>Number and Place Value Numbers 6, 7, 8, 9 & 10 Composition/representation Making Pairs / Combining different groups Halving Doubling Sharing Subitising. Addition and Subtraction Part, Part Whole Number bonds for 5 Taking Away 5 & 10 Frames Number bonds for 5 and up to 10 (include subtraction) (Recall) Shape 2D / 3D Shape Spatial Reasoning Positional language</p> <p><i>Key maths skills: subitising, 1:1 counting, composition, sorting, matching, comparing and ordering.</i></p>	<p>To 20 and Beyond Building numbers beyond 10-20 Composition/representation Counting patterns beyond 10 Halving, doubling, sharing Addition and Subtraction 5 & 10 Frames Number bonds for 5 and up to 10 (include subtraction) (Recall) Number Subitising (Be able to recognise quantities without counting to 5) Patterns Making more complex pattern Find my pattern Measure Length, Weight, capacity</p> <p><i>Key maths skills: subitising, 1:1 counting, composition, sorting, matching, comparing and ordering.</i></p>				

	Reception Skills	<p>To count up to 10 objects with 1:1 correspondence</p> <p>To match quantities to numeral.</p> <p>To recognise numbers 1-3</p> <p>To compare quantities by identifying which has more or fewer</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To begin to identify what one more or one less than a given number to 3 will be</p>	<p>To find the total of 2 groups of objects.</p> <p>To order numbers to 5.</p> <p>To introduce early doubling</p> <p>To recognise numbers 1-5</p> <p>To identify 2D shapes and talk about their properties.</p> <p>To begin to identify what one more or one less than a given number to 5 will be</p> <p>To begin to identify 2D and 3D shapes</p> <p>To make AB patterns</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To be able to count to 10 independently.</p> <p>To use the language of time now/next/then/first</p>	<p>To use money during role play activities to buy items.</p> <p>To match quantities to numeral.</p> <p>To order numbers to 8</p> <p>To recognise numbers 1-8</p> <p>To begin to explore number bonds to 5.</p> <p>To be able to count to 20 independently.</p> <p>To introduce the part part whole method for addition</p> <p>To use 2D and 3D shapes in provision and be able to name some and talk about properties</p> <p>To use non-standard measures to begin to measure objects – length/capacity/weight</p> <p>To use language of comparison when talking about length/height/weight/capacity</p>	<p>To use objects to solve addition and subtraction problems.</p> <p>To double an amount of objects</p> <p>To order numbers to 10</p> <p>To recognise numbers 1-10</p> <p>To share/half objects between a group of people equally.</p> <p>To explore number bonds to 5. (+&-)</p> <p>To use the language of subtraction</p> <p>To use the language of position in everyday situations</p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number track or by using a range of manipulatives.</p> <p>To order numbers to 15</p> <p>To recognise numbers to 15</p> <p>To share/half objects between a group of people equally</p> <p>To double an amount of objects</p> <p>To explore number bonds to 10 (+ & -).</p> <p>To use non-standard units to measure length, weight and capacity.</p> <p>To use language of comparison when talking about length/height/weight/capacity</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number track and through the use of other manipulatives.</p> <p>To order numbers to 20</p> <p>To recognise numbers to 20</p> <p>To share/half objects between a group of people equally</p> <p>To double an amount of objects</p> <p>To explore number bonds to 10 (+ & -).</p>	<p><u>Number</u></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><u>Numerical Patterns.</u></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>
	Reception Knowledge	To say the number names to 10 in order. (counting)	To know that addition involves combining two or	To know the names of basic 2D shapes.	To know that addition involves combining two	To be able to count, order and recognise numbers to 15.	To be able to count, order and recognise numbers to 20.	

