Goldfield Infants and Nursery School

EYFS Skills and knowledge Progression Map.

Communication and Language – Prime Area.

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	To sing rhymes and look at picture books To talk about the different characters and what they are doing To talk about themselves and their families To listen to, and follow simple instructions	To talk about celebrations at home To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated Develop communication that can be understood by others	To begin to use a wide range of vocabulary in the correct context To talk in short sentences that others can understand	To be able to talk about the setting, characters and the structure of the story To listen to, and follow simple instructions and respond to questions appropriately	To listen to traditional stories and retain key vocabulary To be able to talk about the setting, characters and the structure of the story To be able to use connectives e.g. Once upon a time and then	To listen to 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, characters and the structure of the story with confidence	

Nursery KnowledgeTo know that stories have different character which could be real and pretendTo be able to understand simple instructionsTo remember new words I am learning, when talking to othersTo know that stories have a beginning, middle and an endTo know that stories have a beginning, middle and an endTo know that stories have a beginning, middle and an endTo independently sequence familiar rhymes and to be able to say what happens next in a storyTo know to sing words clearly so to talk to others about warts and needsTo know that it is ok to talk to others about warts and needsTo listen attentively in a range of textsTo talk about festivalsTo talk about festivalsTo talk about their about their about their about their about their observationsTo talk about their about their about their about their about their about their about their about their about their about theirTo talk about festivalsTo talk about festivalsTo talk about their about their about their about their about their about their about their about theirTo talk about familiar appects of their environment and their environment and their environment and theirTo listen in a group and talk about their and talk about their about their about their about their about their about theirTo talk about their about their about their about theirTo talk about their about their about their about theirTo talk about their about their about theirTo talk about their about theirTo bable to give about their about theirListening an
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To describe meaningful their teacher and
different story and To engage in conversations with peers.
non-fiction texts meaningful others <u>Speaking.</u>
conversations with *Participate in
others small group, class

			and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
			*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhymes and poems when appropriate.
			*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development – Prime Area.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	To separate from main carer and learn to adapt to the Nursery environment To select and use activities and resources, with some support if needed To wash hands after using the toilet	To learn about daily routines and classroom rules To be aware of behavioural expectations in the Nursery To select and use activities and resources, with some support if needed	To show independence in accessing and exploring the environment To learn to look after resources within the class To take turns whilst playing and waiting patiently to have a go To independently put on coats and use the toilet	To be able to initiate play with peers and keep play going by giving ideas To listen to, and follow rules set To learn to look after resources within the class To learn how to share resources and play in a group To show an awareness of the importance of oral health	To become more outgoing with unfamiliar people To show more confidence in new social situations To show an awareness of how others may be feeling	To gain enough confidence to talk to adults and peers To begin to be assertive towards others where necessary To begin to find solutions to conflict	
Nursery Knowledge	To know that they can approach adults in Nursery when needed	To know how to adapt behaviour to suit classroom routine To show confidence in asking adults for support To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'	To know how to manage their emotions in different situations To know that there are boundaries set To know that we must respect our resources and out them back when we have finished with them To know that when playing in a group they need to share and also know that they will get a turn	To be aware of the different areas in the Nursery and how to explore them safely To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies	To know that to play nicely it's important to share and take turns To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort To know that it is OK to engage with others, even if in a different environment	To know how to talk politely and develop an understanding of what is appropriate To know that it is OK to challenge others, but they must remember to always be kind To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.	

Reception Skills	To play imaginatively with other children Share with other children and communicate effectively, expressing their feelings Begin to develop appropriate ways of being assertive	To learn about a range of different festivals To stay at an activity without being distracted by other things or people Understands and follows classroom rules To build constructive and respectful relationships Show resilience and perseverance in the face of challenge	To understand how to make the right choices and the consequences of not making the right ones To take turns when playing with others and listens to their ideas Plans and carries out their own ideas	To understand the feelings of others and responds thoughtfully To cope with new routines or plans changing	Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group Begin to understand different points of view	To seek ways to manage conflict Be increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.	Self-Regulation. *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what
Reception Knowledge	To be aware of healthy choices in respect of food, drinks, activities and teeth brushing.	To be able to talk about different festivals To understand why different people celebrate different things To know the classroom rules/charter To learn and talk about the 4 building learning power superheroes	To be able to talk about some things they like or don't like and say why	To be able to talk about some things they like or don't like and say why	To know other people may have different points of view		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. <u>Managing Self.</u> *Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. *Explain the reasons for rules, know right from

			wrong and try to behave accordingly.
			*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding
			the importance of healthy food choices <u>Building</u>
			Relationships. *Work and play cooperatively and take turns with others.
			*Form positive attachments to adults and friendships with peers.
			*Show sensitivity to their own and to others' needs

