

EYFS Curriculum Yearly Overview							
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Early Learning Goal
Our Journey	‘All About Me’ My family and my home Celebrating Differences Seasons – Autumn	‘Being a Hero’ – Halloween People who Help Us Our Super Power Bonfire Night Remembrance Day Diwali Christmas	‘Me in my world’ Chinese New Year The world Where we live Space Seasons - Winter	‘Super creatures!’ Minibeasts Animals Healthy living and eating Easter Seasons – Spring	‘Once upon a time’ Growing Food Around the World Knights and castles- Now and then	‘All at Sea!’ Sea creatures and pollution Pirates Seaside Seasons - Summer	
Key Texts	T4W main Focus texts- We are going on a bear hunt and The Gingerbread man. Additional Texts - Being me in my world The Colour Monster The Gruffalo We are going on a leaf hunt	T4W main Focus texts- The Baby Mouse Additional Texts - Room on the broom Five pumpkins Where the poppies now grow My mummy is a firefighter. Lots of lights Nativity Stick man The jolly Postman	T4W main Focus texts- The Sleepy Bumblebee Additional Texts - Chinese New Year Children’s Atlas Space Man on the moon (a day in the life of bob) Whatever Next	T4W main Focus texts- Farmer Duck Additional Texts - Super worm What the ladybird heard The hungry caterpillar Snail and the whale Minibeasts Owl Babies	T4W main Focus texts- Jack and the Beanstalk Additional Texts - Handa’s Surprise The tiny seed Jack and the beanstalk Sir Charlie stinky socks Various fairy tales	T4W main Focus texts- Supertato Additional Texts - Commotion in the ocean What the ladybird heard at the seaside. Pirates Love underpants Ten little pirates	
Memorable Experiences	Sharing family pictures and	Fire Station Visit Clay Diwali	Chinese New Year	Class caterpillars World book day	Food Around the World week-	Sealife Centre Giant Art project	

	creating a class wall. Exploring the school grounds Harvest	lights Christmas Nativity Making Christmas cards	Valentines	Mothers day Easter RSPCA visit?	Making sandwiches Planting a sunflower	(Creating sea pictures exploring texture in paint and different ways to create effect). RNLI Visit	
Key Vocabulary	Similarities, differences, colours, body parts, emotions, family structures and relations, equality, respect, kindness. Seasons - Autumn, Autumn features, Harvest, Forest, Now, God, Christian, Believe	remembrance, Yesterday, Past, jobs, emergency services and roles, 999, diversity, Nativity, Mary, Joseph, Jesus, celebrate, Christmas. Bethlehem, stable. Star.	Winter, cold, snow, ice, frost Chinese New Year, celebration, year, months, weeks, days. names of countries, world, map, village, town, city, London. Measure, height, weight, heavy, light, help, pray, lent.	Poem, poetry, rhymes, Farm animals and their young, minibests, habitats and descriptions. Healthy, unhealthy, fit, exercise, habits, fruit, vegetables, healthy plates. Oral hygiene - teeth, enamel, tartar, toothpaste, toothbrush, cleaning, Easter Seasons - Spring, weather, growth, new life Lifecycle of a caterpillar- egg, caterpillar, chrysalis/cocoon, butterfly, time	Past, present, old, new, young, now, then, Food names and country origin of food from different cultures, Character, setting, events, prediction. Adjectives to describe characters and settings. cultures, Same, different, unique, welcome	Recycling, names and uses of materials, climate, plastic, single use plastic, pollution, sea, ocean, marine, sea creatures, creation. names and facts Seasons - Summer	
Communication and Language							
Listening, Attention and	Nursery *To begin to	Nursery *To listen to	Nursery *To listen to	Nursery *To listen to	Nursery *To listen to stories	Nursery *To listen to	*Listen attentively and

Understanding	<p>understand simple questions. *To enjoy listening to longer stories. *To understand simple stories.</p> <p>Reception *To understand how to listen carefully *To understand why listening is important *To be able to follow directions.</p>	<p>stories about celebrations such as Diwali, Christmas and talk about why they are celebrated *To listen to and follow simple instructions</p> <p>Reception *To engage in story times, joining in with repeated phrases and actions *To begin to understand how and why questions *To respond to instructions with more than one step.</p>	<p>and follow simple instructions *To understand and respond to questions appropriately *To express a point of view</p> <p>Reception *To understand a range of complex sentence Structures. *To ask questions to find out more.</p>	<p>stories and retain key vocabulary *To be able to talk about the setting and characters in the story *To listen to and follow simple instructions *To respond to questions appropriately</p> <p>Reception *To describe familiar texts with detail and using full sentences *To retell a story *To follow a story without pictures or props *To ask questions about familiar aspects of their environment and learning</p>	<p>and retain key vocabulary *To be able to talk about the setting and characters in the story</p> <p>Reception *To understand questions such as who, what, where, when, why and how</p>	<p>different nursery rhymes and be able to join in singing words confidently and clearly *To be able to answer questions and share opinions using the relevant vocabulary *To be able to talk about the setting and characters in the story with confidence</p> <p>Reception *To explain events that have already happened in detail *To have conversations with adults and peers with back and forth exchanges</p>	<p>respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<p>Nursery *To sing rhymes and explore picture books *To talk about themselves and</p>	<p>Nursery *To talk about celebrations at home *Know and sing many songs and</p>	<p>Nursery *To begin to use a wide range of vocabulary *To talk in</p>	<p>Nursery *To be able to use connectives *To talk in short sentences so that others can</p>	<p>Nursery *To be able to answer questions and share opinions using the relevant vocabulary</p>	<p>Nursery *To develop a wide range of vocabulary</p> <p>Reception</p>	<p>Participate in small group, class and one-to-one discussions, offering their</p>