		<p>To recognise numbers to 3.</p> <p>To write numbers to 3, forming them correctly.</p> <p>To use the language of comparison and correctly identify which group has more or fewer</p> <p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is getting smaller.</p>	<p>more groups of objects.</p> <p>To begin to verbally read an addition number sentence</p> <p>To say number names to 10 in order.</p> <p>To recognise numbers to 5</p> <p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is getting smaller.</p> <p>To know the names of 2D shapes.</p> <p>To know that 2D shapes can have sides and corners.</p> <p>To begin to know some names of 3D shapes – cone/pyramid</p> <p>To know that 3D shapes can have faces/sides/corners/edges</p> <p>To say the days of the week in order.</p>	<p>To know that 2D shapes can have corners and side.</p> <p>To know that length, capacity and weight can all be measured.</p> <p>To recognise numbers to 8</p> <p>To know that money can be used to buy items.</p> <p>To use the language of part and whole within the use of addition</p> <p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes have faces, vertices and edges.</p>	<p>or more groups of objects.</p> <p>To read addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p> <p>To be able to count, order and recognise numbers to 10.</p> <p>To use a range of manipulatives to help solve simple addition and subtraction number problems</p>	<p>To count forwards and backwards to 20 & beyond.</p> <p>To know that length, weight and capacity can be measured using non-standard units.</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p> <p>To be able to recall the number bonds for numbers to 5 and beyond without the use of aids</p>	<p>To know that addition involves combining groups of objects.</p> <p>To read number addition sentences.</p> <p>To read number subtraction sentences</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.</p> <p>To know that sharing equally means everyone has the same amount of an object.</p> <p>To be able to recall the number bonds for numbers to 5 and beyond without the use of aids</p>	
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			<p>To use the language of time in everyday life e.g. first/now/then/next etc.</p> <p>To know that patterns are repeated designs.</p>		<p>To understand and use a range of prepositions in everyday contexts.</p>			
Physical Development	Nursery Skills	<p>To take care of toileting needs independently. (Au1)</p> <p>To begin to show a preference for a dominant hand. (Au1)</p> <p>To climb apparatus safely. (Au1)</p> <p>To begin to show awareness of moving equipment safely with peers. (Au1)</p>	<p>To independently put on their coats, with some support for the zipper and buttons. (Au2)</p> <p>To copy dance moves and to move to different kinds of rhythms. (Au2)</p> <p>To use mark making resources with increasing independence. (Au2)</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. (Sp1)</p> <p>To mark make in sensory trays and also copy different patterns. (Sp1)</p> <p>To mark make using a comfortable grip when using pencils and pens. (Sp1)</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. (Sp1)</p> <p>To hold jugs and containers confidently and pour from one container into another. (Sp1)</p>	<p>To hold the pencil correctly using a tripod grip. (Sp2)</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name. (Sp2)</p> <p>To look at books independently whilst turning pages one at a time. (Sp2)</p> <p>Using balancing apparatus. (Sp2)</p> <p>To mark make using a comfortable grip when using pencils and pens. (Sp2)</p>	<p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. (Su1)</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. (Su1)</p> <p>To run skilfully and be able to negotiate space. (Su1)</p> <p>To mark make using a comfortable grip when using pencils and pens. (Su1)</p>	<p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. (Su2)</p> <p>To independently write their name. (Su2)</p> <p>To confidently use scissors and other tools safely. (Su2)</p> <p>To mark make using a comfortable grip when using pencils and pens. (Su2)</p>	

				<p>To show awareness of healthy food choices and impact on our body. (Sp1)</p>				
	<p>Nursery Knowledge</p>	<p>To know about personal hygiene and the importance of being clean and tidy. (Au1)</p> <p>To know that washing hands is important after using the toilet and before we eat. (Au1)</p> <p>To know that books in English should be read from left to right and one page at a time. (Au1)</p> <p>To use alternate feet when climbing apparatus. (Au1)</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers. (Au1)</p>	<p>To show confidence in dressing up and self-care activities. (Au2)</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. (Au2)</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint. (Au2)</p>	<p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils. (Sp1)</p> <p>To know that they need to use tools with a dominant hand. (Sp1)</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping. (Sp1)</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely. (Sp1)</p> <p>To know what making right food choices looks like. (Sp1)</p> <p>To show independence in self help skills such</p>	<p>To know that the pencil needs to be held comfortably and with one hand to form letters and numbers. (Sp2)</p> <p>To know how to use one handed tools effectively. (Sp2)</p> <p>To be able to follow a simple sequence of movements to music and rhythm. (Sp2)</p>	<p>To know the correct ways of forming letters. (Su1)</p> <p>To know that snips should be made on the line and the pattern should be followed. (Su1)</p> <p>To know how to feed paper/materials through hand when cutting around objects. (Su1)</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness. (Su1)</p>	<p>To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly. (Su2)</p> <p>To successfully take part in group games with support from an adult. (Su2)</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/hopping/skipping etc. (Su2)</p>	

				as toileting and dressing. (Sp1)				
	Reception Skills	<p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p> <p>To develop personal hygiene skills (handwashing using toilet independently)</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</p>	<p>To show good control and co-ordination in large and small movements.</p>	<p>Gross Motor Skills.</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, hopping, skipping and climbing.</p> <p>Fine Motor Skills.</p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p>
	Reception Knowledge	<p>To know which hand to write with.</p> <p>To know how to use the trim trail safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>To know how to use the trim trail safely.</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.</p> <p>To know how to use scissors effectively.</p>	<p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to form letters correctly.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to handle a range of equipment and tools effectively.</p> <p>To know how to use scissors effectively.</p>	<p>*Begin to show accuracy and care when drawing.</p>

