



Priory School EYFS Skills and Progression Map.

Curriculum Intent: In Priory EYFS we work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

We understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils.

Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the need for all children to be regulated and happy before they are ready to learn and we provide a sensory rich environment which will support all our children in their self-regulation.

We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Curriculum Implementation: In Priory EYFS we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children.

We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

We use the 'I TALK' program and 'Language Links' to regularly assess and track our children's talk and ensure that any need for extra support is identified quickly. Children are encouraged to become early readers through their enjoyment of books and the systematic teaching of phonics using Little Wandle Letters and Sounds program. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences.

We have built our outdoor environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen sensory areas and sandpit. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. We recognise the need for all children to be regulated and happy before they are ready to learn and we provide a sensory rich environment which will support all our children in their self-regulation.

The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts which are often supported through the CLPE Power of Reading units. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted dependent on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive curriculum maps each term to inform them of what their child is learning each term and to explain how they can support this at home. They also receive a weekly 'peek at the week' sheet which includes photos, information about what we have been learning during the week in class and ideas to encourage their children's continued learning at home.

As part of the learning and teaching process, children are assessed on entry and during the year to establish if they are on track or not on track. At the end of their Reception year, children are assessed in the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in depth knowledge of the children acquired through ongoing assessment. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

Curriculum Impact: Our curriculum and its delivery will ensure that children, from their own starting points make good progress. During their time with us children will make good progress toward their age-related expectations both academically and socially; developing a sense of themselves before transitioning into KS1. Children develop their characteristics of learning and are able to apply their knowledge to a range of situations making links and are beginning to explain their ideas and understanding. Children are confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. We believe our high standards are due to our carefully planned environment, enriched play-based curriculum, quality first teaching and the rigour of observation and assessment.

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
TOPICS	All about Me	Woodlands/Festivals	Space Travel	Traditional Tales	Growing	Under the Sea	Early Learning Goals
Reception Skills	<p>To talk about themselves and others. (Au1)</p> <p>To sing songs. (Au1)</p> <p>To speak about a range of texts. (Au1)</p>	<p>To compare different festivals. (Au2)</p> <p>To make comments about their observations. (Au2)</p>	<p>To engage in non-fiction books (SP1)</p> <p>To use new vocabulary in different contexts (SP1)</p>	<p>To describe features of traditional stories. (Sp2)</p> <p>To describe familiar texts with detail and using full sentences. (Sp2)</p>	<p>To be able to order a range of life cycles. (Su1)</p> <p>To being to ask questions about familiar aspects of their environment and their learning. (Su1)</p> <p>To talk about the role of healthy food and exercise in staying healthy. (Su1)</p>	<p>To be able to give facts about a specified subject. (Su2)</p> <p>To be able to answer questions and share opinions using the relevant vocabulary. (Su2)</p>	<p><u>Listening and Understanding.</u></p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with</p>
Reception Knowledge	To know about others. (Au1)	To know about different festivals. (Au2)	Express their ideas and feelings about their experiences. (Sp1)	To know different traditional stories. (Sp2)	To know different features of texts. (Su1)	To know different life cycles. (Su2)	