Physical Development – Prime Area.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	To begin to show a preference for a dominant hand To climb apparatus safely To begin to show awareness of moving equipment safely with peers To use the toilet with some support	To copy dance moves and to move to different kinds of rhythms To use mark making resources with increasing independence To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc To mark make in sensory trays and copy different patterns. To hold jugs and containers confidently and pour from one container into another To take care of toileting needs independently To independently put on their coats, with some support for the zipper and buttons	Using balancing apparatus To show awareness of healthy food choices and impact on our body To catch a beanbag with two hands Throw a bean bag underarm	To be able to use scissors confidently and make straight, snips using one hand To run skilfully and be able to negotiate space To mark make using a comfortable grip when using pencils and pens	To confidently use scissors and other tools safely To mark make using a comfortable grip when using pencils and pens	
Nursery Knowledge	To know that washing hands is important after using the toilet and before we eat To use alternate feet when climbing apparatus	To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats To know how to use mark making resources effectively, e.g. how to use scissors to snip or how	To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils To know that they need to use tools with a dominant hand	To know how to use one handed tools effectively To be able to follow a simple sequence of movements to music and rhythm To know how to use a balance bike and move	To know that snips should be made on the line and the pattern should be followed To be aware of obstacles whilst running, riding a scooter/bike etc and	To know how to hold the pencil correctly To successfully take part in group games with support from an adult	

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*Hold a pencil		the shoulder and	Can move around					
		elbow	spaces with control					
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Reception Knowledge	To know which hand to write with To know how to use the trim trail safely	To know how to make anticlockwise movement and retrace vertical lines know that being in a space gives me room to play Understand that I can move my body in different ways to create interesting actions	To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health Know that I should be still when holding a balance	To know why it is important to handle different apparatus safely To know how to use scissors effectively	Know to watch the ball as it comes towards me and scoop it with two hands Know that keeping the ball close will help with control Know to look at the target when sending a ball and watch the ball to receive it	To know how to handle a range of equipment and tools effectively Know to watch the ball as it comes towards me and scoop it with two hands Know that keeping the ball close will help with control Know to look at the	preparation for fluent writing – using the tripod grip in almost all cases. *Use a range of small tools, including scissors paint brushes an cutlery. *Begin to show accuracy and car when drawing.
			Literacy – Sp	ecific Area.		target when sending a ball and watch the ball to receive it	
(necessary for fiction) they read	both reading and writ with them, and enjoy	ting) starts from birth. It y rhymes, poems and so g) and the speedy recog	Reading consists of two only develops when adu ngs together. Skilled wor nition of familiar printed ing ideas and structuring	Its talk with children abo d reading, taught later, words. Writing involves	out the world around the involves both the speed transcription (spelling a	em and the books (sto y working out of the p	pries and non- pronunciation o
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learnin Goals
Nursery Skills	To be able to mark make and identify their marks To share books with	To be able to mark make and give meaning to their marks	To find and identify familiar letters, e.g. letters in their names To spot and suggest	To begin to attempt writing familiar letters, e.g letters in their name	To begin to make predictions about a story, sometimes supported by an adult with vocabulary	To begin to form some letters correctly, e.g. letters in their name	
	an adult and respond to the pictures and words To sing a range of rhymes and songs	To talk about and retell a range of familiar stories To recognise familiar logos and labels within the environment	rhymes To hear the rhythm in words (Syllables) To talk about and retell a range of familiar	To hear the rhythm in words (Syllables) To begin to explore initial sounds in familiar words	To make up a story To identify initial sounds and blend familiar CVC words	To identify initial sounds and blend familiar CVC words To segment familiar CVC words	
			ataviaa				