		To know the importance of washing hands	To know how to use scissors effectively.					
Communication and Language.	Nursery Skills	<p>To sing rhymes and look at picture books. (Au1)</p> <p>To talk about the different characters and what they are doing. (Au1)</p> <p>To talk about themselves and their families. (Au1)</p> <p>Develop communication that can be understood by others. (Au1)</p>	<p>To talk about celebrations at home. (Au2)</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. (Au2)</p> <p>To listen to, and follow simple instructions. (Au2)</p>	<p>To learn and talk about modes of transportation. (Sp1)</p> <p>To be able to identify the different types of vehicles they see on the road. (Sp1)</p> <p>To begin to use a wide range of vocabulary in the correct context. (Sp1)</p> <p>To talk in short sentences that others can understand. (Sp1)</p> <p>To listen to, and follow simple instructions and respond to questions appropriately. (Sp1)</p>	<p>To listen to traditional stories and retain key vocabulary. (Sp2)</p> <p>To be able to talk about the setting, characters and the structure of the story. (Sp2)</p> <p>To be able to use connectives e.g. Once upon a time and then. (Sp2)</p> <p>To listen to, and follow simple instructions and respond to questions appropriately. (Sp2)</p> <p>To talk in short sentences that others can understand. (Sp2)</p>	<p>To listen to traditional stories and retain key vocabulary. (Su1)</p> <p>To be able to answer questions and share opinions using the relevant vocabulary. (Su1)</p> <p>To be able to talk about the setting, characters and the structure of the story. (Su1)</p> <p>To be able to use connectives e.g. Once upon a time and then. (Su1)</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. (Su2)</p> <p>To be able to answer questions and share opinions using the relevant vocabulary. (Su2)</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence. (Su2)</p>	

	<p>Nursery Knowledge</p>	<p>To know that stories have different character which could be real and pretend. (Au1)</p> <p>To know to sing words clearly so that they are audible. (Au1)</p> <p>To know that it is OK to talk to others about wants and needs. (Au1)</p>	<p>To know that stories have a beginning, middle and an end. (Au2)</p> <p>To be able to understand simple instructions. (Au2)</p>	<p>To be able to differentiate and categorise objects based on their properties. (Sp1)</p> <p>To remember new words I am learning when talking to others. (Sp1)</p> <p>To be able to understand simple instructions, questions and commands. (Sp1)</p>	<p>To know that stories have a beginning, middle and an end. (Sp2)</p> <p>To be able to answer questions related to the story. (Sp2)</p> <p>To be able to understand simple instructions, questions and commands. (Sp1)</p>	<p>To know that stories have a beginning, middle and an end. (Su1)</p> <p>To be able to answer questions related to the story. (Su1)</p> <p>To be able to use vocabulary learnt to have a conversation with others. (Su1)</p>	<p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. (Su2)</p> <p>To use the words they know appropriately to organise themselves and their play. (Su2)</p>	
	<p>Reception Skills</p>	<p>To talk about themselves and others.</p> <p>To sing songs.</p> <p>To speak about a range of texts.</p> <p>To listen and respond to simple instructions</p> <p>To play with others</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p> <p>To use a range of language related to past and present</p> <p>To ask a range of questions</p> <p>To use a range of sentence stems</p>	<p>To describe features of traditional stories.</p> <p>To begin to use a range of story vocabulary</p> <p>To speak in sentences when responding to an open question</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To being to ask questions about familiar aspects of their environment and their learning.</p> <p>To add more detail when explaining things</p>	<p>To label and sort living things.</p> <p>To begin to research using a search engine.</p> <p>To describe habitats.</p> <p>To be able to order a range of life cycles.</p> <p>To be able to give facts about a specified subject.</p> <p>To begin to use some time connectives</p> <p>To add more detail when explaining things</p>	<p>To be able to give facts about a specified subject.</p> <p>To begin to research using a search engine.</p> <p>To describe physical features</p> <p>To talk clearly for a range of purposes</p>	<p><u>Listening and Understanding.</u> *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.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking.</u> *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p>

	<p>Reception Knowledge</p>	<p>To know about others.</p> <p>To know familiar songs.</p> <p>To describe different stories and non-fiction texts.</p> <p>To be able to follow simple instructions</p>	<p>To know about different festivals.</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p> <p>To be able to ask questions to other people</p>	<p>To know different traditional stories.</p> <p>Express their ideas and feelings about their experiences.</p> <p>To be able to tell retell a simple story</p> <p>To be able to answer in a full sentence and extend by using conjunction such s 'and/because'</p>	<p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p> <p>To extend conversations by adding more detail, encouraging the use of adjectives</p>	<p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p> <p>To engage in meaningful conversations with others.</p> <p>To be able to use a range of time connectives during conversations</p> <p>To extend conversations by adding more detail, encouraging the use of adjectives</p>	<p>To know a range of facts.</p> <p>To engage in meaningful conversations with others.</p> <p>To know that we change our conversations for different people e.g. talking to a friend and talking to a visitor</p> <p>To be able to use the correct vocabulary to describe physical features</p>	<p>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>
<p>Personal, Social and Emotional Development.</p>	<p>Nursery Skills</p>	<p>To separate from main carer and learn to adapt to the Nursery environment. (Au1)</p> <p>To select and use activities and resources, with some support if needed. (Au1)</p> <p>To wash hands after using the toilet. (Au1)</p>	<p>To learn about daily routines and classroom rules. (Au2)</p> <p>To be aware of behavioural expectations in the Nursery. (Au2)</p> <p>To select and use activities and resources, with some support if needed. (Au2)</p> <p>To show an awareness of the importance of oral health.</p>	<p>To learn how to share resources and play in a group. (Sp1)</p> <p>To learn to look after resources within the class. (Sp1)</p> <p>To listen to, and follow rules set. (Sp1)</p> <p>To take turns whilst playing and waiting patiently to have a go. (Sp1)</p>	<p>To show independence in accessing and exploring the environment. (Sp2)</p> <p>To independently put on coats and use the toilet. (Sp2)</p> <p>To listen to, and follow rules set. (Sp2)</p> <p>To learn to look after resources within the class. (Sp2)</p>	<p>To be able to initiate play with peers and keep play going by giving ideas. (Su1)</p> <p>To become more outgoing with unfamiliar people. (Su1)</p> <p>To show more confidence in new social situations. (Su1)</p> <p>To begin to find solutions to conflicts. (Su1)</p> <p>To show an awareness of how</p>	<p>To gain enough confidence to talk to adults and peers. (Su2)</p> <p>To begin to be assertive towards others where necessary. (Su2)</p>	