	<p>their families in their play</p> <p>*To develop their communication that can be understood by others.</p> <p>Reception</p> <p>*To talk about themselves and others in full sentences</p> <p>*To speak about a range of texts, sharing ideas and thoughts with adults and peers</p> <p>*To join in stories and group time discussions.</p> <p>*To learn new Vocabulary.</p>	<p>Rhymes.</p> <p>Reception</p> <p>*To compare different festivals using vocabulary they have acquired from their learning</p> <p>*To make comments about their observations</p> <p>*To use talk to organise their thinking</p> <p>*To answer questions during class inputs.</p>	<p>short sentences so that others can understand.</p> <p>*To express a point of view</p> <p>Reception</p> <p>*To give opinions and share ideas with confidence in different situations</p> <p>*To develop the confidence to talk to other adults they see on a daily basis.</p> <p>*To talk in sentences using conjunctions e.g. and, because.</p>	<p>understand</p> <p>Reception</p> <p>*To use new vocabulary in different contexts</p> <p>*To engage in non-fiction books</p>	<p>*To be able to use connectives in their speech</p> <p>*To take turns to speak in a conversation</p> <p>Reception</p> <p>*To use conjunctions in sentences</p> <p>*To develop social phrases and talk confidently with peers.</p> <p>*To respond to what other people say e.g. peers, teachers etc</p> <p>*To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>*To use a full vocabulary bank including technical language To use conjunctions in sentences</p> <p>*To talk about why things happen</p> <p>*To talk in sentences using a range of tenses</p>	<p>own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Personal, Social and Emotional Development							

Self Regulation	Nursery *To separate from main carer and learn to adapt to the new Nursery environment *To choose and use resources / activities with support if required *To begin to follow the class routines and rules - To know some feelings e.g. sad, happy - To learn to look after the resources in the class Reception *To see themselves as a valuable individual in the class and school *To know the class rules and routines *To express and identify their feelings To recognise different emotions and understand	Nursery *To choose and use resources / activities with support if required *To discuss how they are feeling and talk about these e.g. happy Reception *To express and identify their own feelings *To follow instructions given by an adult and act upon these. *To begin to consider the feelings of others *To adapt behaviour to a range of situations	Nursery *To make some choices / decisions for themselves *To understand feelings and begin to understand how others may feel in certain situations Reception *To express and identify their feelings. *To think about their own feelings and those of others by given examples of how others might feel in certain situations *To try new activities in the environment *To focus during longer whole class lessons *To follow two step	Nursery *To begin to speak up for themselves in a way which is respectful e.g. saying how you feel, asking for what you want or need Reception *To try new activities in the environment *To identify and moderate their own feelings socially and emotionally *To consider the feelings and needs of others	Nursery *To show more confidence in new social situations *To talk about a range of feelings, identifying these in themselves and others Reception *To look after others and understand how they feel about something *To show resilience and perseverance in the face of a challenge *To control their emotions using a range of techniques *To set a target and reflect on progress throughout	Nursery *To have a go with new activities and explore new parts of the classroom / environment *To talk about a range of feelings, identifying these in themselves and others Reception *To maintain focus during extended whole class teaching *To follow instructions of three steps or more	*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions
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	<p>how people show emotions. *To focus during short whole class activities</p> <p>RSHE - My feelings</p>		instructions				involving several ideas or actions.
Managing self	<p>Nursery *To become familiar with using the toilet - may need some support *To know why we have to wash our hands before food and after using the toilet</p> <p>Reception *To use the toilet independently *To wash hands independently and correctly *To know the importance of hand washing and overall hygiene to health and well-being *To put coat and socks on independently</p>	<p>Nursery *To increasingly follow the routines and rules *To use the toilet mostly independently *To wash their hands with little reminders</p> <p>Reception *To use the toilet independently and manage hygiene *To be confident in the familiar school environment *To develop class rules and understand the need to have</p>	<p>Nursery *To listen to and follow the rules *To use the toilet mostly independently *To wash their hands with little reminders</p> <p>Reception *To follow rules in the wider school community *To begin to show resilience and perseverance in the face of Challenge. *To practise doing up a zipper</p>	<p>Nursery *To wash their hands with little reminders *To make healthy food choices</p> <p>Reception *To understand how to manage their own needs. *To understand the importance of tooth brushing *To develop independence when dressing and undressing *To show an understanding of healthy foods and healthy choices - why are they important?</p>	<p>Nursery *To use the toilet mostly independently *To know how to keep my teeth clean</p> <p>Reception *To manage own basic needs independently *To follow rules in the wider school community</p>	<p>Nursery *To make healthy exercise choices *To make healthy food choices *To use the toilet mostly independently</p> <p>Reception *To understanding how to look after themselves as they grow / move on *To understanding the importance of exercise on overall health and well-being *To show resilience and perseverance in the face of challenge *To show a 'can do' attitude</p>	<p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *Manage their own basic hygiene and personal needs, including dressing,</p>