stories

Make predictions about a story using

			[
				To join in with		the relevant	
				repetition within		vocabulary with	
				stories and rhymes.		independence	
				(Sp1)			
						To mark make for a	
						purpose and be able	
						to talk about the	
						marks	
Nursery	To know that marks	To know that letters	To remember and talk	To be able to talk	To know that blending	To know how to	
	and symbols have	are used to make up	about different parts of	about their marks with	sounds makes words	segment sounds in	
Knowledge	meaning	words	the story	confidence		CVC words	
-					To remember and talk		
	To learn a range of			To know that text is	about different parts	To know that letters	
	Nursery Rhymes			read from left to right	of the story	make sounds	
				and top to bottom in			
				English	To name and describe	To engage in	
					the characters in a	extended	
				To remember and talk	story	conversations about	
				about different parts of		stories	
				the story			
						To learn that stories	
				To know that each		have a sequence;	
				letter makes a sound		beginning, middle	
						and end	
Reception	Listening to and	Listening to and	Listening to and hearing	Listening to and	To think of and write a	To think of and	Comprehension
Neception	hearing initial	hearing sounds in CVC	sounds in CVC and	hearing sounds in CVC	short, simple sentence	write a short, simple	*Demonstrate
Skills	sounds in familiar	words	CVCC words	and CVCC words	-	sentence	understanding
	words				Listening to and		of what has
		To identify sounds on	Read simple phrases	Read simple phrases	hearing sounds in CVC	Listening to and	been read to
	To identify initial	a sound mat and to	and sentences made up	and sentences made	and CVCC words	hearing sounds in	them by
	sounds and blend	use this when writing	of words with known	up of words with		CVC and CVCC	retelling stories
	familiar CVC words		letter-sound	known letter-sound	Identifying sounds,	words	and narratives
		Listens to familiar	correspondences	correspondences	including phonemes		using their own
	To segment familiar	stories and able to			and other digraphs on	Read a few common	words and
	CVC words	recall facts	To think of and write a	To think of and write a	a sound mat	exception words	recently
			short, simple sentence	short, simple sentence			introduced
	Listens to familiar	Independently write			Uses vocabulary and	Identifying sounds,	vocabulary.
	stories and able to	their name	Identifying sounds on a	Identifying sounds,	forms of speech that	including phonemes	
	recall some facts		sound mat	including phonemes	are increasingly	and other digraphs	*Anticipate –
		Spell CVC words by		and other digraphs on	influenced by their	on a sound mat	where
	To form first six pre-	identifying the sounds	Listens to stories and is	a sound mat	experiences of reading		appropriate –
	writing symbols	and writing the	beginning to anticipate			Checking written	key events in
	2 /	corresponding letters	what may happen next			work and making	stories.
	1			1	I	8	10

	To begin to form			Listens to stories and is	Describes main story	any changes where	
	some letters			beginning to anticipate	settings, events and	necessary	*Use and
	correctly, e.g.			what may happen next	principal characters in		understand
	letters in their				increasing detail	Uses vocabulary and	recently
	name.					forms of speech	introduced
	(Sp2)					that are increasingly	vocabulary
						influenced by their	during
	They are able to use					experiences of	discussions
	mark making for a					reading	about stories,
	purpose.						non-fiction,
						Describes main	rhymes and
						story settings,	poems and
						events and principal	during role-play.
						characters in	
						increasing detail	Word Reading.
							*Say a sound
							for each letter
Reception	Knowing that words	Knowing that words	Knowing that words can	Knowing the sounds	Knowing the sounds	Knowing the sounds	in the alphabet
	can be written	can be written	be written	that the taught	that the taught	that the taught	and at least 10
Knowledge				phonemes make	phonemes make	phonemes make	digraphs.
	Knowing the sounds	Knowing the sounds	Knowing the sounds				
	that the taught	that the taught letters	that the taught letters	Knowing what the	Knowing what the	Knowing what the	*Read words
	letters make	make	make	taught phonemes look	taught phonemes look	taught phonemes	consistent with
				like	like	look like	their phonic
	Knowing what the	Knowing what the	Knowing what the				knowledge by
	taught letters looks	taught letters looks	taught letters looks like	Knowing how to write	Knowing how to write	Knowing how to	sound-blending.
	like	like		the taught letters.	the taught letters	write the taught	
			Knowing how to write	Recognising taught		letters	*Read aloud
	Knowing how to	Knowing how to write	the taught letters	HFW in text	Recognising taught		simple
	write the taught	the taught letters			HFW in text	Recognising taught	sentences and
	letters		Recognising taught	To know that a		HFW in text	books that are
		Recognising taught	HFW in text	sentence starts with a	To know that a		consistent with
		HFW in text		capital letter and ends	sentence starts with a	To know that a	their phonic
			Knows how to spell	with a full stop	capital letter and ends	sentence starts with	knowledge,
		Knows how to	some familiar words		with a full stop	a capital letter and	including some
		sequence familiar		Knows how to spell		ends with a full stop	common
		stories		some familiar words	Knowing that		exception
					sentences can be	Knowing that	words.
					extended by using a	sentences can be	
					connective	extended by using a	Writing.
						connective	*Write
					Uses learnt words and		recognisable
					phrases to discuss		letters, most of

		familiar stories or	Uses learnt words	which are
		during role play	and phrases to	correctly
			discuss familiar	formed.
		Knows how to spell	stories or during	
		some familiar words	role play	*Spell words by identifying sounds in them and
				representing the sounds with a letter or
				letters.
				*Write simple
				phrases and
				sentences that
				can be read by
				others.