			(Au2)			others may be feeling. (Su1)		
	Nursery Knowledge	To know that they can approach adults in Nursery when needed. (Au1)	To know how to adapt behaviour to suit classroom routines. (Au2) To show confidence in asking adults for support. (Au2) To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies. (Au2)	To know how to manage their emotions in different situations. (Sp1) To know that there are boundaries set. (Sp1) To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'. (Sp1) To know that we must respect our resources and out them back when we have finished with them. (Sp1) To know that when playing in a group they need to share and also know that they will get a turn. (Sp1)	To be aware of the different areas in the Nursery and how to explore them safely. (Sp2) To approach an adult if they need support. (Sp2)	To know that to play nicely it's important to share and take turns. (Su1) To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort. (Su1) To know that it is OK to engage with others, even if in a different environment. Su1) To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. (Su1)	To know how to talk politely and develop an understanding of what is appropriate. (Su2) To know that it is OK to challenge others, but they must remember to always be kind. (Sum2) To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc. (Su2)	
	Reception Skills	To describe a friend. To know and demonstrate friendly behaviour. To learn about the different family structures.	To learn about a range of different festivals. To learn about important dates in their lives. To share toys with others To learn about a range of different	To learn right from wrong. To understand how to make the right choices and the consequences of not making the right ones. To understand that we are all different and have different qualities	To understand that people may need help. To identify ways of being helpful to others and how this will make them feel. To talk about ways we can look after our planet	To describe a range of different habitats around the school To begin to solve problems when they arise To identify what we are good at and what we need to develop	To learn about the different family structures. To learn that we are growing and will be changing class To understand that things change and it is ok	Self-Regulation. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

		<p>To understand how to be a good friend.</p> <p>To learn to join in with whole group activities.</p> <p>To choose an activity independently.</p> <p>To learn about a range of different emotions and name them</p> <p>To begin to identify feelings using the Zones of Learning to help us</p>	<p>emotions and name them</p>		<p>To describe a friend.</p> <p>To know and demonstrate friendly behaviour.</p> <p>To understand how to be a good friend.</p> <p>To learn that at times we can feel overwhelmed and may need to calm down</p> <p>To learn strategies to help calm us</p>	<p>To talk about the importance of perseverance</p>	<p>To talk about how we have changed since joining school</p> <p>To learn that at times there is a winner and loser and it is ok to feel uncomfortable</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>Managing Self. 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 understanding the importance of healthy food choices</p>
	<p>Reception Knowledge</p>	<p>To describe and show friendly behaviour.</p> <p>To begin taking turns with their friends.</p> <p>To be able to identify different emotions</p> <p>To be able to talk about the relationships they have at home with their family and friends.</p> <p>To know that we can all feel different things at different times and begin to</p>	<p>To be able to talk about different festivals.</p> <p>To understand why different people celebrate different things.</p> <p>To begin taking turns with their friends.</p> <p>To know and name a range of emotions and identify them</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are.</p> <p>To be able to talk about how the character could have made a better choice.</p> <p>To talk about others in positive terms and talk about different qualities</p>	<p>To talk about the effect my behaviour has on others.</p> <p>To describe and show friendly behaviour.</p> <p>To begin to know when we are feeling overwhelmed</p> <p>To know some strategies to help calm us</p>	<p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p> <p>To be able to stop and think about how to solve problems</p> <p>To show respect to others</p> <p>To know that we all have different skills and that we are good at some but can find others a challenge</p> <p>To know that at times we need to</p>	<p>To be able to talk about the relationships they have at home with their family and friends.</p> <p>To talk about the world that we live in and how there are similarities and differences when looking at different aspects.</p> <p>To understand that we can feel worried/anxious and it is ok</p> <p>To understand that by talking</p>	<p>Building Relationships. 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>