	<p>To know familiar songs. (Au1)</p> <p>To describe different story and non-fiction texts. (Au1)</p>	<p>To be able to talk about how different people help us. (Au2)</p> <p>To begin to talk about why things happen using new vocabulary learnt. (Au2)</p>		<p>To engage in meaningful conversations with others. (Sp2)</p>	<p>To talk confidently about why things happen using new vocabulary learnt. (Su1)</p>	<p>To know a range of facts. (Su2)</p> <p>To engage in meaningful conversations with others. (Su2)</p>	<p>their teacher and peers.</p> <p>Speaking.</p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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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
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Topics	All about me	Woodlands / Festivals	Space Travel	Traditional Tales	Growing	Under the Sea	
Reception Skills	<p>To describe a friend. (Au1)</p> <p>To know and demonstrate friendly behaviour. (Au1)</p> <p>To understand how to be a good friend. (Au1)</p> <p>To learn to join in with whole group activities. (Au1)</p> <p>To choose an activity independently. (Au1)</p>	<p>To learn about a range of different festivals. (Au2)</p> <p>To learn about important dates in their lives. (Au2)</p>	<p>To learn right from wrong. (Sp1)</p> <p>To understand how to make the right choices and the consequences of not making the right ones. (Sp1)</p>	<p>To understand that people need help. (Sp2)</p> <p>To identify ways of being helpful to others and how this will make them feel. (Sp2)</p>	<p>To try new things (Su1)</p> <p>To show resilience and perseverance when facing challenges. (Su1)</p>	<p>To learn about the different family structures. (Su2)</p>	<p>Self-Regulation.</p> <p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
Reception Knowledge	<p>To describe and show friendly behaviour. (Au1)</p> <p>To begin taking turns with their friends. (Au1)</p>	<p>To be able to talk about different festivals. (Au2)</p> <p>To understand why different people celebrate different things. (Au2)</p>	<p>To be able to talk about why a character has made a poor choice and what the consequences are. (Sp1)</p>	<p>To talk about the effect my behaviour has on others. (Sp2)</p>	<p>To be able to talk different feelings (Su1)</p> <p>To be able to share challenges I have faced (Su1)</p>	<p>To be able to talk about the relationships they have at home with their family and friends. (Su2)</p>	

			<p>To be able to talk about how the character could have made a better choice. (Sp1)</p>				<p>Managing Self.</p> <p>*Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships.</p> <p>*Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
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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
Reception Skills	<p>To use a dominant hand. (Au1)</p> <p>To begin to form recognisable letters which are formed mostly correctly. (Au1)</p> <p>To use climbing equipment safely and competently. (Au1)</p>	<p>To use a dominant hand. (Au2)</p> <p>To begin to use anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To use climbing equipment safely and competently. (Au2)</p> <p>To negotiate space effectively.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene. (Sp1)</p> <p>To be able to balance and coordinate safely. (Sp1)</p> <p>To negotiate space effectively. (Sp1)</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control. (Sp2)</p> <p>To negotiate space effectively. (Sp2)</p>	<p>To use a pencil effectively to form recognisable letters, most of which are formed correctly. (Su1)</p> <p>To show good control and co-ordination in large and small movements. (Su1)</p>	<p>To show good control and co-ordination in large and small movements. (Su2)</p>	<p>Gross Motor Skills.</p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically,</p>

Reception Knowledge		(Au2)					such as running, jumping, dancing, hopping, skipping and climbing.
	<p>To know which hand to write with. (Au1)</p> <p>To know how to use the trim trail safely. (Au1)</p> <p>To know how to use scissors effectively. (Au1)</p>	<p>To know how to make anticlockwise movement and retrace vertical lines. (Au2)</p> <p>To know how to use the trim trail safely. (Au2)</p> <p>To know how to use scissors effectively. (Au2)</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health. (Sp1)</p> <p>To know how to use scissors effectively. (Sp1)</p>	<p>To know why it is important to handle different apparatus safely. (Sp2)</p> <p>To know how to use scissors effectively. (Sp2)</p>	<p>To know how to form letters correctly. (Su1)</p> <p>To know how to use scissors effectively. (Su1)</p>	<p>To know how to handle a range of equipment and tools effectively. (Su2)</p> <p>To know how to use scissors effectively. (Su2)</p>	<p>Fine Motor Skills.</p> <p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>

Literacy – Specific Area.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
Reception Topics							
	All about Me	Woodlands/ Festivals	Space Travel	Traditional Tales	Growing	Under the sea	
Reception Core Texts							
	Perfectly Norman by Tom Percival Super, Duper You by Sophy Henn	We're Going on a Bear Hunt by Michael Rosen Martha maps it out by Leigh Hodgkinson	Astro Girl by Ken Wilson-Max Whatever Next by Jill Murphy	Little Red Riding Hood Little Red and the Very Hungry Lion by Alex T Smith (World Book Day: Revisit We're Going on a Bear Hunt)	The Tiny Seed Eric Carle Oliver's Vegetables By Alison Bartlett and Vivian French	The Rainbow Fish by Marcus Pfister Commotion in the Ocean Giles Andreae Surprising Sharks by Nicola Davies	
Supporting Texts							
	All Kinds of People by Emma Damon Family and Me by Michaela Dias-Hayes	We're going on a Lion Hunt by David Axtell	Aliens love Underpants If I Were an Astronaut by Eric Braun	A range of traditional fairy tales (Three Little Pigs, Goldilocks)	The Very Hungry Caterpillar Eric Carle Jack and the Beanstalk Errol's Garden Gillian Hibbs	Shark in the Park by Nick Sharratt Barry the Fish with Fingers by Sue Hendra If Sharks Disappear by Lily Williams	
Supporting rhymes and songs							