Maths – Specific Area

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make

mistakes.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	Show awareness of one-to-one correspondence through practical everyday experience Begin to make comparisons between quantities	Develop fast recognition of up to 3 objects, without having to count individually (subitising) Talk about and identify patterns all around us	Count saying one number for each item, using the stable order of 1,2,3,4,5. Compare two small groups of up to 5 objects Combine shapes to make new ones	Count up to five items Explore using a range of their own marks and signs to which they ascribe mathematical meanings Compare two items by size, weight, length and capacity	Link numerals and amounts up to 5 and begin to use numbers to 10 Compare quantities using language e.g., more than, fewer than	Beginning to use understanding of number to solve practical problems in play and meaningful activities To notice smaller groups of numbers	

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	Use number	Show awareness of			Responds to and uses	within a larger	
	language such as	shapes in the	Respond to and begin		language of position	group of objects	
	'more' and 'a lot'	environment	to use both informal		and direction		
			language and			Extend and create	
	Use some number	Select shapes	mathematical terms to			ABAB patterns	
	names in sequence	appropriately	describe shapes				
	Join in with simple						
	patterns in sounds,						
	objects, games and						
	stories dance and						
	movement,						
	predicting what						
	comes next						
Nursonu	Sing a range of	Sing a range of	To know that each	To know that numbers	To begin to know	Begin to learn that	
Nursery	number songs	number songs	object should only be	can be ordered	number names to 10	numbers are made	
Knowledge			counted once			up (composed) of	
	To say number	To know what to call a		recognise that the last	To remember different	smaller numbers	
	names to 5 in order	group of 1, 2 or 3	To know when the	number said	aspects of a journey,		
		objects	quantity of two groups	represents the total	e.g. "I walked over a	To create and	
	To know how to	-	of objects and why	counted so far (cardinal	bridge to get to	repeat simple	
	describe quantities	To show an awareness		principle)	school"	patterns	
	of objects using	and name some 2D	To use the language of		To use the language of		
	words such as	shapes in the	more and less to	To know that the last	more and less to		
	'more' and 'lots'	environment	compare amounts	number said	compare amounts		
			-	represents the total			
		To know that some		number of objects	To be able to		
		shapes more	To name some 2D	_	demonstrate through		
		appropriate than	shapes in the	To learn vocabulary	games and role play an		
		others when building	environment	linked to describing	understanding of		
				size and distance	positional language		
Reception	To match objects	To identify	To notice how numbers	To apply the counting	To explore and identify	To know addition	Number
Reception	which are the same	representations of 1, 2	can be composed of 2	principles when	number to 20	and subtraction	*Have a deep
Skills		and 3	parts or more than 2	counting 9 and 10		problems can be	understanding
	Sort objects into		parts		To count on and back	solved by counting	of number to
	sets using own	To say how many		To represent 9 and 10	beyond 10 and notice	forwards or	10, including
	criteria	without counting – to	To explore and notice	in different ways	the repeating 1-9	backwards on a	the composition
		5 (subitising)	the different		patterns	number line	of each number;
	To compare and		compositions of 4 and 5	To make comparisons			- Subitise
	order by size	To count up to 3		by lining items up with	To count on or back	To use rulers to	(recognise
		objects in different		1-1 correspondence	from different starting	measure length,	quantities
		arrangements			points	scales to measure	without

			· · · ·			
To be able to	To use mark making to	To apply counting	To explore number	To say what comes	weight and	counting) up to
recognise and talk	represent 1, 2, 3 and 4	principles when	bonds to 10 using real	before or after a given	jugs/containers to	5.
about simple		counting 6, 7 and 8	objects	number	measure capacity	
patterns	To explore and notice					*Automatically
	the different	To represent 6, 7 and 8	Build using a variety of	To place sequences of	To make	recall (without
To copy, continue	compositions of 2 and	in different ways	shapes and construct	numbers in order	observations of and	reference to
and create their	3		their own 3-D shapes in		compare length,	rhymes,
own patterns		To count out the	different ways	To count out all the	weight and capacity	counting or
	To represent 5 in a five	required number of		items, take away		other aids)
	frame	objects from a larger	Explore similarities and	required amount	To know how to	number bonds
		group	differences between 3-	practically, then	recognise patterns	up to 5
	To count forwards and		D shapes	subitise or recount to	in numbers	(including
	backwards using the	To arrange 6,7 and 8		see how many are left		subtraction
	counting principles	into smaller groups	Explore ABB, AAB,			facts) and some
			AABB, and AABBB	To match		number bonds
	To begin to use	To arrange small	patterns	arrangements of		to 10, including
	positional language to	quantities into pairs		shapes		double facts.
	describe how items	and notice some				
	are positioned in	quantities will have an		To use positional		Numerical
	relation to other items	odd one left over		language to describe		Patterns.
				where the shapes are		*Verbally count
	To represent real	To begin to combine 2		in relation to on		beyond 20,
	places with their	groups to find out how		another		recognising the
	models, drawing and	many altogether				pattern of the
	maps			Explore how many		counting
		Make comparisons by		different ways a shape		system.
	To begin to measure	weight using balance		can be built using		-
	time in simple ways	scales to check		smaller shapes		*Compare
				•		quantities up to
		To make comparisons				10 in different
		by pouring from one				contexts,
		container into another				recognising
						when one
		To use language to				quantity is
		describe length anf				greater than,
		height				less than or the
		5				same as the
		To order and sequence				other quantity.
		important times in their				. ,
		day				
	1	uay				

