

Reception Overview

Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Outcomes
<b>Listening, Attention and Understanding</b>	Understand 2-part questions and instructions.	Show variability in listening behaviour.	Understand questions such as who; why; when; where and how.  Question why things happen and gives explanations.	Ask questions to find out more and to check they understand what has been said to them.	Understand a range of complex sentence structures including negatives, plurals and tense markers.	<b>Make comments about what they have heard and ask questions to clarify their understanding.</b>	<b>Offer their own opinions and use reasoning skills to explain 'why'.</b>
	Maintain attention in small and large groups directed by an adult and can ignore environmental distractions.  Engage in story times.  Listen to and talk about stories to build familiarity and understanding.	Understand how to listen carefully and why listening is important.  Beginning to understand humour, e.g. nonsense rhymes, jokes.	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.	Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Able to follow a story without pictures or props.	<b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</b>	
	Respond to cues such as their names and greetings and interact with others using	May indicate two-channelled attention e.g. can talk to others when engaged in another activity.	Listen and responds to ideas expressed by others in conversation or discussion.	Has short conversations with familiar peers and adults and stays on topic for 2 turns.	Sustain and extends a conversation by asking relevant questions or by adding more detail/comments.	<b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</b>	<b>Respond appropriately to what is said to them and continue a conversation for</b>

	social phrases or actions.	Develop social phrases.					<b>3-4 turns whilst staying on topic.</b>
<b>Speaking</b>	Use vocabulary influenced by books and activities.  Build up vocabulary that reflects the breadth of their experiences.	Learn new vocabulary.	Use new vocabulary through the day.  Question why things happen and gives explanations.	Use new vocabulary in different contexts.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	<b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b>	<b>Use new vocabulary from books and topics in different contexts.</b>
	Use sentences of 4-6 words and begin to offer their own opinions.  Beginning to use more complex sentences to link thoughts.	Describe events in some detail.  Beginning to use a range of tenses (e.g. play, playing, will play, played).  Use talk to explain what is happening and anticipate what might happen next.	Connect one idea or action to another using a range of connectives.  Able to use language in recalling past experiences.	Retell a simple past event in correct order (e.g. went down slide, hurt finger).	Articulate their ideas and thoughts in well-formed sentences and uses conjunctions to extend and link ideas.  Use past, present, and future tenses in conversation with peers and adults.	<b>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.</b>	<b>Use full sentences, conjunctions and correct tenses.</b>
	Use talk to organise themselves and their play.	Talk more extensively about things that are of	Listen and responds to ideas expressed by others in conversation or discussion.	Listen to discussions and shares their ideas showing a deep familiarity with new	Articulate their ideas and thoughts in well-formed sentences, using	<b>Participate in small group, class and one-to-one discussions, offering their own</b>	<b>Look, listen, take turns and ask questions with peers and adults.</b>

	Use talk in pretending that objects stand for something else in play.	particular importance to them.		knowledge and vocabulary.	new vocabulary to explain their ideas.	<b>ideas, using recently introduced vocabulary.</b>	
	Have clear pronunciation.	Show awareness of their listener when talking e.g. looks at them, makes gestures.	Confidently shares their ideas during whole class and group sessions.	Adapt their language to suit their audience.	Use intonation, rhythm and phrasing to make the meaning clear to others.	Speak confidently to unfamiliar adults or different ages groups.	<b>Speak clearly and audibly.</b>

**Personal, Social and Emotional Development**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Outcomes</b>
<b>Self-Regulation</b>	Show understanding of yours/mine and take turns with support.  Understand 2-part questions and instructions.	Identify and moderate their own feelings socially and emotionally.	Seek support, "emotional refuelling" and practical help in new or challenging situations.	Seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise.	Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.	<b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</b>	<b>Wait, take turns and share fairly.</b>
	Focus on or shift attention from one thing to another.  Listen to others and responds when engaged in an activity.	May indicate two-channelled attention.	Understand questions such as who; why; when; where and how.  Answer questions or starts a conversation whilst busy playing or completing an activity.	Follow a set of instructions that contain more than 2 actions and asks for explanations if needed.	Sustain a conversation whilst playing or completing an activity.	<b>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.</b>	
	Begin to understand their	Understand their own and other	Talk about their own and others'	Attempt to repair a relationship or situation	Seek support, "emotional	<b>Show an understanding of</b>	<b>Know how to manage their</b>