	<p>*To explore different areas within the environment.</p> <p>RSHE - My beliefs RSHE - Money and work.</p>	<p>rules RSHE - Keeping safe RSHE - My Body, healthy eating and oral hygiene</p>					going to the toilet and understanding the importance of healthy food choices.
Building Relationships	<p>Nursery *To begin to play with others. *To build relationships with adults and peers.</p> <p>Reception *To begin to build relationships in the class, showing respect to others *To seek support of adults when needed *To gain confidence to speak to peers and adults.</p> <p>RSHE - All about Families RSHE - My Relationships</p>	<p>Nursery *To play with others - elaborating play ideas</p> <p>Reception *To build close relationships and form friendships, showing respect to others *To share resources and toys with others *To begin to develop friendships *To have positive relationships with all staff</p>	<p>Nursery *To play with others - elaborating and extending ideas in a group *To begin to work as a group with support *To use taught strategies to support turn taking</p> <p>Reception *To build close relationships and form friendships, showing respect to others *To share resources and toys with others *To begin to</p>	<p>Nursery *To play with others - elaborating and extending ideas in a group</p> <p>Reception *To build strong, mutually respectful Relationships - what makes a great friend? *To listen to the ideas of other children and agree on a solution and compromise</p>	<p>Nursery *To play with others elaborating and extending ideas in a group *To be supported to find solutions to conflicts and accepting that they have to take turns</p> <p>Reception *To play with others and solve conflicts - with little adult support *To work as a group *To begin to develop relationships with other adults around the school</p>	<p>Nursery *To play with others - elaborating and extending ideas in a group *To talk to others to solve attempt to solve conflicts with support</p> <p>Reception *To play with others and solve conflicts - with no adult intervention *To have confidence to communicate with adults around the school *To have strong friendships</p>	<p>*Work and play cooperatively and take turns with others. *Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and to others' needs.</p>