Reception	To know why	To know that the last	To understand that the	To understand that	To recognise that	To know the names	*Explore and
	something is the	number said is how	number name zero and	when making	larger numbers are	of some 3D shapes	represent
Knowledge	same or different	many in the set	numeral 0 can be used	comparisons a set can	composed of full 10's		patterns within
			to represent the idea of	have more items,	and part of the next 10	To know the names	numbers up to
	To know how	To understand that as	'nothing there' or 'all	fewer items or the		of basic 2D shapes	10, including
	objects have been	we count, each	gone'	same number of items	To know that the		evens and odds,
	sorted	number is one more		as another set	quantity of a group will	To know the names	double facts
		than the number	To know all numbers		change by adding	of basic 3D shapes	and how
	To know when	before	are made up of smaller	Begin to be introduced	more		quantities can
	making comparisons		numbers	to h names of 3-D		To know that 2D	be distributed
	sets can have more,	To understand that as		shapes	To know that the	shapes can have	equally.
	fewer or the same	we count back, each	To understand a pair is		quantity of a group will	corners and side	
	amount of items as	number is one less	2		change by taking items		
	another set	than the previous			away	To know that 3D	
		number	Know how to use			shapes can have	
	To understand and		balance scales		To understand shapes	faces, vertices and	
	remember	To know that numbers			can be combined or	edges	
	vocabulary used to	are made up of	Understand maths		separated to make		
	compare sets of	smaller numbers	language of heavy,		new shapes	To know the names	
	objects		heavier than, heaviest,			of some 3D shapes	
		To know that if the	light, lighter than,				
	To know that	five frame is full then	lightest to compare			To know that	
	patterns are	there is 5	items			addition involves	
	repeated designs					combining groups of	
		To know circles have	To build on their			objects	
		one curved side and	understanding full and				
		triangles have 3	empty to show half full,			To read number	
		straight sides	nearly full anf nearly			addition sentences	
			empty				
		To know squares and				To be able to count,	
		rectangles have 4	Understand maths			order and recognise	
		straight sides and 4	language of tall, thin,			numbers to 20	
		corners	narrow, wide, and				
			shallow			To remember how	
		To know positional				to skip count in	
		language vocabulary –	Understand more			2's/5's and 10's	
		in front, behind, next	specific mathematical				
		to, under	language relating to			To know the	
			length – longer,			difference between	
		To know the	shorter, taller, shorter,			odd and even	
		difference between	wide, narrow				
		night and day					

knowledge and s addition, listening	sense of the world aroun to a broad selection of	nd them – from visiting pa stories, non-fiction, rhyme	Understanding of the V of their physical world and a rks, libraries and museums es and poems will foster the with words that support un reading com	their community. The frequ to meeting important men eir understanding of our cu nderstanding across domai	nbers of society such as po Iturally, socially, technolog	lice officers, nurses and gically and ecologically o	firefighters. In liverse world. As vill support later
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Nursery Skills	To be able to talk about their body parts and what the function is of each part (Science Link) To draw silhouettes and orally label body parts (Science Link) To talk about features of their environment (Geography Link) To talk about their own immediate family (History Link) To imitate actions from their own family anf cultural backgrounds	To use their senses to explore natural materials (Science/Geography Link) To talk about materials with similar and/or different properties (Science Link) To know that everyone has a birthday and they are usually celebrated in a similar manner around the world (History Link) Children to begin to recognise and describe special events in their life (History Link) To know that some celebrations are	To use senses to explore the world around them (Geography/ Science Link) To describe how people around the world celebrate Lunar New Year (RE/Geography Link) Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image (Computing Link) To remember and talk about significant events in their life (History Link)	To talk about plants To talk about Easter (RE Link) To describe how people around the world celebrate Holi (RE/Geography Link) Children to talk about significant events in their life (History Link) Talk about the life cycle of a plant (Science Link) Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image (Computing Link)	Plant their own seeds and check how tall the plants grow (Science Link) Talk about the life cycle of a plant and animals (Science Link) Children to talk about significant events in their life with confidence (History Link) To talk about different countries in the world (Geography Link) To use the computer to complete a simple task (Computing Link)	Make comparisons between habitats of farm animals and wild animals (Science/Geography Link) Children to talk about significant events in their life with confidence (History Link) To talk about what makes them unique as well as some similarities and differences in relation to family and friends (History/RE Link) To explore materials which will float and which will sink (Science Link)	