	emotions and show some understanding of how others might feel.	people's feelings, offering empathy and comfort.	feelings and behaviour and its consequences.	where they have caused upset and understands how their actions impact other people.	refuelling" or uses own or taught strategies when feeling upset, angry etc.	<b>their own feelings and those of others, and begin to regulate their behaviour accordingly.</b>	<b>emotional needs and have strategies for how to self-regulate.</b>  <b>Name and understand different emotions and feelings.</b>
<b>Managing Self</b>	<p>Become more independent in looking after physical needs.</p> <p>Have the foundation skills of: putting on coat, doing zips, dressing self, going to the toilet independently.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>	<p>Manage own needs.</p> <p>Dress independently e.g. dressing up clothes or Forest School.</p> <p>Know and talk about the different factors that support their overall health and wellbeing e.g. regular physical activity, toothbrushing.</p>	<p>Talk about healthy and unhealthy food choices and discusses how they are important.</p> <p>Know and talk about the different factors that support their overall health and wellbeing e.g. regular physical activity, healthy eating, toothbrushing.</p>	<p>Explain ways to keep their body healthy and safe.</p> <p>Discuss the effects of physical activity on their body.</p> <p>Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time' and having a good sleep routine.</p>	<p>Start to show an understanding of a balanced diet and can identify foods that contribute to good health.</p> <p>Know and talk about the different factors that support their overall health and wellbeing e.g. being a safe pedestrian.</p>	<b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b>	<b>Know how to manage their own needs (physical health).</b>

	Show confidence in new situations and with unfamiliar people.	Be confident to try new activities.	Show confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.	Show confidence in choosing resources and perseverance in carrying out a chosen activity.	Show independence, resilience and perseverance in the face of challenge.	<b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</b>	<b>Show confidence in “having a go” and trying again.</b>
	Show their confidence and self-esteem through taking risks and trying new things or new social situations.	Recognise that they belong to different communities and social groups and communicate freely about own home and community.	Has a clear idea about what they want to do in their play and how they want to go about it.	Describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.	Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.  See themselves as a valuable individual.	<b>Have a positive sense of who they are.</b>	
	Follow rules and remember why they are needed whilst showing respect.	Is aware of behavioural expectations and is sensitive to ideas of justice and fairness.	Create own rules when playing and shows an understanding of treating others fairly.	Seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise.	Adapt behaviour to suit different situations and experiences.	<b>Explain the reasons for rules, know right from wrong and try to behave accordingly.</b>	
<b>Building Relationships</b>	Play with one or more children cooperatively.  Build constructive and respectful relationships.	Represent and recreate what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.	Think about the perspectives of others.	Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.	Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes	<b>Work and play cooperatively and take turns with others.</b>	

					by themselves, sometimes with support.		
	Children show kindness to others through their words, actions and manners.	Return to the secure base of a familiar adult to recharge and gain emotional support and practical advice.	Is proactive in seeking adult support and able to articulate their wants and needs for help in difficult situations.	Initiate play and interactions with peers and adults and shows kindness in their actions.	Sustain friendships and is friendly towards peers, both familiar and unfamiliar.	<b>Form positive attachments to adults and friendships with peers.</b>	<b>Feel part of the class team - care about themselves and each other.</b>
	Begin to understand their emotions and show some understanding of how others might feel.	Understand their own and other people's feelings, offering empathy and comfort.	Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.	Express their feelings and consider the feelings of others.	Support peers during play and activities and helps them if needed.	<b>Show sensitivity to their own and to others' needs.</b>	

**Physical Development**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Outcomes</b>
<b>Gross Motor Skills</b>	Develop control over balance and using large muscle movements with co-ordination.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Show a good awareness of space when playing and taking part in P.E.	Manage and assesses risks and adapts what they are doing in response to this e.g. running slower, moving away from obstacles.		<b>Negotiate space and obstacles safely, with consideration for themselves and others.</b>	<b>Have control over how they move their body in large and small movements.</b>
	Choose the appropriate physical skills for a variety of tasks and activities.	Further develop and refine a range of ball skills including: throwing,	Further develop and refine a range of ball skills including: batting, and aiming.	Develop overall body-strength, balance, co-ordination and agility.	Develop the overall body strength, co-ordination, balance and agility needed to	<b>Demonstrate strength, balance and coordination when playing.</b>	<b>Move with intention and adapt movements for their desired purpose.</b>