		identify the feelings of others				persevere at something we find a challenge	to others they can support you when feeling uncomfortable To know that we have progressed in all areas since starting school To understand that somebody wins and somebody loses and it is ok to feel uncomfortable	
Understanding of the World.	Nursery Skills	<p>To be able to talk about their body parts and what the function is of each part. (Au1)</p> <p>To draw silhouettes and orally label body parts. (Au1)</p> <p>To be able to identify similarities and differences between themselves and peers. (Au1)</p> <p>To make self-portraits. (Au1)</p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. (Au2)</p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians. (Au2)</p> <p>Explore colour and colour mixing (Au2)</p>	<p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. (Sp1)</p> <p>To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses / doctors/fire fights/postman/ shop assistant etc). (Sp1)</p> <p>Visits from people who help us in the community (Sp1)</p> <p>Five little Monkeys jumping on the bed.</p>	<p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. (Sp2)</p> <p>To learn about Easter. (Sp2)</p> <p>To use senses to explore the world around them. (Sp2)</p>	<p>To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats. (Su1)</p> <p>Make comparisons between habitats of farm animals and wild animals. (Su1)</p> <p>Talk about the life cycle of a plant and animals. (Su1)</p> <p>Make own habitats using a range of resources. (Su1)</p> <p>To use senses to explore the world around them. (Su1)</p>	<p>To recall past events with friends and family at the seaside (Su2)</p> <p>To look at water safety at the beach (Su2)</p> <p>To explore the seaside and lighthouses (Su2)</p> <p>Pirate Day! (Su2)</p> <p>Tiddler Commotion in the Ocean (Su2)</p>	

				Miss Polly had a dolly. (Sp1)			Once I Caught a Fish Alive (Su2)	
	Nursery Knowledge	<p>To know about family structures and be able to talk about who is part of their family. (Au1)</p> <p>To know that they belong to a community/ To explore the local community</p>	<p>Children to find out about their own family traditions and that of their friends (Au2)</p> <p>This half term children to find out more about the celebrations within our families and will celebrate some key festivals and events together (Au2)</p> <p>To make Rangoli patterns on the computer. (Au2)</p> <p>To learn about the different stories related to Autumn festivals. (Au2)</p>	<p>(Sp1) To know that adults do a variety of jobs and that they are not all the same. (Sp1)</p> <p>To show an awareness of the emergency services and how they can help us. (Sp1)</p> <p>My heroes- Who is special to me? Who help us in our school, People who help us? Explore different careers (Sp1)</p>	<p>To know that every living being has a life cycle and they change in shape and size as they grow. (Sp2)</p> <p>To know that living beings follow a similar growth pattern and make comparisons. (Sp2)</p> <p>To know about who celebrates Easter and what is its significance. (Sp2)</p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Sp2)</p>	<p>To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful. (Su1)</p> <p>Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. (Su1)</p> <p>To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Su1)</p>	<p>To learn about the natural world by identifying sea creatures (Su2)</p> <p>Children to understand the summer season with water safety at the beach (Su2)</p> <p>Children to incorporate knowledge of the natural world, creativity – using different media (Su2)</p>	
	Religious Education.	<p>What special days do we celebrate? Links to autumn term festivals Harvest, Advent, Christmas, Diwali and Hannukah. Bonfire Night, Carnival</p>	<p>What makes me happy? Who makes me happy and why? C/F Baha'I and Humanism.</p> <p>How should we treat living things? A/F Buddhism and Jainism.</p> <p>Baha'I stories/Humanist symbol of the happy person and secular children's stories which reflect on what it means to be happy and similar themes.</p>	<p>Where did my name come from? C/D Islam.</p> <p>How can we use our hearing and other senses to find out about things? B/E Hinduism and Zoroastrianism.</p> <p>Links to my family, faith traditions and the meaning of Muslim and other names.</p> <p>Songs, stories, smell evoking responses, Hindu ritual, particularly</p>				

						the puja tray and the Zoroastrian fire rituals. Light/dark wonders of the world.		
	Reception Skills	<p>To talk about how they have changed since they were a baby.</p> <p>To talk about the changes they observe in their environment – Seasons link.</p> <p>To talk about the homes we live in and discuss where we live.</p> <p>To identify that we live in Bridgwater</p> <p>To talk about various families using photos to discuss</p> <p>To use a range of technology found within the home</p>	<p>To talk about how Hindus celebrate Diwali.</p> <p>To talk about a range of festivals including local traditions and discuss how they are celebrated</p> <p>To talk about and identify some animals that are nocturnal or animals that hibernate</p> <p>To talk about light and dark</p> <p>To explore shadows</p> <p>To talk about traditions that families have at Christmas</p>	<p>To talk about how Chinese people celebrate their new year.</p> <p>To talk about a range of festivals including local traditions and discuss how they are celebrated</p> <p>To identify how materials change when cooked</p> <p>To build structures that will float</p> <p>To explore floating and sinking</p> <p>To identify a range of animals</p> <p>To talk about changes that occur</p>	<p>To talk about a special toy they have</p> <p>To identify similarities and differences between toys in the past and now</p> <p>To talk about and identify what different toys are made from</p> <p>To talk about toys from around the world</p> <p>To explore pushes and pulls</p> <p>To explore a range of mechanisms</p> <p>To talk about the changes they observe in their environment – Seasons link.</p>	<p>Talking about the life cycle of plants and animals and what they need to survive.</p> <p>To talk about and observe features of snails and other minibeasts</p> <p>Exploring a range of habitats, looking at why the animal lives like that.</p> <p>Use and draw information from a simple map</p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs and geographical information systems, such as, Google Earth</p> <p>Communicate geographical information in a variety of ways e.g. maps and drawings.</p>	<p>Exploring a range of habitats, looking at why the animal lives like that.</p> <p>To explore floating and sinking and why certain materials make better boats</p> <p>To talk about the purpose of a lighthouse</p> <p>To talk about and identify the features of a seaside</p> <p>To talk about where they have been on holiday</p> <p>To identify differences between holidays now and in the past</p> <p>To learn about a key person that lived in the past – Grace Darling</p> <p>To identify and name a range of sea creatures</p>	<p><u>Past and Present.</u> 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 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><u>People, Culture and Communities.</u></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>
	Reception Knowledge	To know the names of different body parts.	To know that people around the world have different religions and celebrate different festivals.	To know that humans and other animals can grow. To know some traditions that	To know that in Spring New life occurs (blossom/a range of flowers grow)	To know the features of a snail and other minibeasts	To know that different animals live in different habitats according to their needs	