	(History/RE link) Operate simple equipment e.g. turn on CD player or use a remote control (Computing Link)	specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians (RE Link) To explore how things work				To talk about different countries in the world (Geography Link)	
Nursery Knowledge	To know about family structures and be able to talk about who is part of their family (History Link) To begin to talk about what they see using some new vocabulary (History, Geog, RE, Science Link) Shows an interest in technological toys (Computing Link) To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from	(Science/Computing Link) To know how to describe a variety of materials/objects (Science Link) To begin to talk about what they see using some new vocabulary (History, Geog, RE, Science Link) To learn about the different stories related to Autumn festivals (History/RE Link) Shows an interest in technological toys (Computing Link)	To talk about what they see using a wider range of vocabulary (Science/ Geography Link) Knows how to use different technological toys (Computing Link) To know how people celebrate Lunar New Year (RE/Geography Link)	To know about who celebrates Easter and what is its significance (RE Link) To know how people celebrate Holi (RE/Geography Link) Knows how to use different technological toys (Computing Link)	To know that every living being has a life cycle and they change in shape and size as they grow (Science Link) To know that living beings follow a similar growth pattern and make comparisons. (Science Link) To know that there are different countries in the world (Geography Link) Knows how to operate simple equipment (Computing Link)	To know the difference between farm animals and wild animals (Science Link) To know different types of animals live in different environments (Geography Link) To know how to test whether materials will float or sink (Science Link)	

	(Science/ Geography Link)						
Reception Skills	To talk about members of my immediate family and community (History/RE Link) To talk about the lives of the people familiar to me (History/RE Link) To talk about how they have changed since they were a baby (History Link) To be able to recount changes within living memory (History Link) To talk about the changes they observe in their environment (Science/ Geography Link)	Recognise that people have different beliefs and celebrate special times in different ways (RE Link) To be able to differentiate between nocturnal and diurnal animals (Science Link) Talk about what they see, using a wide vocabulary Science/Geography Link) I can describe events in some detail (History Link) I can talk about some features of the areas where I live (Geography Link) Draw information from a simple map (Geography Link) To use directional language to describe a sequence (beebots) (Computing Link)	To talk about a special event in their life (History/RE Link) Answer basic questions about the past (History Link) Understand key features of an event (History Link) Recognise some similarities and differences between life in this country and life in other countries (Geography Link) To negotiate space effectively in order to use a technological device (Computing Link)	Know that their own experiences differ to those of others. (History Link) Making treasure maps to direct friends to a 'goal'. Exploring maps of the world (Geography Link) I can talk about features of my own immediate environment and how environments may vary from one another (Science/ Geography Link) I can make observations and express views about the environment (Science/ Geography Link)	To identify and sort healthy/unhealthy foods (Science Link) Talk about the life cycle of plants and animals and what they need to survive (Science Link) Exploring a range of habitats, looking at why the animal lives like that (Science Link)	I can explain why geographic changes occur. (Geography Link) I can ask questions about their familiar world (where they live or the natural world) (Geography Link) I can understand some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class (History Link)	Past and Present. *Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities.
Reception Knowledge	To know the names of different body parts (Science Link)	To know that people around the world have different religions (RE/Geography Link)	To know that dinosaurs no longer exist (History/ Science Link)	To know that Christians celebrate Easter (RE Link)	To know the names of common fruits and vegetables. (Science Link)	To know about the lives of significant British Astronauts (History Link)	immediate environment using knowledge from observation,

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		To know that dinosaurs	Use appropriate words			discussion,
To know that there	To know that some	were alive before	eg town, village, road,	To know that some	To know how to use	stories, non-
are many countries	animals are nocturnal	humans	path, house, flat,	foods are unhealthy	a keyboard and a	fiction texts and
around the world	(Science Link)		temple and synagogue,	(Science Link)	mouse effectively	maps.
(Geography Link)		To know about the life	to help children make		(Computing Link)	
	To try and understand	of Mary Anning	distinctions in their	To select appropriate		*Know some
To know that they	that things change		observations	materials according to		similarities and
have a family unit	over time	To know how dinosaurs	(Geography Link)	their properties		differences
that can/will change	(Science/ Geography	became extinct.		(Science Link)		between
over time	Link)		To know pirates existed			different
(History Link)		To begin to understand	in the past and that	To name and identify		religious and
	Understand that some	that things happened	they exist today	a range of different		cultural
To name members	places are special to	a really long time ago	(History Link)	materials and to know		communities in
of their family	members of their	(History Link)		how they are used in		this country,
(History Link)	community.		To know how to use a	familiar environments		drawing on
	(RE Link)		mouse/pad to	(Science Link)		their
To identify who they			complete a simple ICT			experiences and
are, that they are an	To begin to		programme	To begin to		what has been
individual	programme a beebot		(Computing Link)	understand that		read in class.
(History Link)	to follow a simple			things change over		
	sequence			time		*Explain some
Begin to understand	(Computing link)			(Science/ Geography		similarities and
the effect their				Link)		differences
behaviour can have						between life in
on the environment						this country and
(Science/Geography						life in other
Link)						countries,
						drawing on
To begin to use a						knowledge from
mouse/pad to						stories, non-
navigate a computer						fiction texts and
(Computing Link)						– when
						appropriate –
						maps.
						<u>The Natural</u>
						World.
						*Explore the
						natural world
						around them,
						making
						observations
						and drawing