		<p>catching, kicking, passing.</p> <p>Shows strength when stretching, pulling or dragging objects.</p>	<p>Show good balance when climbing over, under, along apparatus.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>engage successfully with future physical education sessions.</p> <p>Adapts their movement to suit a purpose.</p>		<p><b>Challenge themselves physically.</b></p>
	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Dance, hop jump, and skip in different ways for sustained periods of time.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Combine different movements with ease and fluency.</p>	<p>Develop stamina when completing energetic activities.</p>	<p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p>	
<p><b>Fine Motor Skills</b></p>	<p>Use one handed tools and equipment.</p> <p>Use a knife or fork to cut food with increasing control.</p> <p>Use a range of media to mark make.</p>	<p>Develop their small motor skills so that they can use a range of tools safely.</p> <p>Use a fork and knife to cut food with no adult support.</p> <p>Use scissors to cut out different shapes, sizes and pictures.</p>	<p>Use scissors to cut out shapes, and pictures from a variety of materials.</p> <p>Select appropriate tools when creating with media and materials.</p>	<p>Use scissors confidently and effectively.</p> <p>Use a range of media to produce detailed drawings and pictures.</p>	<p>Use a range of small tools confidently and with accuracy and care, including scissors, paint brushes and cutlery.</p>	<p><b>Use a range of small tools, including scissors, paint brushes and cutlery.</b></p>	<p><b>Manipulate chosen resources independently and appropriately.</b></p>

	Show preference for a dominant hand within a tripod grip.	Beginning to use a tripod grip when writing.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Use a tripod grip in almost all cases and forms letters correctly.	Use a tripod grip when drawing and writing, without adult prompting. Letters are recognisable.	<b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b>	<b>Have an effective tripod grip to apply appropriate pressure.</b>
	Uses one handed tools and equipment.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Give meaning to the marks they make.	Give meaning to the marks that they have made, with most drawings being recognisable.  Draw their face adding detail such as hair and facial features.	Colour in within the line.  Add relevant details to drawing and pictures e.g. windows on houses.  Draw still-life objects/flowers/plants.	Use a tripod grip when drawing and writing, without adult prompting.  Sustain attention at a drawing activity until it is finished.	<b>Begin to show accuracy and care when drawing.</b>	<b>Use a comfortable seated position for writing at tables.</b>

<b>Literacy</b>							
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Outcomes</b>

<b>Comprehension</b>	<p>Handle books correctly and understands the key concepts of books:</p> <ul style="list-style-type: none"> <li>-Print has meaning.</li> <li>-We read English text from left to right and from top to bottom.</li> <li>-Page sequencing.</li> <li>-The names of the different parts of a book page.</li> <li>-Print can have different purposes.</li> </ul> <p>Enjoy an increasing range of print and digital books, both fiction and non-fiction.</p>	<p>Re-enact and reinvents stories they have heard in their play.</p> <p>Sequence events of a familiar story.</p> <p>Predict future events in a story.</p> <p>Use new vocabulary in discussions and to answer questions related to a story.</p>	<p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves.</p> <p>Sequence events in a longer story.</p> <p>Predict the themes of a story e.g. characters, setting etc.</p> <p>Continue a rhyming string and identifies alliteration.</p> <p>Locate rhyming words in a poem.</p> <p>Use new vocabulary in discussions and to answer questions related to a poem.</p>	<p>Sequence a set of instructions.</p> <p>Compare events and characters in stories.</p> <p>Use new vocabulary in discussions and to answer questions related to a non-fiction text.</p> <p>Identify and explain a contents page, index page and how fiction and non-fiction is different.</p> <p>Know that information can be retrieved from books, computers and mobile digital devices.</p>	<p>Sequence a story by retelling in their own words.</p> <p>Engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.</p> <p>Listen to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions and reactions.</p>	<p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary,</b></p> <p><b>Anticipate – where appropriate – key events in stories.</b></p> <p>Create their own story using a story structure.</p>	<p><b>Know some features of story books, rhymes, poems and non-fiction texts.</b></p> <p><b>Children can discuss, compare and retell stories.</b></p>
	<p>Share and talk about stories, non-fiction and</p>	<p>Use vocabulary and forms of speech that are</p>	<p>Describe main story settings, events and principal characters in increasing detail.</p>	<p>Use new vocabulary in discussions and to answer questions</p>	<p>Use story language when acting out a narrative.</p>	<p><b>Use and understand recently introduced</b></p>	<p><b>Apply knowledge and language of known books,</b></p>