	If you're happy and you know it The end of day song	The Bear went over the mountain	5 little men in a flying saucer Planet Song	I Love Red 10 Green Bottles (Number Blocks)	Little Brown Seeds, Mary, Mary quite Contrary 1 tomato, 2 tomatoes	There's a hole in the bottom of the sea (BBC rhymes) 1,2,3,4,5 once I caught a fish alive	
Reception Skills	<p>Listening to and identifying sounds in the environments. (Au1)</p> <p>Listening to and hearing initial sounds in familiar words. (Au1)</p> <p>To identify sounds on a sound mat. (Au1)</p> <p>Listens to familiar stories and able to recall some facts. (Au1)</p>	<p>Listening to and hearing sounds in CVC words. (Au2)</p> <p>To identify sounds on a sound mat and to use this when writing. (Au2)</p> <p>Listens to familiar stories and able to recall facts. (Au2)</p>	<p>To think of and write a short, simple sentence. (Sp1)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp1)</p> <p>Identifying sounds on a sound mat. (Sp1)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp1)</p>	<p>To think of and write a short, simple sentence. (Sp2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Sp2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Sp2)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Sp2)</p>	<p>To think of and write a short, simple sentence. (Su1)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Su1)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Su1)</p> <p>Checking written work and making any changes where necessary. (Su1)</p> <p>Listens to stories and is beginning to anticipate what may happen next. (Su1)</p>	<p>To think of and write a short, simple sentence. (Su2)</p> <p>Listening to and hearing sounds in CVC and CVCC words. (Su2)</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat. (Su2)</p> <p>Checking written work and making any changes where necessary. (Su2)</p>	<p>Comprehension</p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate – where appropriate – key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading.</p> <p>*Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>*Read words consistent with their phonic knowledge by sound-blending.</p>
Reception Knowledge	Knowing that words can be written. (Au1)	Knowing that words can be written. (Au2)	Knowing that words can be written. (Sp1)	Knowing the sounds that the taught phonemes make.	Knowing the sounds that the taught phonemes make.	Knowing the sounds that the taught phonemes make.	

	<p>Knowing the sounds that the taught letters make. (Au1)</p> <p>Knowing what the taught letters looks like. (Au1)</p> <p>Knowing how to write the taught letters. (Au1)</p> <p>Knows how to sequence familiar stories. (Au1)</p>	<p>Knowing the sounds that the taught letters make. (Au2)</p> <p>Knowing what the taught letters looks like. (Au2)</p> <p>Knowing how to write the taught letters. (Au2)</p> <p>Recognising taught HFW in text. (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p>	<p>Knowing the sounds that the taught letters make. (Sp1)</p> <p>Knowing what the taught letters looks like. (Sp1)</p> <p>Knowing how to write the taught letters. (Sp1)</p> <p>Recognising taught HFW in text. (Sp1)</p> <p>Knows how to spell some familiar words. (Sp1)</p>	<p>(Sp2)</p> <p>Knowing what the taught phonemes look like. (Sp2)</p> <p>Knowing how to write the taught letters. Recognising taught tricky words in text. (Sp2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>Knows how to spell some familiar words. (Sp2)</p>	<p>phonemes make. (Su1)</p> <p>Knowing what the taught phonemes look like. (Su1)</p> <p>Knowing how to write the taught letters. (Su1)</p> <p>Recognising taught tricky words in text. (Su1)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>Knowing that sentences can be extended by using a connective. (Su1)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su1)</p>	<p>(Su2)</p> <p>Knowing what the taught phonemes look like. (Su2)</p> <p>Knowing how to write the taught letters. (Su2)</p> <p>Recognising taught tricky words in text. (Su2)</p> <p>To know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p> <p>Knowing that sentences can be extended by using a connective. (Su2)</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play. (Su2)</p>	<p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing.</p> <p>*Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>*Write simple phrases and sentences that can be read by others.</p>
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					Knows how to spell some familiar words. (Su1)		
Little Wandle Letters and Sounds							
	<p>Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l Tricky words: is, l, the</p>	<p>Phase 2 graphemes f ll ss v w x y z zz qu ch sh th ng nk Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>Phase 3 graphemes ai ee igh oa oo oo ar ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff Tricky words: was you they my by all are sure pure</p>	<p>Review Phase 3 graphemes Words with two or more digraphs Words ending in –ing Words with s in the middle /z/ s Words ending –s Words with –es at end /z/</p>	<p>Phase 4 Short vowels CVCC Short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky Words: said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ root word ending in: –er, –est longer words Review all taught tricky words</p>	