							pictures of animals and plants. *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them, including the seasons and changing states
							of matter.
			Expressive Arts and De	esign – Specific Area.			
enabling the	em to explore and play w	with a wide range of medic lary and ability to commu	ports their imagination and a and materials. The quality nicate through the arts. The ing and appreciating what Spring 1	v and variety of what child e frequency, repetition and	ren see, hear and participo I depth of their experience:	ite in is crucial for devel	oping their
			54 mg ±	5kung 5			Goals
Nursery Skills	To listen to and join in with Nursery rhymes and action songs (Music Link)	Sing familiar Nursery Rhymes and Christmas songs (Music Link)	To copy simple rhythms (Music Link) To play instruments with increasing control (Music Link)	To tap out simple repeated rhythms (Music Link) Remember and sing entire songs	To explore colour and colour mixing (Art Link) To use puppets and props to act out	Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm (Music Link)	

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	To explore the	To listen with		(Music Link)	different traditional		
	sounds different	increased attention to	To begin to act out		stories	To create their own	
	instruments make	sounds	different scenarios	To make patterns with	(Art/ Lit Link)	songs or improvise a	
	(Music Link)	(C&L, Music Link)	using props to enhance	paint and different		song around one	
			imaginative play	objects, beginning to	Uses available	they know	
	To use hands and	To explore colour and	(CL, Lit Link)	explore what happens	resources to create	(Music Link)	
	tools to explore	use drawings to		when you mix colours.	props to support role-		
	paint	represent ideas	Realises tools can be	(Art Link)	play	To listen to music	
	(Art Link)	(Art Link)	used for a purpose		(DT/Art Link)	and create	
			(DT Link)	To learn about		movements to the	
	To mark make with	To develop ideas when		different textures and	To use available props	different beats	
	intention	using different	Beginning to construct,	talk about them	to develop stories and	(Music/PE Link)	
	(Art Link)	materials	stacking blocks	(Art Link)	make imaginative play		
		(DT Link)	vertically and		more purposeful	Explore different	
	Uses various		horizontally, making	To combine two media	(DT/Art Link)	materials freely,	
	construction		enclosures and creating	together to create a		using them with a	
	materials	Joins construction	spaces	new effect		purpose	
	(DT Link)	pieces together to	(DT Link)			(Art Link)	
		build and balance		To draw with			
	To take part in	(DT Link)		increasing complexity		Describe the texture	
	pretend play			and detail		of things	
	(CL & Lit Link)			(Art Link)		(Art Link)	
				To make imaginative			
				and complex 'small			
				worlds' with blocks and			
				construction kits			
				(DT Link)			
Nursery	To learn some	To learn a variety of	To know how colours	To know about the	To know which colours	To know that body	
Knowledge	Nursery rhymes and	Christmas songs	can be mixed to make a	different materials and	to mix together to	movements can be	
	action songs	(Music Link)	new colour.	what can be created	make a new colour	changed depending	
	(Music Link)		(Art Link)	with them	(Art Link)	on the rhythm to	
				(Art/DT Link)		achieve a desired	
	To know how to use	To know how different	To use their		To know how to use	effect	
	tools to make marks	colours and materials	imagination to create	To understand that	props appropriately for	(Music Link)	
	with paint	can be used to create	different works of art.	different media can be	particular stories		
	(Art Link)	things	(Art Link)	combined to create	(Art/DT Link)	To know that	
		(Art Link)		new effects		different	
	To know that		For children to be able		To know that they can	construction toys	
	different musical		to construct with a	To use their knowledge	change their voices	can be used to make	
	instruments make	To know that objects	purpose and safely	of stories in acting	whilst singing or acting	new things that can	
	different sounds	can represent	(DT Link)	them out with friends			