			develop friendships *To have positive relationships with all staff				
Physical Development							
Gross Motor Skills	Nursery *To explore rolling, walking, running, jumping, hopping, skipping, marching and crawling *To find a comfortable hand grip to mark make *To use a paintbrush to paint a picture Reception Athletics- Walking and Jumping *To move safely in a space *To stop safely *To develop control when using equipment *To follow a path and take turns *To work	Nursery *To explore pushing, rolling and bouncing different balls *To begin to make large muscle movements using streamers imitating circles, vertical lines and horizontal lines Reception *To balance *To run and stop *To change direction *To jump *To hop *To explore different ways to travel using Equipment.	Nursery *To dance to music, they like *To create their own dance moves in line with the music they can hear *Work with others to move large objects to make an obstacle course Reception *To roll and track a ball *To develop accuracy when throwing to a target *To dribble using hands *To throw and	Nursery *To balance bricks to build vertically *Work with others to move large objects to make an obstacle course Reception *To create short sequences using shapes, balances and travelling actions *To balance and safely use apparatus *To jump and land safely from a height *To develop rocking and rolling *To explore	Nursery *To explore rolling and jumping in different ways *To balance bricks to build vertically Reception *To use counting to help to stay in time with the music when copying and creating actions *To move safely with confidence and imagination, communicating ideas through movement *To move with control and coordination, expressing ideas *To move with control and	Nursery *To explore playing team games to achieve an end goal e.g. parachute games *To explore moving in a variety of different ways. *Learn how to stop. Reception *To develop accuracy when throwing and practise keeping score *To play by the rules and develop coordination *To move with control and coordination, expressing ideas	*Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	cooperatively with a partner PE - Body Management	PE- Co-operate and solve problems	catch with a partner *To dribble a ball using feet *To kick a ball to a target. PE - Dance	traveling around, over and through apparatus *To create short sequences linking actions together and including apparatus PE - Gymnastics	coordination, copying, linking and repeating actions PE - Manipulation and co-ordination	PE - Speed agility travel	
Fine Motor Skills	Nursery *To find a comfortable hand grip to mark make *To use a paintbrush to paint a picture Reception *To use a dominant hand *To mark make using different shapes *To begin to use a tripod grip when using mark making tools *To use tweezer to transfer objects *To thread large beads *To begin to copy	Nursery *To use different tools to paint pictures Reception *To begin to use anticlockwise movement and retrace vertical lines *To hold scissors correctly and cut along a straight and zigzagged lines *To use a tripod grip when using mark making tools *To accurately draw lines, circles and shapes to draw	Nursery *To begin to find a more comfortable hand to mark make (dominant hand) *To use scissors to make snips in paper *To join large jigsaw pieces together Reception *To use a tripod grip when using mark making tools *To hold scissors correctly and cut along a curved	Nursery *To explore a knife and a fork *To find a comfortable hand grip to mark make Reception *To hold scissors correctly and cut out large shapes *To write letters using the correct letter formation and control the size of letters	Nursery *To pull up a zip after an adult has started it *To use a comfortable grip to mark make *To begin to use a knife and fork to eat different foods *To have a dominant hand when mark making / writing *To thread objects with large objects on a string such as pasta, large beads Reception *To hold scissors correctly and cut out small shapes *To copy letters Correctly.	Nursery *To use a comfortable grip to mark make *To have a dominant hand *To select their own tools appropriately for the task Reception *To form letter correctly. *To use a variety of tools effectively (including scissors) *To create drawings with details	*Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. *Use a range of small tools including scissors, Paintbrushes and cutlery. *Begin to show accuracy and care when drawing.

	<p>letters</p> <p>*To hold scissors correctly and make snips in paper.</p>	<p>pictures</p> <p>*To write taught letters using correct formation</p> <p>*To begin to hold a knife correctly and use to cut food with support</p>	<p>line</p> <p>*To thread small beads</p> <p>*To use small pins</p> <p>*To write taught letters using correct formation</p>		<p>*To paint using thinner paintbrushes</p>		
Literacy							
Comprehension	<p>Nursery</p> <p>*To know their favourite story and the reason why</p> <p>*To join in with stories, rhymes and songs as they become familiar</p> <p>Reception</p> <p>*To use pictures to tell stories</p> <p>*To sequence familiar stories</p> <p>*To independently look at book, holding them the correct way and turning pages</p>	<p>Nursery</p> <p>*To develop their play linked to stories and retelling</p> <p>Reception</p> <p>*To sequence and re-tell stories though role play and small world play.</p> <p>*To engage in story times, joining in with repeated phrases and actions</p> <p>*To begin to answer questions about the stories read to them</p> <p>*To enjoy and</p>	<p>Nursery</p> <p>*To begin to sequence and retell stories linked to pictures they can see</p> <p>Reception</p> <p>*To act out stories</p> <p>*To begin to predict what may happen in the story</p> <p>*To suggest how a story might end</p> <p>*To describe events in familiar stories and predict events</p> <p>*To locate the title and blurb in</p>	<p>Nursery</p> <p>*To begin to sequence and retell stories</p> <p>*To use story language in their play</p> <p>Reception</p> <p>*To anticipate key events in stories</p> <p>*To retell a story</p> <p>*To follow a story without pictures or props</p> <p>*To talk about the characters in the books they are reading</p>	<p>Nursery</p> <p>*To acquire and use new vocabulary</p> <p>*To recognise rhyming words (not written- listening)</p> <p>Reception</p> <p>*To understand and use exclamation and question marks</p> <p>*To begin to answer questions about what they have read</p> <p>*To use vocabulary that is influenced by their experiences of books</p>	<p>Nursery</p> <p>*To sequence and retell stories</p> <p>*To use story language in their play</p> <p>Reception</p> <p>*To answer questions about what they have read</p> <p>*To know that information can be retrieved from books</p>	<p>*Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate (where appropriate) key events in stories.</p> <p>*Use and understand recently introduced vocabulary during</p>