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
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Areas of Learning Covered

Reception Areas of Learning Covered : following White Rose Maths scheme

	<p>Getting to know you, just like me: Match and sort (N) Compare amounts (N) Comparing size, mass and capacity Exploring pattern</p> <p>It's me 1 2 3: Representing of 1 2 3 Comparing of 1 2 3 Composition of 1 2 3</p> <p>Light and Dark: Representing numbers to 5 One more and one less Shapes with 4 sides Time</p>	<p>Alive in 5! : Introducing 0 Comparing numbers to 5 Composition of 4 or 5 Compare mass Compare capacity</p> <p>Growing 6, 7, 8: Making pairs Combining 2 groups Length and height Time</p> <p>Building 9 & 10: Comparing numbers to 10 Number bonds to 10 3D shape Pattern</p>	<p>To 20 and beyond: Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning (1) Match, rotate</p> <p>First, then, now: Adding more Taking away Compose and decompose Spatial reasoning</p> <p>Find my pattern Doubling Sharing / Grouping Even and Odd Spatial reasoning</p> <p>Moving on: Deepening and understanding Patterns and relationships Spatial mapping (4) Mapping</p>	
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<h1 style="margin: 0;">Reception Skills</h1>	<p>To count up to 10 objects with 1:1 correspondence. (Au1)</p> <p>To match quantities to numeral. (Au1)</p> <p>To begin to recognise numbers automatically on a dice/card to 5. (Au1)</p> <p>To identify 2D shapes and talk about their properties. (Au1)</p> <p>To begin to be able to recognise and talk about simple patterns. (Au1)</p>	<p>To find the total of 2 groups of objects. (Au2)</p> <p>To order numbers to 10. (Au2)</p> <p>To identify 2D shapes and talk about their properties. (Au2)</p> <p>To begin to recognise numbers automatically on a dice/card to 5. (Au2)</p> <p>To be able to count to 10 independently. (Au2)</p> <p>To be able to recognise and talk about simple patterns. (Au2)</p>	<p>To use non-standard units to measure length, weight and capacity. (Sp1)</p> <p>To use money during role play activities to buy items. (Sp1)</p> <p>To begin to explore number bonds to 5. (Sp1)</p> <p>To be able to count to 20 independently. (Sp1)</p> <p>To know how to use positional language in the appropriate context. (Sp1)</p>	<p>To use objects to solve addition and subtraction problems. (Sp2)</p> <p>To share objects between a group of people equally. (Sp2)</p> <p>To explore number bonds to 5. (Sp2)</p> <p>To know that sharing equally means everyone has the same amount. (Sp2)</p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su1)</p> <p>To know that to double a number is to add the same amount. (Su1)</p> <p>To know that to halve a number you have to split it up into two equal parts. (Su1)</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su1)</p> <p>To read the time to O'clock on a digital and analogue clock. (Su1)</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line. (Su2)</p> <p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity. (Su2)</p> <p>To make observations of and compare length, weight and capacity. (Su2)</p> <p>To know how to recognise patterns in numbers. (Su2)</p>	<p style="text-align: center;">Number</p> <p>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p style="text-align: center;">Numerical Patterns.</p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>
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Reception Knowledge