	poetry with others.	increasingly influenced by their experiences of reading.  Use new vocabulary in discussions and to answer questions related to a story.	Use new vocabulary in discussions and to answer questions related to a poem.	related to a non-fiction text.  Use new vocabulary when engaging in role-play.		<b>vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</b>	<b>stories and poems in their role play, speaking and writing.</b>
<b>Word Reading</b>	Able to hear syllables, rhymes and words with the same sounds.  Start to link sounds to letters, naming and sounding the letters of the alphabet.	Read individual letters by saying the sounds for them.  Recognise phase 2 sounds.	Read some letter groups that each represent one sound and say sounds for them e.g. c/k/ck/ur/er.  Recognise phase 3 sounds.	Read and writes phase 2 and 3 sounds, without the support of pictures.	Confidently recalls phase 2 and 3 sounds.	<b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b>	
	Orally blend CVC words and hear initial sounds.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read words consistent with their phase 2 knowledge by sound-blending.	Read words consistent with their phase 3 knowledge by sound-blending.	Read words consistent with their phase 4 knowledge by sound-blending.	<b>Read words consistent with their phonic knowledge by sound-blending.</b>	
	Orally blend CVC words and hear initial sounds.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read a few common exception words matched to the school's phonic programme. (phase 3)	Read simple phrases and sentences in books made up of words with known letter-sound correspondences and, where necessary, a	Read simple sentences in books made up of words with known letter-sound correspondences and, where	<b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some</b>	<b>Apply the phonemes and graphemes taught to read and write sentences matched to the</b>

		Read phase 2 tricky words.		<p>few exception words (phase 4).</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>necessary, a few exception words.</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text.</p>	<b>common exception words.</b>	<b>school's phonics programme.</b>
<b>Writing</b>	Use mark marking and some initial sounds in their play.	<p>Hears and says the initial sound in words.</p> <p>Orally segment CVC words.</p> <p>Write phase 2 sounds.</p> <p>Attempts to write CVC words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Confidently orally segments CVC words.</p> <p>Write phase 3 sounds, sometimes with the support of a sound mat.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. Write simple captions.</p>	<p>Write CVC words containing phase 2 and 3 sounds.</p> <p>Use their developing phonic knowledge to write things such as labels and captions.</p> <p>Write some common exception words.</p>	<p>Write longer words such as CVCC/CCVC or multi-syllabic words.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Use their developing phonic knowledge to write captions and sentences.</p>	<b>Spell words by identifying the sounds and then writing the sound with letter/s.</b>	

<p>Able to retrace vertical lines and draw anticlockwise shapes.</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard.</p> <p>Write the letters that are in their name.</p>	<p>Write their name with correct letter formation.</p> <p>Begins to form recognisable letters that are matched to the school's phonic programme.</p>	<p>Form lower-case letters correctly, may need support of a sound mat.</p>	<p>Recognises the difference between capital and lowercase letters.</p>	<p>Form capital letters correctly.</p>	<p><b>Write recognisable letters, most of which are correctly formed.</b></p>	
<p>Write their own name.</p>	<p>Attempt to write CVC words by identifying the sounds and then writing the sound with letter/s.</p> <p>Create oral captions and sentences to describe pictures, explain their ideas or retell an event.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write a dictated caption.</p> <p>Count how many words are in the caption.</p> <p>Write the words in the correct order and with finger spaces.</p> <p>Re-read their writing to check that it makes</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write their own caption.</p> <p>Write a dictated sentence.</p> <p>Count how many words are in the caption/sentence.</p> <p>Write the words in the correct order and with finger spaces and a full stop.</p>	<p>Write own short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read their writing to check that it makes sense.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as</p>	<p><b>Write simple phrases and sentences that can be read by others.</b></p>	<p><b>Create, orally rehearse and write their own simple sentences independently.</b></p> <p><b>Children will use finger spaces, capital letters and full stops in their writing.</b></p> <p><b>Re-read their own writing to check that it makes sense.</b></p>