		increasing range of books including fiction, non-fiction, poems and rhymes	a story *To understand the difference between fiction and non-fiction				discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading	Nursery *To begin to show interest in letters - particularly those in their own name *To find their name from a small selection of other names Reception *To recognise their name *To recognise taught Phase 2 sounds (s a t p i n m d g o c k) *To recognise taught Phase 2 Tricky Words *To begin to blend sounds together to read words using the taught sounds	Nursery *To develop some print knowledge e.g. print has meaning = it is made of letters and words Reception *To blend sounds together to create words for reading *To read Phase 2 Tricky words *To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s) *To blend sounds to read words using taught sounds *To begin reading captions using taught sounds	Nursery *To develop more print knowledge e.g. text is read from left to right *To open the front cover in a book and turn pages carefully Reception *To begin to write CVCC words (Phase 2 knowledge) *To write phase 2 Tricky words *To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z) qu ch sh th ng *To recognise	Nursery *To develop more print knowledge e.g. text is read from left to right Reception *To read some Phase 3 tricky words *To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z qu ch sh th ng ai ee igh oa oo oo ar or ur ow oi ear air er) *To read words with -es/z/ at the end *To read words with s and s/z/ at the end *To read sentences containing Tricky	Nursery *To develop some print knowledge e.g. print has meaning = it is made of letters and words *To develop more print knowledge e.g. text is read from left to right Reception *To read simple sentences using known phonic knowledge *To be able to read all Phase 3 tricky words *To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)	Nursery *To recognise words that have the same initial sounds *To find their name from a selection of other names starting with the same letter Reception *To check, confirm and modify own reading *To develop fluency and confidence when reading *To read sentences containing Phase 2 and 3 tricky words *To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi	

		*To read books matching their phonics ability	taught Phase 2 and 3 Tricky words *To begin to read longer words *To recognise taught digraphs in words and blend the sounds together *To read books matching their phonics ability	Words and digraphs *To read books matching their phonics ability	*To read longer words *To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est) *To read books matching their phonics ability	ear air er) *To read longer words *To read compound words *To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, -ed /d/, - er, -est) *To read longer sentences containing Phase 4 words and Tricky Words *To read books matching their phonics ability	
Writing	Nursery *To develop their mark making and begin to identify their marks e.g. patterns and shapes Reception *To practise writing their name with good pencil control (may still be developed) *To give meanings to the marks they make *To copy taught	Nursery *To begin to form the first letter in their name and others as appropriate *To develop their mark making and begin to identify their marks e.g. patterns and shapes Reception *To begin to segment words into their single sounds e.g. c-a-t	Nursery *To begin to show some emergent mark making including some letters Reception *To begin to write CVCC words (Phase 2 knowledge) *To write phase 2 Tricky words *To form lowercase letters Correctly	Nursery *To be able to write some letters from their name Reception *To form lowercase letters correctly and begin to form capital letters *To write sentences using finger spaces and full stops *To spell words using taught sounds	Nursery *To be able to write some letters from their name *To begin to show some emergent mark making including some letters Reception *To write simple sentences using phonics knowledge *To form lowercase and capital letters correctly *To begin to use	Nursery *To produce emergent writing using initial sounds *To write their own name forming some letters correctly Reception *To write all Phase 3 tricky words *To show awareness of basic punctuation capital letter and full stops when writing sentences independently	

	letters *To write initial sounds *To begin to write CVC words using taught sounds	for writing *To write simple CVC words / labels (Phase 2) *To use the correct letter formation of taught letters *To write words and labels using taught sounds	*To begin to write sentences using fingers spaces *To spell words using taught sounds *To spell some taught tricky words correctly	*To spell some taught tricky words correctly	capital letters at the start of a sentence *To use finger spaces and full stops when writing a sentence *To spell some taught tricky words correctly *To begin to read their work back	*To form lowercase and capital *To begin to write longer words and compound words which are spelt phonetically *To spell some taught tricky words correctly *To read their work back and check it makes sense	
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Mathematics

Following the NCETM teaching Counting, cardinality, ordinality, composition, comparison and subitising. Numberblocks material to support.