<p>To say the number names to 10 in order. (Au1)</p> <p>To recognise number to 10. (Au1)</p> <p>To write numbers to 10, forming them correctly. (Au1)</p>	<p>To know that addition involves combining two or more groups of objects. (Au2)</p> <p>To begin to read addition number sentences. (Au2)</p> <p>To say number names to 10 in order. (Au2)</p> <p>To know the names of 2D shapes. To know that 2D shapes can have sides and corners. (Au2)</p> <p>To say the days of the week in order. To begin to say the months of the year in order. (Au2)</p> <p>To know that patterns are repeated designs. (Au2)</p>	<p>To know that length, capacity and weight can all be measured. (Sp1)</p> <p>To know that money can be used to buy items. (Sp1)</p> <p>To understand and use a range of prepositions in everyday contexts. (Sp1)</p>	<p>To know that addition involves combining two or more groups of objects. (Sp2)</p> <p>To read addition number sentences. (Sp2)</p> <p>To know that subtraction involves removing an object from a group. (Sp2)</p> <p>To be able to count, order and recognise numbers to 20. (Sp2)</p> <p>To use a number line to help solve simple addition and subtraction number problems. (Sp2)</p> <p>To be able to share a group of objects equally. (Sp2)</p>	<p>To know that the word 'more' indicates that the group is getting larger. (Su1)</p> <p>To know that the word 'less' indicates that a group is getting smaller. (Su1)</p> <p>To be able to count, order and recognise numbers to 20. (Su1)</p> <p>To count forwards and backwards to 20. (Su1)</p> <p>To know that length, weight and capacity can be measured using standard units. (Su1)</p> <p>To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts. (Su1)</p>	<p>To know the names of some 3D shapes. (Su2)</p> <p>To know the names of basic 2D shapes. (Su2)</p> <p>To know the names of basic 3D shapes. (Su2)</p> <p>To know that 2D shapes can have corners and side. (Su2)</p> <p>To know that 3D shapes can have faces, vertices and edges. (Su2)</p> <p>To know the names of some 3D shapes. (Sp2)</p> <p>To know that addition involves combining groups of objects. (Su2)</p> <p>To read number addition sentences. (Su2)</p> <p>To be able to count, order and</p>	<p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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					<p>To know that sharing equally means everyone has the same amount of an object. (Su1)</p> <p>To know that the long hand represents the minutes and the short hand represents hours. (Su1)</p>	<p>recognise numbers to 20. (Su2)</p> <p>To remember how to skip count in 2's/5's and 10's. (Su2)</p> <p>To know the difference between odd and even. (Su2)</p>	
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Understanding of the World – Specific Area.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals
	Reception Topics						
	All about Me	Woodlands/Festivals	Space travel	Traditional Tales	Growing	Under the Sea	Early Learning Goals
Reception Skills	To talk about how they have changed since they were a baby. (Au1)	To talk about how Hindus celebrate Diwali. (Au2) (RE Link)	Know that their own experiences differ to those of others. (Sp1) (History Link)	To be able to make observations and express their views of the environment.	To be able to talk about the life cycle of animals and what they need to survive.	To be able to ask questions about the natural aquatic world. (Su2)	Past and Present. <i>*Talk about the lives of the people around them and</i>