			<p>sense.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making cards, tickets, lists, invitations.</p>	<p>Re-read their writing to check that it makes sense.</p> <p>Enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as creating their own stories and books with images and words.</p>	<p>creating their own stories and books in print and digital formats.</p>		
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**Mathematics**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Outcomes</b>
<b>Number</b>	Subitise to 3.	Show finger numbers to 5.  Subitise dice arrangements to 5.	Subitise arrangements to 5 when placed in a ten frame.	Subitise irregular arrangements of numbers to 5.	Begin to conceptually subitise larger numbers by subitising smaller groups within the number.	<b>Subitise (recognise quantities without counting) up to 5.</b>	
	Explore the composition of numbers to 4 using resources, 5 frames, part-part whole models and numicon.  Match numeral to quantity up to 5.	Explore the composition of the number 5 using resources, 5 frames, part-part whole models and numicon.  Link the number symbol (numeral) with its cardinal number value to 5.	Show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects.  Explore the composition of 6,7,8 using resources, 10	Explore the composition of 9 and 10 using resources, 10 frames, part-part whole models and numicon.  Explain how 9,10 are made using the 5 and a bit structure.  Link the number symbol (numeral) with	Explore the composition of numbers to 10.  Increasingly confident at putting numerals in order.  Order numbers to 10.  Begins to recognise coins	<b>Have a deep understanding of number to 10, including the composition of each number.</b>  Starting to recognise some numbers to 20.	<b>Explain/represent composition of numbers to 10.</b>

			frames, part-part whole models and numicon.  Explain how 6,7,8 are made using the 5 and a bit structure.  Order numbers to 5.	its cardinal number value to 10.	and can order by worth.  Can add simple coins- up to 10p.		
	Count up to 5 objects from a larger group.  Know the last number in a count tells you the amount up to 10.  Count objects, actions and sounds.  Explore the composition of numbers to 4 using resources, 5 frames, part-part whole models and numicon.	Explore the composition of the number 5 using resources, 5 frames, part-part whole models and numicon.  Explore subtraction facts within 5 using resources, 5 frames, part-part whole models and numicon.	Explore number bonds of 1-5.  Counts out up to 10 objects from a larger group.  Explore subtraction facts within 5 using resources, 5 frames, part-part whole models and numicon.	Work out the missing number in bonds of 1-5.  Explore number bonds for numbers 0-10.  Work out the missing number in subtraction facts to 5 e.g $5 - ? = 3$ .  Begins to explore and work out mathematical problems, using signs and strategies of their own.	Automatically recall number bonds up to 5.  Automatically recall subtraction facts to 5.  Explore number bonds of 10.  Explore doubles of numbers to 5.  Show double of amounts to 5 on fingers or with resources.	<b>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.</b>	<b>Recall number bonds to 10.</b>  <b>Know how to solve simple addition and subtraction questions within 10.</b>
<b>Numerical Patterns</b>	Recite numbers accurately to 10.	Enjoy reciting numbers from 0 to 10 (and beyond) and back from 10 to 0.	Count beyond ten.	Count to 20, using a 100 square to spot patterns.	Make numbers to 20 using 10 and a bit structure.	<b>Verbally count beyond 20, recognising the pattern of the counting system.</b>	<b>Count accurately to 20 and beyond.</b>

	<p>Be able to represent up to 5 objects with 1-1 correspondence.</p> <p>Know one more and one less up to 5.</p>	<p>Estimates of numbers of things, showing understanding of relative size.</p> <p>Compare numbers to 5.</p> <p>Compare amounts to 5 using language 'more', 'fewer' and 'equal.'</p>	<p>Explain reasoning when ordering numbers to 5, drawing links to their understanding of number.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>Compare numbers to 10.</p> <p>Compare amounts to 10 using language 'more', 'fewer' and 'equal.'</p>	<p>Explain reasoning when ordering numbers to 10, drawing links to their understanding of number.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p><b>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</b></p>	<p><b>Talk about similarities, differences and patterns within number, shape and position.</b></p>
	<p>Explore the composition of numbers to 4.</p>	<p>Compare amounts and can recognise when groups to 5 are equal.</p> <p>Explore the composition of 5.</p>	<p>Explore the composition of numbers to 8.</p> <p>Explore subtraction facts to 5.</p>	<p>Compare amounts and can recognise when groups to 10 are equal.</p> <p>Explore the composition of numbers to 10.</p> <p>Explore subtraction facts to 5 and starting to notice the pattern between the numbers.</p>	<p>Explore doubles of numbers to 5.</p> <p>Show double of amounts to 5 on fingers or with resources.</p> <p>Share amounts out equally between 2.</p> <p>Share amounts out equally between 3.</p> <p>Explain what halving and sharing is.</p>	<p>Explore whether a number is even or odd.</p> <p>Explore how to change a number to make it even or odd.</p> <p>Explore how to share odd amounts fairly.</p> <p><b>Explore and represent patterns within numbers up to 10, including: evens and odds, double facts,</b></p>	