		<p>To know that there are many countries around the world.</p> <p>To know that we live in Bridgwater and that it is in the county of Somerset</p> <p>To know that people in other countries may speak different languages.</p> <p>To know about the features of my own immediate environment</p> <p>To know the name of the town the school is located in.</p> <p>To know that technology operates many items around the school/house</p> <p>To know that in Autumn the leaves fall off the trees and it gets colder</p> <p>To know that families are different</p> <p>To use a range of language to</p>	<p>To know that Mendi and Rangoli patterns are created to celebrate Diwali.</p> <p>To know that some animals are nocturnal.</p> <p>To know that some animals hibernate</p> <p>To know how to ask questions about the world through using my senses - feeling, hearing, seeing</p> <p>To know some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>To know the difference between light and darkness</p> <p>To know why shadows are created</p> <p>To know that every family has different traditions to each other</p>	<p>Chinese people observe during Chinese New Year</p> <p>To recall some key elements from the Chinese New Year story</p> <p>To know that materials can be changed by cooking or adding fluids</p> <p>To know some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>To know environments vary from one another.</p> <p>To know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.</p> <p>To know that some materials are better at floating than others</p>	<p>To know that Christians celebrate Easter.</p> <p>To use a range of language to talk about the past</p> <p>To know that people have different jobs</p> <p>To know that different jobs have different skills.</p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>To know where minibeasts and snails can be found</p> <p>To know that different animals live in different habitats according to their needs</p> <p>To know how to care for growing plants.</p> <p>To know about growth, decay and changes over time</p> <p>To know some similarities and differences in relation to living things.</p> <p>To know how to use and draw information from a simple map</p> <p>To know how to make simple maps of imaginary communities using a variety of construction resources.</p> <p>To know that simple symbols are used to identify features on a map.</p>	<p>To select appropriate materials according to their properties.</p> <p>To know that different materials are better suited for a purpose and why</p> <p>To know why lighthouses were key features in some coastal resorts</p> <p>To know and name some physical features of a coastal resort</p> <p>To know environments vary from one another.</p> <p>To know that some things in the world are man-made, and some things are natural.</p> <p>To know about similarities and differences between places e.g. countryside and town and drawing on my experiences and what has been read in class.</p> <p>To name and locate some key</p>	<p><u>The Natural World.</u></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 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>
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		<p>talk about the past</p> <p>To know about my own life-story and family's history.</p> <p>To know how I have changed</p> <p>To know about changes that have happened within my family lifetime</p> <p>To know about the lives of the people around them and their roles in society</p>		<p>To know about characters from stories, including figures from the past</p>			<p>countries around the world that we might visit on holiday.</p> <p>To know I need to respect and care for the natural environment and all living things.</p> <p>To know that people in other countries may speak different languages.</p> <p>To know that we travel to different holiday destinations by different modes of transport and what they might be</p> <p>To use a range of language to talk about the past</p> <p>To know that in the past holidays were not the same and why</p> <p>To know why Grace Darling is important and why</p> <p>To know about some familiar situations in the past</p> <p>To know about characters from stories, including figures from the past</p>	
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							To know about the past through settings, characters and events encountered in books read in class and storytelling.	
	Religious Education.	<u>Special me</u> (AMV) F.1. Special me - Who are we? Christianity	<u>Incarnation</u> F2: Why do Christians perform nativity plays at Christmas? Linked to Unit 2: Special Times (AMV) Christianity	<u>Special places</u> (AMV) F.3. Special places - Church building/ place of worship from one other faith (eg Synagogue) Christianity/Judaism	<u>Salvation</u> F3: Why do Christians put a cross in an Easter garden? Linked to Unit 4: Special Times (AMV) Christianity	<u>Special stories</u> (AMV) F.6. Special stories - Jesus Christianity	<u>God/Creation</u> F1: Why is the word 'God' so important to Christians? Linked to Unit 5: Special stories – God/Creation Christianity	
Expressive Arts and Design.	Nursery Skills	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. (Au1)</p> <p>To learn about art and music of Africa for Black History Month. (Au1) Uses various construction materials. (Au1)</p>	<p>Sing familiar Nursery Rhymes. (Au2)</p> <p>To use different colours and materials to make Rangoli Patterns. (Au2)</p> <p>To make salt dough Diva's. (Au2)</p> <p>To make Christmas cards and decorations for friends and family using a range of media. (Au2)</p> <p>To make Hanukah cards. (Au2)</p> <p>To make patterns with paint and</p>	<p>To use scissors effectively. (Sp1)</p> <p>To begin to act out different scenarios using props to enhance imaginative play. (Sp1)</p> <p>Sing familiar songs or make up own songs. (Sp1) Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. (Sp1)</p> <p>To play instruments with increasing control. (Sp1)</p>	<p>To learn about different textures and talk about them. (Sp2)</p> <p>Feely bag activities with different objects for children to feel and describe. (Sp2)</p> <p>To engage in role play by making stick puppets of different story characters. (Sp2)</p> <p>Sing familiar Nursery Rhymes. (Sp2)</p>	<p>To use puppets and props to act out different traditional stories. (Su1)</p> <p>To make masks for role play. (Su1)</p> <p>Sing familiar songs in the correct tone and changing melody if appropriate. (Su1)</p> <p>Uses available resources to create props to support role-play. (Su1)</p> <p>To use available props to develop stories and make imaginative play more purposeful.</p>	<p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. (Su2)</p> <p>To listen to music and create movements to the different beats. (Su2)</p> <p>To construct with bricks and blocks to make an enclosure. (Su2)</p> <p>Explore different materials freely,</p>	