Number	Nursery *Counting to 3 *Counting objects carefully. *Say one number for each item in order: 1,2,3. Reception *Baseline assessment. *To recognise numbers 1-3 *To begin to subitise to 4 *To find one less of numbers to 3 *To explore the	Nursery *Link numeral and amounts to 5 *Understand cardinal principle - last number signifies amount *Show 'finger numbers' up to 3. Reception *To recognise numbers 1-5 *To begin to subitise to 5 *To find one more of numbers to 5 *To find one less	Nursery *Show finger numbers up to 5, *Match numbers to amounts to 5 Reception *To recognise numbers 0-7 *To subitise to 6 *To find one more of numbers to 7 *To find one less of numbers to 7 *To explore the composition of 5,6,7.	Nursery *Link numeral and amounts to 5 *Counting carefully and accurately to at least 5 Reception *To recognise numbers 0-10 *To explore the composition of 9 and 10 *To practise number bonds to 10. *To know addition facts to make 5	Nursery *Number formation and matching to amounts *Counting rhymes and using fingers and objects Reception *To subitise to 6 *To recognise numbers to 20 *To revise number bonds to 5 *To explore how to make numbers above ten	Nursery *Counting carefully and accurately to at least 5 *Subitising to at least 3 Reception *To solve simple number problems *To recap the composition of each number to 10 *To know addition and subtraction facts to 10	*Have a deep understanding of number to 10, including the composition of each number. *Subitise (recognise quantities without counting) up to 5. *Automatically recall (without reference to rhymes,
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	composition of 2 and 3	of numbers to 5 *To explore the composition of 4 and 5	*To match the number to quantity	*To find one more of numbers to 10 *To find one less of numbers to 10 *To estimate a number of objects	using tens and ones *To match the number to quantity *Compose and represent numbers to 10.	*Subitise to 10	counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts
Numerical Patterns	Nursery *Understanding 'more' Reception *To say which group has more/fewer *To compare quantities of 2 groups *To count to 5	Nursery Recognising a pattern Reception *To compare quantities to 5 *To compare equal and unequal groups *compare groups of objects. *To count to 10 *Complete a repeating AB Pattern *Represent 5 in many ways	Nursery *Understanding more and fewer Reception *To count to 15 *To count objects to 10 correctly. *To compare quantities to 7 *To combine two groups of objects *Use language of equal to.	Nursery *Compare quantities using language: 'more than', 'fewer than'. Reception *To count to 20 *To compare quantities to 10 *To explore odd and even numbers *To explore double facts. *To order numbers to 10 *To combine two groups of objects *Make an ABB repeating pattern	Nursery *Sequence events - first, next, then *Spot the difference in pictures Reception *To count to 25 *To count backwards and identify numbers before and after. *To order numbers to 20.	Nursery *Ordering and sequencing numbers to 5. Reception *To count to 25 *To know that 1, 3, 5, 7 and 9 are odd *To know that 2, 4, 6, 8, 10 are even *To double numbers up to 10 *To find half of numbers up to 10 *To share quantities equally	*Verbally count beyond 20, recognising the pattern of the counting system. *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. *Explore and represent patterns within numbers up to 10,

							including evens and odds, double facts and how quantities can be distributed equally
Shape, Space and Measure	Nursery *Understand position through words alone - for example, "The bag is under the table," - with no pointing. Reception *To match objects *To sort objects *To recognise and name circle and triangle	Nursery *Talk about and explore 2D shapes Reception *To recognise and name square and rectangle *To compare capacity, length, height, size. *To finish a repeating pattern of 2 objects or colours	Nursery *Talk about and explore 2d and using 'sides', 'corners'; 'straight', 'flat', 'round'. Reception *To order the days of the week *To measure time *To begin to name 3D shapes *To explore the properties of shapes	Nursery *Compare objects - size, shape, length, weight, capacity Reception *To explore the properties of shapes *Create patterns	Nursery *Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. *Make comparisons between objects relating to size, length, weight and capacity, colour Reception *To measure Capacity *To measure height using cubes *To explore the properties of 2D and 3D shapes	Nursery *Using positional language *Naming 2d shapes and organising to create new shapes Reception *To finish a repeating pattern *To make patterns using shapes *To name and describe 2D and some 3D shapes	<i>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure</i>
Understanding the World							
Past and Present	Nursery *To know how I have changed	Nursery *To know how I have changed	Nursery *To talk about some of the ways	Nursery *To talk about some of the ways I	Nursery *To know about the past through	Nursery *To know some similarities and	*Talk about the lives of the

	<p>*To make sense of their own life using family photos</p> <p>Reception</p> <p>*To know about my own life-story</p> <p>*To know how I have changed</p>	<p>*To know that Christmas is when Jesus is born</p> <p>Reception</p> <p>*To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)</p> <p>*To explore future aspirations and occupations</p> <p>*To know that the emergency services exist and what they do.</p>	<p>I have changed over my life so far</p> <p>Reception</p> <p>*To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class</p> <p>*To talk about the lives of the people around us.</p>	<p>have changed over my life so far</p> <p>*To retell the Easter story</p> <p>Reception</p> <p>*To talk about how I have changed over my life and compare these with others</p> <p>*To identify the main events in the Easter story.</p> <p>*To know about the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>settings, characters and storytelling.</p> <p>Reception</p> <p>*To compare and contrast characters from stories, including figures from the past</p> <p>*To know about the past through settings, characters and events encountered in books read in class and story telling (Farming)</p>	<p>differences between things in the past and now.</p> <p>- To know how different transport works e.g. A boat goes on the water</p> <p>Reception</p> <p>*To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside)</p> <p>- To identify Summer as one of the four seasons</p> <p>- To explore and understand floating and sinking</p>	<p>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 experience 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>
People, Culture and Communities	<p>Nursery</p> <p>*To identify their family and wider family members, naming them and discussing what relation they are to them e.g. Mum's</p>	<p>Nursery</p> <p>*To talk about how people celebrate things differently to us e.g. Diwali</p> <p>*To know different</p>	<p>Nursery</p> <p>*To talk about how people celebrate things differently to us e.g. China</p> <p>*To know that the Earth is</p>	<p>Nursery</p> <p>*To talk about Easter and how they celebrate it.</p> <p>Reception</p> <p>*To know that Christians</p>	<p>Nursery</p> <p>*To know there are many countries in the world</p> <p>Reception</p> <p>*To know that a globe is a</p>	<p>Nursery</p> <p>*To know there are many countries in the world</p> <p>*To discuss that themselves and families are different</p>	<p>*Describe their immediate environment using knowledge from observation,</p>