						<b>how quantities can be distributed equally.</b>	
<b>Shape, Space and Measure</b>	Describe and use basic 2D shapes and 3D shapes.  Recognise and name 2D shapes.  Continue, copy and create repeating patterns.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Describe the properties of 2D shapes using mathematical language.	Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning).	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Recognise and name 3D shapes.  Discuss differences between 2D and 3D shapes.	Use 3D shapes for a purpose and explain why it has been used.  Discuss differences and similarities between shapes.	Describe the properties of 3D shapes using mathematical language.	<b>Talk about similarities, differences and patterns within number, shape and position.</b>
	Follow the routine of the day.	Is increasingly able to order and sequence events using everyday language related to time.	Sequence events and stories using the correct language.	Beginning to experience measuring time with timers and calendars.	Name and orders the days of the week.  Name the months of the year.	Can describe the features of a clock.  Can tell the time to o'clock.	
	Use appropriate vocabulary to describe quantities, and compare position, time, and patterns.  Compare or order 2 or three objects by	Becomes familiar with measuring tools in everyday experiences and play.	Compare height, length, weight and capacity.  Order objects by their height, length, weight and capacity.	Enjoy tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.	Measure length, height and weight using non-standard measures.	Start to measure height and length with a ruler.	<b>Know about different ways we measure things and make comparisons.</b>

	height, weight or size.						
	Use appropriate vocabulary to describe quantities, and compare position, time, and patterns.  Describe a familiar route.	Use spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.	Make simple maps of familiar environments or routes, with landmarks.	Complete a coding game.	Make simple maps of familiar or imaginative environments, with landmarks.	Design and make a coding game.	<b>Describe positions relative to themselves.</b>

**Understanding the World**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Outcomes</b>
<b>Past and Present</b>	Talk about members of their immediate family.  Know about different occupations.	Talk about members of their immediate family and community.  Talks about past and present events in their own life and in the lives of family members.	Talk about people that help them at home and in the community.  Explore job roles and how they help others e.g. doctor, vet, teacher, shop assistant.  Locate where people work in their local community.	Talk about people that help them in school.  Discuss how they help others.  Discuss places in the local community that they visit.	Explore how they help their local community.  Discuss their likes and dislikes for their local area.	<b>Talk about the lives of the people around them and their roles in society.</b>	<b>Know about people who play significant roles in the community.</b>

	<p>Enjoy an increasing range of print and digital books, both fiction and non-fiction.</p>	<p>Talk about past and present events in their own life and in the lives of family members.</p>	<p>Discuss how they have changed from a baby/toddler.</p> <p>Sequence their own life events e.g. baby-toddler-nursery-now.</p> <p>Understand that things happened before they were born e.g. sequence the life of a family member.</p> <p>Compare the life of Mary Seacole to a nurse's experiences now.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Describe contrasts between transport then and now.</p> <p>Sequence a timeline of transport.</p> <p>Compare a figure from the past's life to now.</p> <p>Recall facts on Neil Armstrong and the moon landing.</p> <p>Sequence the events of the moon landing.</p>	<p>Compare and contrast characters from <b>stories</b>, including figures from the past.</p> <p>Compare Kidbrooke from the past to now. Identify how the school and area have changed.</p>	<p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p>	<p><b>Compare similarities and differences between their life and lives in the past.</b></p> <p><b>Know and discuss significant events in their own family timeline.</b></p>
<p><b>People, Culture and Communities</b></p>	<p>Talk about and draw known routes.</p>	<p>Describe what they see, hear and feel whilst outside.</p>	<p>Draw information from a simple map e.g. roads, rivers, parks etc.</p> <p>Talk about the features of their own immediate environment.</p>	<p>Draw a simple map of their immediate environment.</p> <p>Discuss places that they know in their local area.</p> <p>Name the town, city and country that they live in.</p> <p>Recognise familiar plants and animals</p>	<p>Draw information from an aerial map.</p> <p>Draw a simple map of a familiar route.</p> <p>Draw a simple map of an imaginary story setting.</p>	<p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b></p>	<p><b>Know what maps do and map places they know.</b></p>