			<p>different objects, exploring what happens when you mix colours. (Au2).</p> <p>Joins construction pieces together to build and balance. (Au2)</p>		<p>Realises tools can be used for a purpose. (Sp2)</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified. (Sp2)</p>	<p>(Su1)</p> <p>To show different emotions in pictures clearly. (Su1)</p> <p>To draw with increasing control, representing features and detail clearly. (Su1)</p>	<p>using them with a purpose. (Su2)</p>	
Nursery Knowledge	<p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. (Au1)</p> <p>To know that certain art types belong to different cultures. E.g. Africa. (Au1)</p> <p>For children to be able to construct with a purpose and safely. (Au1)</p>	<p>To know how different colours and materials can be used to create things. (Au2)</p> <p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world. (Au2)</p>	<p>To know how colours can be mixed to make a new colour. (Sp1)</p> <p>To use their imagination to create different works of art. (Sp1)</p> <p>For children to be able to construct with a purpose and safely. (Sp1)</p> <p>To play instruments to express feelings and ideas. (Sp1)</p>	<p>To know about the different materials and what can be created with them. (Sp2)</p> <p>To use their knowledge of stories in acting them out with friends. (Sp2)</p> <p>Sing songs clearly using correct words that have been learned. (Sp2)</p> <p>To know how to create recognisable representations of objects. (Sp2)</p>	<p>To know how to use props appropriately for particular stories. (Su1)</p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect. (Su1)</p> <p>For children to be able to construct with a purpose and safely. (Su1)</p> <p>To know how to use available props to develop stories and make imaginative play more purposeful. (Su1)</p>	<p>To know that body movements can be changed depending on the rhythm to achieve a desired effect. (Su2)</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play. (Su2)</p> <p>To show confidence in choice of media when creating a model or picture. (Su2)</p>		
	Reception Skills	<p>To remember the words to a range of songs/rhymes.</p>	<p>To design a Rangoli pattern.</p> <p>To use clay for a purpose</p>	<p>To use resources to create own props.</p> <p>Constructs with a purpose in mind,</p>	<p>To use a range of resources to create own props to aid role play.</p>	<p>To use what they have learnt about media and materials in an original way and be</p>	<p>They safely use and explore a variety of materials, tools and techniques,</p>	<p>Creating with Materials. *Safely use and explore a variety of materials, tools and techniques,</p>