	<p>Dad</p> <p>*To discuss and develop an understanding that families are different</p> <p>Reception</p> <p>*To know about family structures and talk about who is part of their family</p> <p>*To identify similarities and differences between themselves and peers.</p> <p>*To know the name of the town the school is in.</p> <p>*To know about features of the immediate environment.</p> <p>RE Module: Why is the word 'God' so important to Christians?</p>	<p>occupations e.g. train driver, police</p> <p>*To notice the differences between others positively</p> <p>*To be able to talk about what they do with their families during Christmas</p> <p>Reception</p> <p>*To recognise that people have different beliefs and understand how these are celebrated</p> <p>*To talk about how Hindus celebrate Diwali</p> <p>*To talk about the Christmas Story and how it is celebrated across the world</p> <p>*To know about people who help us within the local community,</p> <p>RE Module: Why do</p>	<p>where we live</p> <p>*To know that a map is a picture of the Earth</p> <p>Reception</p> <p>*To know that there are many countries around the world.</p> <p>*To recognise that people have different beliefs and understand how these are celebrated e.g. China</p> <p>*To recognise similarities and differences in contrasting locations all over the world e.g. China and England</p> <p>*To talk about Chinese New Year.</p> <p>RE Module: How can we help others when they need it?</p>	<p>celebrate Easter.</p> <p>RE Module: Why do Christians put a cross in an Easter garden?</p>	<p>representation of the Earth</p> <p>*To recognise similarities and differences in contrasting locations all over the world focusing particularly on foods</p> <p>*To know that people in other countries may speak different languages</p> <p>RE Module: What makes every single person unique and precious?</p>	<p>Reception</p> <p>*To know that simple symbols are used to identify features on a map</p> <p>RE Module: How can we care for our wonderful world?</p>	<p>discussion, stories, nonfiction, 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 (where appropriate)</p>
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		Christians perform nativity plays at Christmas?					maps.
The Natural World	Nursery *To use their senses to explore the outdoor environment and natural features *To introduce the vocabulary for seasons (Autumn) Reception *To ask questions about the natural environment. *To respect and care for the natural environments *To talk about Autumn and talk about features of this.	Nursery *To use their senses to explore the outdoor environment and natural features Reception *To know about and recognise the signs of Autumn *To know about features of the world and Earth	Nursery *To introduce the vocabulary for seasons (Winter) *To know there are many countries in the world, one of these being China Reception *To identify Winter as one of the four seasons. *To talk about the environmental changes in Winter and why this happens *To know some important processes and changes in the natural world including states of matter (freezing)	Nursery *To introduce the vocabulary for seasons (Spring) Reception *To talk about the environmental changes in Spring and why this happens *To identify Spring as one of the four seasons. *To understand and describe the changes in a butterfly's life cycle using developing vocabulary *To learn about lifecycles of animals *To know about different habitats	Nursery *To plant seeds and care for them over time Reception *To plant seeds and care for them over time, discussing the growing process *To learn about lifecycles of plants	Nursery *To introduce the vocabulary for seasons (summer) *To show care and respect for our environment by recycling *To explore different collections of materials and identify their properties e.g. shells and pebbles for the beach Reception *To identify Summer as one of the four seasons *To explore and understand floating and sinking *To understand the problems of plastic pollution in the oceans *To understand the importance of recycling and why	*Explore the natural world around them, making observations and drawing pictures of animals and plants. *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them including

						we recycle	the season and changing states of matter
Technology	Nursery *To show an interest in technological toys such as toys with knobs, pulleys and buttons Reception *To learn about e-safety RSHE - Online safety	Nursery *To show an interest in technological toys such as toys with knobs, pulleys and buttons Reception *To know how to operate simple equipment	Nursery *To access, understand and interact with a range of technology within the Nursery environment Reception *To access, understand and interact with a range of technology within the Reception environment	Nursery *To access, understand and interact with a range of technology within the Nursery environment Reception *To use the IWB	Nursery *To access, understand and interact with a range of technology within the Nursery environment Reception *To explore how a Bee-Bot works *To use the internet with adult supervision to find and retrieve information	Nursery *To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons Reception *To begin to give reasons why we need to stay safe online *To use the BeeBots	<i>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</i>
Expressive Arts and Design							
Creating with Materials	Nursery Drawing and Painting *To learn how to wear a painting apron *To learn how to hold a paintbrush *To experiment with paint	Nursery *To explore different art materials Printing *To explore printing with body parts and loose objects	Nursery *To explore making shapes with playdough *To cut materials making snips with scissors *To build models using the junk modelling	Nursery *To explore making shapes with playdough *To cut materials making snips with scissors Reception *To experiment	Nursery *To explore colours and colour mixing *To create designs and self-select materials to create Reception *To know which prime colours	Nursery *To build models using the junk modelling *To explore colours and colour mixing *To create designs and self-select materials to create Reception	*Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and