				when exploring outside.			
<p>Talk about the different celebrations and festivals that they or others celebrate.</p> <p>Talk about their family and how other families are different.</p> <p>Name and describe people who are familiar to them.</p> <p>Enjoys joining in with family customs and routines</p>	<p>Talk about members of their immediate family and community.</p> <p>Talk about how festivals are celebrated.</p> <p>Talk about special events that they share with their family.</p> <p>Compare how the festivals Christmas and Diwali are celebrated.</p>	<p>Understand that some places are special to members of their community.</p> <p>Talk about different places of worship in the local community.</p> <p>Explain how Lunar New Year is celebrated and how this varies in different countries.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Know that other children do not always enjoy the same things and is sensitive to this.</p> <p>Explain how Eid is celebrated.</p> <p>Explain how Pancake Day is celebrated and how this varies in different countries.</p>	<p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Compare how the festivals Eid and Easter are celebrated.</p>	<p><b>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.</b></p>	<p><b>Know how different people celebrate important events.</b></p>	
<p>Talk about different places they know.</p>	<p>Explore the natural world around them.</p> <p>Talk about different places that they have visited.</p>	<p>Talk about the features of their own immediate environment.</p> <p>Comment on images of a contrasting country to England.</p> <p>Identify similarities and differences in</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Identify similarities and differences in countries in relation to way of life e.g. difference in schools, landscape, access to resources.</p>	<p>Identify similarities and differences in countries in relation to way of life e.g. specific foods that are eaten, ways to keep safe, traditional dress, languages that are spoken.</p>	<p><b>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.</b></p>		

			countries in relation to weather and landscape.				
<b>The Natural World</b>	<p>Look after plants and other living things around them.</p> <p>Explore the natural world around them.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Look closely at plants and animals.</p> <p>Talk about what they can see on plants and animals.</p>	<p>Talk about the features of their immediate environment.</p> <p>Make observational drawings of plants and animals.</p>	<p>Recognise familiar plants and animals when exploring outside.</p> <p>Make observations of a growing plant.</p> <p>Demonstrate how to care for a plant.</p> <p>Sequence the life cycle of a plant.</p> <p>Explain what a plant needs to survive.</p>	<p>Make observations of a caterpillar life cycle.</p> <p>Demonstrate how to care for the caterpillars.</p> <p>Sequence the life cycle of a butterfly.</p> <p>Make observations of animals and plants and explains why some things occur.</p>	<p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants.</b></p> <p>Explain ways to look after the environment.</p>	<p><b>Observe life cycles of plants and animals.</b></p> <p><b>Know different ways to look after the local environment.</b></p>
	<p>Talk about different places they know.</p> <p>Explore the natural world around them.</p>	<p>Describe what they see, hear and feel whilst outside.</p>	<p>Talk about the features of their own immediate environment.</p> <p>Identify similarities and differences in environments in relation to weather, animals and landscape.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Identify similarities and differences in environments in relation to weather, animals and landscape.</p>	<p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Sort animals or features of an environment.</p>	<p><b>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.</b></p>	<p><b>Compare similarities and differences between different environments.</b></p>