		<p>To give meaning to the marks that are made.</p> <p>To draw a self portrait</p> <p>To explore colour mixing</p> <p>To use role play area to act out experiences of home</p> <p>To use a range of construction within the provision</p> <p>Begin to use a variety of drawing tools and techniques</p> <p>Understand and apply the principles of nutrition and learn how to cook</p> <p>Begin to work safely and hygienically Weigh using non-statutory measures e.g. spoons/cups.</p> <p>Begin to use some techniques e.g. mix, spread, knead</p> <p>Make healthy choices in relation to eating</p>	<p>To use role play to show how 'People who Help Us' - vets</p> <p>To combine materials together and overlap - collage</p> <p>Uses simple tools and techniques competently and appropriately. Explore and experiment with different textures Safely use and explore a variety of materials.</p> <p>To listen to a range of music and discuss</p> <p>To remember the words to a range of songs</p> <p>To perform to others</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Experiment with ways of changing them.</p>	<p>using a variety of resources.</p> <p>To listen to music from a different culture</p> <p>To complete a range of STEM challenges, talking about what they have done and why</p> <p>To create objects from different cultures</p> <p>Sing some songs by heart</p> <p>Explore and use pace and tempo</p> <p>Explore and use the musical instruments</p> <p>Explore different sounds</p>	<p>To draw a range of objects using observational skills</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>To explore and discuss a range of sounds</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>To know how to use a variety of drawing tools and techniques – pencil, charcoal</p> <p>Sing some songs by heart</p> <p>Explore and use pace and tempo</p> <p>Explore and use the musical instruments</p>	<p>able to explain their choices.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>To learn about a range of artists and the techniques they have used</p> <p>To identify and name some instruments</p> <p>Rubbings Print with variety of objects and colours</p> <p>Listen and respond to different styles of music</p> <p>Learn to sing rhymes/songs composition share and perform</p>	<p>experimenting with colour, design, texture, form and function.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>To explore colour mixing</p> <p>To identify and name some instruments</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Experimenting with and using secondary and primary colours</p> <p>Listen and respond to different styles of music</p> <p>Learn to sing rhymes/songs composition share and perform</p>	<p>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><u>Being Imaginative and Expressive</u></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>
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		<p>Know the importance of a healthy diet</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Experiment with ways of changing them.</p>			Explore different sounds			
	Reception Knowledge	<p>To learn a range of songs and rhymes</p> <p>To know that we are all different and that we look differently from or peers</p> <p>To match colours to need e.g. eye colour etc.</p> <p>To use a range of tools</p> <p>To know how to use a variety of drawing tools and techniques – pastels, inks</p> <p>To know how to draw with increasing complexity and detail, such as representing a face with a circle</p>	<p>To learn the names of different tools and techniques that can be used to create Art.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p> <p>To learn a range of songs</p> <p>To be able to perform in front of others</p> <p>To use some musical language to talk about what they have heard</p> <p>To know how shape and model my diva lamp</p>	<p>For children to be able to safely construct with a purpose and evaluate their designs.</p> <p>To experiment with creating different things and to be able to talk about their uses.</p> <p>To use some musical language to talk about what they have heard</p> <p>To know I can discuss my work as it progresses.</p> <p>To know about and discuss what I want to make</p> <p>To know how to use a range of materials and tools with care and precision</p>	<p>To use a range of props to support and enhance role play.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p> <p>To know how to use materials, thinking about uses and purposes</p> <p>To know about different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p>	<p>To know the different uses and purposes of a range of media and materials.</p> <p>To understand that pictures can be created by making observations or by using imagination</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>To identify and name some instruments and use a range of musical vocabulary</p> <p>To know that you can print with variety of objects and colours</p>	<p>To describe ways of safely using and exploring a variety of materials.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>To understand that pictures can be created by making observations or by using imagination</p> <p>To use paints, pastels and other resources to create observational drawings.</p>	

		<p>and including details.</p> <p>To know about different emotions and can draw them on the faces</p> <p>To know that by combining colours together we make a new colour</p> <p>For children to be able to safely construct with a purpose and evaluate their designs.</p> <p>To know how to work safely and hygienically.</p> <p>To know how to use non-statutory measures e.g. spoons/cups.</p> <p>To know how to use some techniques e.g. mix, spread, knead</p> <p>To know about healthy choices in relation to eating</p> <p>To know about the importance of a healthy diet</p>	<p>To know about different forms.</p> <p>To know some nursery rhymes and Christmas songs by heart</p> <p>To know some simple dances and can move to the rhythm of a song</p> <p>To know I can change the words to some songs</p> <p>To perform in front of an audience.</p>	<p>To know what I like and dislike about my creation</p> <p>To know how to adapt my work</p> <p>To know the names of tools needed to work the materials e.g. needle</p> <p>To know some songs by heart To know about beats, pace and tempo</p> <p>To know instruments make different sounds</p>	<p>To know how to represent and construct my own ideas, thoughts and feelings through design</p> <p>To understand that pictures can be created by making observations or by using imagination</p> <p>To use paints, pastels and other resources to create observational drawings.</p> <p>To be able to use vocabulary to talk about a range of sounds</p> <p>To know some songs by heart To know about beats, pace and tempo</p> <p>To know instruments make different sounds</p>	<p>To know how to move to different styles of music</p> <p>To know how to make up my own song and share and perform to a group</p> <p>To understand terms beat, rhythm, tempo and pace</p>	<p>To experiment with creating different things and to be able to talk about their uses.</p> <p>To know how to manipulate materials</p> <p>To know how to move to different styles of music</p> <p>To know how to make up my own song and share and perform to a group</p> <p>To understand terms beat, rhythm, tempo and pace</p>	
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		<p>To know how items can be combined and changed</p> <p>To know some nursery rhymes and songs by heart</p> <p>To know some simple dances and can move to the rhythm of a song</p> <p>To know I can change the words to some songs</p>						
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Impact:

Our curriculum and its delivery ensure that children, from their own starting points make good progress. During their time with us children make rapid progress towards the national expectation for a good level of development at the end of the Reception year. Pupils also make 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.