	Reception *To name colours To experiment with mixing colours *To create simple representations of people and objects *To draw and colour with pencils and crayons *To explore different techniques for joining materials (Glue Stick) DT Hibernation boxes	Reception *To explore and use a range of art tools *To explore and use different materials when crafting and creating *To draw from observation with details *To explore and use art materials for a purpose *To explore and use artistic techniques *To share their creations	Reception *To explore making recognisable shape/ objects using malleable materials for a purpose *To explore ways of joining materials together using glue, staples etc *To cut different materials using scissors *To use different construction materials DT structures and Junk Modelling	with different mark making tools such as art pencils, pastels, chalk *To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) *To use different construction materials *To use natural objects to make a piece of art *To share creations and talk about the process *To know how to work safely and hygienically *To use some cooking techniques (spreading, cutting, sandwiches, fruit kebabs) DT Designing food snack	you mix together to make secondary colours *To plan what they are going to make *To manipulate materials	*To know some similarities and differences between materials *To explore, use and refine a variety of artistic effects to express their ideas and feeling *To share creations, talk about process and evaluate their work DT making boats	function. *Share their creations, explaining the process they have used. *Make use of props and materials when role playing characters in narratives and stories
Being Imaginative	Nursery *To express their	Nursery *To sing familiar	Nursery *To create small	Nursery *To use musical	Nursery *To develop own	Nursery *To develop own	*Invent, adapt and recount

and Expressive	<p>ideas through pretend play</p> <ul style="list-style-type: none"> *To make rhythmic sounds e.g. drumming *To explore musical instruments and the sounds they make <p>Reception</p> <ul style="list-style-type: none"> *To sing and perform nursery rhymes *To experiment with different instruments and their sounds *To create musical patterns using body percussion 	<p>songs as a whole class and in provision</p> <ul style="list-style-type: none"> *To engage in small world play and pretend play pretending that objects stand for others things <p>Reception</p> <ul style="list-style-type: none"> *To begin to perform songs, stories and rhymes *To explore and engage well in music making 	<p>world set ups.</p> <ul style="list-style-type: none"> *To play musical instruments demonstrating control when playing *To develop own stories through role play and small world play linked to what they know <p>Reception</p> <ul style="list-style-type: none"> *To begin to perform songs, stories and rhymes *To explore and engage well in music making *To listen attentively and move to music rhythmically (DANCE PE) 	<p>instruments to make their own music</p> <ul style="list-style-type: none"> *To develop own stories through role play and small world play linked to what they know <p>Reception</p> <ul style="list-style-type: none"> *To develop storylines in pretend play *To create musical patterns using untuned instruments *To perform songs, stories and rhymes 	<p>stories through role play and small world play linked to what they know</p> <ul style="list-style-type: none"> *To sing songs showing awareness of melody *To use musical instruments to make their own music *To create their own songs <p>Reception</p> <ul style="list-style-type: none"> *To perform songs, stories and rhymes *To move in time to music *To act out well know stories *To follow a musical pattern to play tuned instruments *To create narratives based around stores 	<p>stories through role play and small world play linked to what they know</p> <ul style="list-style-type: none"> *To create music with rhythm, pitch and melody *To use musical instruments to make their own music <p>Reception</p> <ul style="list-style-type: none"> *To create own compositions using tuned instruments *To invent their won narratives, making costumes and resources 	<p>narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none"> *Sing a range of well know nursery rhymes and songs. *Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.
Artists to study	<p>Frida Kahlo - self portraits</p> <p>Naming and mixing colours</p>	<p>Louise Bourgeois - Exploring clay - making lights</p> <p>Making own wrapping paper</p>	<p>Claes Oldenburg and Ye Hongxing - Papier mache planets</p> <p>sculptures using sticker collage technique of Hongxing for</p>	<p>Paul Klee And Haafiza Sayed - exploring printing</p> <p>Designing and making sandwiches/wraps.</p>	<p>Julie Taymore - Exploring textiles, making own puppets using joining techniques.</p>	<p>Sir Frank Bowling - Mixed Media collage - class collaborative outdoor project.</p> <p>Adding texture to paint</p>	

			finishing.			Designing and making boats.	
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