	(Music Link)	on thing in their		(A up 1 to 1.)		he used in material	
	(Music Link)	anything in their	To play instruments to	(Art Link)	out stories to create a	be used in pretend	
		pretend play	To play instruments to	Cine and a sharehousing	dramatic effect	play.	
	Esu abildusu ta ba	(C&L, Lit Link)	express feelings and	Sing songs clearly using	(Art/Music Link)	(Art/DT Link)	
	For children to be		ideas	correct words that	To los con la consta	T	
	able to construct		(Music Link)	have been learned	To know how to	To show confidence	
	with a purpose and			(Music Link)	construct with a	in choice of media	
	safely				purpose and safely.	when creating a	
	(DT Link)			To know how to create	(DT Link)	model or picture.	
				recognisable		(Art Link)	
				representations of	Develop their story		
				objects	knowledge and use		
				(Art Link)	imaginatively		
					(Art/DT Link)		
Reception Skills	Listen and responds	Talk about music,	Sing in a group or on	To use a range of	To play along to the	To make music in a	Creating with
	to a variety of music	expressing their	their own	resources to create	beat of the song they	variety of ways	Materials.
	genres	feelings and responses	(Music Link)	own props to aid role	are singing or music	(Music Link)	*Safely use and
	(Music Link)	(Music Link)		play	they are listening to		explore a
			increasingly matching	(DT/Art Link)	(Music Link)	Safely use and	variety of
	Join in with familiar	Uses simple tools and	the pitch and following			explore a variety of	materials, tools
	songs	techniques	the melody	To plan, carry out,	To use what they have	materials, tools and	and techniques,
	(Music Link)	competently and	(Music Link)	evaluate and change	learnt about media	techniques,	experimenting
		appropriately		where necessary	and materials in an	experimenting with	with colour,
	To explore the	(DT/Art Link)	Manipulates materials	(DT Link)	original way and be	colour, design,	design, texture,
	different sounds of		to achieve a planned		able to explain their	texture, form and	form and
	a range of	To create	effect	Constructs with a	choices	function	function.
	instruments	representations for	(DT/Art Link)	purpose in mind, using	(Art Link)	(Art Link)	
	(Music Link)	both imaginary and		a variety of resources			*Share their
		real life ideas, events,	Plays cooperatively as	(DT Link)	Selects appropriate	Develop their own	creations,
	Develop their own	people and objects	part of a group to		resources and adapt	ideas through	explaining the
	ideas and then	(Art/DT/Lit)	create, develop and act	To effectively use	work where necessary	experimentation	process they
	decide which		out an imaginary idea	instruments to tap a	(DT/Art Link)	with diverse	have used.
	materials to use to	Develops storylines in	or narrative	simple beat		materials	
	express them	pretend play	(CL/Lit Link)	(Music Link)		(Art/DT/Music)	*Make use of
	(Art/DT Link)	(CL/Lit Link)					props and
							materials when
	To take part in						role playing
	pretend play and						characters in
	begin to develop						narratives and
	stories using small						stories.
	world equipment,						
	such as animals and						Being
	dolls						Imaginative and
	(CL/Lit Link)						Expressive

Reception	To learn a range of	To learn the names of	To understand that	To use a range of props	To know the different	To describe ways of	*Invent, adapt
Knowledge	songs from around	different tools and	pictures can be created	to support and	uses and purposes of a	safely using and	and recount
	the world.	techniques that can be	by making observations	enhance role play	range of media and	exploring a variety	narratives and
	(Music/ Geography	used to create Art	or by using imagination	(DT/Art Link)	materials	of materials	stories with
	Link)	(DT/Art Link)	(Art Link)		(DT/Art Link)	(DT/Art Link)	peers and their
				To identify and select			teacher.
	To know they can	To experiment with	To use paints, pastels	resources and tools to	For children to be able	Selects tools and	
	construct with a	creating different	and other resources to	achieve a particular	to safely construct	techniques needed	*Sing a range of
	purpose and	things and to be able	create observational	outcome	with a purpose and	to shape, assemble	well-known
	evaluate their	to talk about their	drawings	(DT Link)	evaluate their designs	and join materials	nursery rhymes
	designs	uses	(Art Link)		(DT Link)	they are using	and songs;
	(DT Link)	(DT Link)		To know you can		(DT/Art Link)	Perform songs,
			For children to be able	create different	To be able to play		rhymes, poems
	To show awareness	To know how different	to safely construct with	beats/rhythms when	instruments along to a		and stories with
	of how to use	colours and materials	a purpose and evaluate	playing instruments	simple beat		others, and –
	musical instruments	can be used to create	their designs	(music Link)	(Music Link)		when
	appropriately	things	(DT Link)				appropriate –
	(Music Link)	(Art Link)					try to move in
							time with
		Use their increasing					music.
		knowledge and					
		understanding of tools					
		and materials to					
		explore their interests					
		and express their ideas					
		and feelings					
		(Art/DT/Music Link)					
Reception	Explore singing at	Discover how to use	Sing echo songs and	To know how to use	Express feelings in	To clap rhythmic	
Music	different speeds and	the voice to create	perform movements to	our body to show high	music by responding to	patterns	
Skills	pitch to create	loud/soft sounds	a steady beat	and low sounds	different moods in a		
	moods and feelings				musical score		
		Choose an instrument	Play instruments to a	To explore how to use		To understand that	
	Explore the	to create a specific	steady beat and	voice to create high	Choose different	pictures represent	
	different sounds	sound	understand how to hold	and low sounds	instruments including	different clapping	
	instruments can		and play an instrument		the voice to create	patterns	
	make		with care		sound effects in play		
			Listen to music and		Experiment		
			respond by using hand		performing songs and		
			and whole-body		music together with		
			movements		body movements to a		
				1	bouy movements to d		

	Listen to different sounds (animal/water etc) and respond with voice and movement.	
Reception Music Knowledge	To know many songs and be able to sing them off by heart using actions.	
	To understand sounds can be changed and to experiment changing them.	