	<p>Make observations of key changes in their life and environment e.g. day/night and the weather/seasons.</p> <p>Explain how materials change during cooking.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Explain how Forest School looks in Autumn.</p> <p>Make observations of how the environment changes with the weather.</p> <p>Identify features of Autumn in their environment.</p>	<p>Talk about the features of their own immediate environment.</p> <p>Identify why objects float or sink.</p> <p>Make observations of how the environment changes with the weather.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explain how Forest School looks in Spring.</p> <p>Identify ways to freeze and melt water.</p> <p>Identify features of Spring in their environment.</p>	<p>Name the seasons.</p> <p>Identify key features of each season.</p> <p>Identify materials that are magnetic or non-magnetic.</p>	<p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b></p> <p>Observe the effects of different materials e.g. using different surfaces to create friction to slow down a car.</p> <p>Explain how Forest School looks in Summer.</p> <p>Sequence changes in Forest School.</p>	<p><b>Make observations about the weather and the four seasons. Observe how heat and cold can change different materials.</b></p>
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**Expressive Arts and Design**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	<b>Outcomes</b>
<b>Creating with Materials</b>	<p>Know that mixing colours creates a new colour.</p>	<p>Choose materials and resources for a purpose.</p> <p>Mix colours to make an intended</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Reflect on what they have made.</p>	<p><b>Share their creations, explaining the process they have used.</b></p>	<p><b>Design, edit and create marks, models and shapes with required tools.</b></p>

		colour, following instructions.	Mix colours to make an intended colour.  Discuss what they want to make and how.	Mix colours to change the tone of the colour.  Discuss problems and how to solve them when constructing, making etc.	Describe ways they changed their creation.		<b>Mix primary colours to create intended colours.</b>
	Join materials using tape or glue.  Explore using junk modelling materials to create models and objects.	Use different types of materials to join objects e.g. glue, tape, different types of glue.  Use paint, chalks, crayons, pencils and pens to create drawings.	Use different types of materials to collage and create pictures.  Use pastels and crayons to create self-portraits.  Explore using different types of paintbrushes e.g. large brushes, rollers.	Use water colours to create paintings.  Explore printing and leaf rubbings.  Choose the correct paint and brush to express their ideas.  Express and communicate working theories, feelings and understandings using a range of art forms.	Use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.  Make observational drawings of animals and plants.	<b>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b>	<b>Know appropriate ways to join different materials.</b>
	Manage scissors or other tools with safety.	Explore using junk modelling materials to create models and objects.  Use small scale and large-scale construction to create props.	Describe what they have made.  Create objects and models for a purpose.	Express and communicate working theories, feelings and understandings using a range of art forms.	Use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.	<b>Make use of props and materials when role playing characters in narratives and stories.</b>	<b>Choose suitable materials based on their properties.</b>
<b>Being Imaginative and Expressive</b>	Join in with group songs, stories and rhymes.	Begins to build a collection of songs and dances.	Sing in a group or on their own, increasingly	Uses combinations of art forms, e.g. moving and singing, making	Chooses particular movements, instruments/	<b>Perform songs, rhymes, poems and stories with</b>	<b>Take part in performances for each other or the</b>

			<p>matching the pitch and following the melody.</p> <p>Match music to movement e.g. big steps for a drum beating.</p> <p>Clap syllables or tap rhythms.</p>	<p>and dramatic play, drawing and talking, constructing and mapping.</p> <p>Respond to changes to music e.g. creating a new movement.</p> <p>Follow a dance routine.</p>	<p>sounds, colours and materials for their own imaginative purposes.</p> <p>Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.</p>	<p><b>others, and – when appropriate – try to move in time with music.</b></p> <p><b>Sing a range of well-known nursery rhymes and songs.</b></p>	<p><b>school community.</b></p> <p><b>Select instruments for a purpose.</b></p>
Talk about art works and music around them.	<p>Talk about what they can see or hear in paintings and pieces of music.</p> <p>Talk about their favourite songs or music they listen to at home.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Describe how music makes them feel.</p> <p>Discuss how a piece of music changes.</p>	<p>Discuss how music pieces sound similar or different.</p> <p>Explore how to recreate sounds or music using instruments.</p> <p>Recreate a famous painting using a particular style.</p>	<p>Use instruments to create sound effects to a familiar story.</p> <p>Create their own painting, with inspiration from a particular artist.</p> <p>Respond imaginatively to art works and objects.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>Listen and respond to different music genres through discussion and movement.</b></p> <p><b>Know about selected artists, poets, story tellers and musicians.</b></p>	
Make up stories or role play with props.	Create representations of both imaginary and real-life ideas, events, people and objects	Introduce a storyline or narrative into their play.	Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.	Use story language when acting out a narrative.	<b>Invent, adapt and recount narratives and stories with peers and their teacher.</b>	<b>Use stories, songs, poems, role play and rhymes in their play and creative work.</b>	

		Develop storylines in their pretend play.					
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