	<p>(History Link)</p> <p>To talk about the changes they observe in their environment – Seasons link. (Au1) (Science/ Geography Link)</p> <p>To be able to recount changes within living memory. (Au1) (History Link)</p> <p>Identify some similarities and differences between now and the past. (Au1) (History Link)</p> <p>I can discuss daily weather/ seasons. (Au1) (Science/ Geography Link)</p> <p>I can talk about some features of the areas where I live. (Au2) (Geography Link)</p>	<p>To be able to differentiate between nocturnal and diurnal animals. (Au2) (Science Link)</p> <p>Answer basic questions about the past. (Au2) (History Link)</p> <p>Talk, draw or write about aspects of the past. (Au2) (History Link)</p>	<p>To be able to identify some similarities and differences between ways of life in different periods. (Sp1) (History Link)</p> <p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. (Sp1) (Geography Link)</p> <p>To be able to develop their knowledge and understanding of the Earth and Space (Sp1) (Science/ Geography Link)</p> <p>To explore the role of an astronaut and other people who work in science, technology and engineering. (Sp1) (Science/ Geography Link)</p> <p>Talk, draw or write about aspects of the past. (Sp1) (History Link)</p>	<p>(Sp2) (Science/ Geography Link)</p> <p>To be able to talk about features of my own immediate environment and how environments may vary from one another (Sp2) (Science/ Geography Link)</p> <p>To be able to ask questions about their familiar world (where they live or the natural world). (Sp2) (Geography Link)</p> <p>To be able to talk about Easter celebrations. (Sp2) (RE Link)</p>	<p>(Su1) (Science Link)</p> <p>To be able to explore a range of habitats, looking at why particular animals live like that. (Su1) (Science Link)</p> <p>I can ask questions about the natural world. (Su1) (Geography Link)</p> <p>To be able to talk about the life cycle of plants and what they need to survive. (Su1) (Science Link)</p> <p>To be able to ask questions about their familiar world (where they live or the natural world). (Su1) (Geography Link)</p>	<p>(Geography Link)</p> <p>To be able to talk about the life cycle of fish / sharks and what they need to survive. (Su2) (Science Link)</p> <p>To be able to develop their knowledge and understanding of the Earth and oceans. (Su2) (Science/ Geography Link)</p> <p>To be able to talk about what a shark needs in order to survive. (Su2) (Science Link)</p> <p>To be able to talk about some features of a shark / fish (Su2) (Science Link)</p>	<p>their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities.</u></p> <p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>
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<h2 style="margin: 0;">Reception Knowledge</h2>	<p>To know the names of different body parts. (Au1) (Science Link)</p>	<p>To know that people around the world have different religions. (Au2) (RE/Geography Link)</p>	<p>To know that they live on planet earth and that it is one of the planets in the solar system (Sp1) (Science/Geography Link)</p>	<p>To know that humans and other animals can grow. (Sp2) (Science Link)</p>	<p>To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. (Su1) (Science/ Geography Link)</p>	<p>To know that that sharks come in different shapes and sizes. (Su2) (Science Link)</p>	<p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p style="text-align: center;"><u>The Natural World.</u></p> <p>*Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
	<p>To know that there are many countries around the world. (Au1) (Geography Link)</p> <p>To know that people in other countries may speak different languages. (Au1) (Geography Link)</p> <p>To know that they have a family unit that can/will change over time. (Au1) (History Link)</p> <p>To name members of their family. (Au1) (History Link)</p>	<p>To know that Mendi and Rangoli patterns are created to celebrate Diwali. (Au2) (RE Link)</p> <p>To know that some animals are nocturnal. (Au2) (Science Link)</p> <p>To know that adults do a variety of jobs. (Au2) (Geography Link)</p> <p>To know that the emergency services exist and what they do. (Au2) (Geography Link)</p> <p>To know who they are and that they are an individual. (Au2) (History Link)</p> <p>To try and understand that things change over time. (Au2) (Science/ Geography Link)</p> <p>To begin to programme a beebot to follow a simple sequence</p>	<p>To know about some elements of space travel (Sp1) (Science/Geography Link)</p> <p>To begin to understand that things change over time. (Sp2) (Science/ Geography Link)</p> <p>To know that some foods are unhealthy. Sorting healthy and unhealthy foods. (Sp1/2) (Science Link)</p>	<p>To know that Christians celebrate Easter. (Sp2) (RE Link)</p> <p>To know that difference creatures live in different places based on their characteristics, e.g. pets and farm animals can live around people, however wild animals can be dangerous so we have to be careful, wild animals live in forests/jungles /safaris/ zoos or aquariums . (Su1) (Science Link)</p> <p>To be able to match animals to their young (Su1) (Science Link)</p> <p>To know what things an animal</p>	<p>To know that there are over 30 species of shark in the waters around Britain Su2 (Science/ Geography Link)</p> <p>To know how sharks are threatened in their habitat. Su2 (Science/ Geography Link)</p> <p>To know what we can do to help protect sharks Su2 (Science Link)</p>		

	To begin to use a mouse/pad to navigate a computer. (Au1) (Computing Link)	(Aut 2) (Computing link)			needs to stay alive, comfortable and healthy. (Su1) (Science link)		
					To be able to talk about the role and job of a vet compared to a doctor (Su 1) (PSED link)		
Religious Education - Reception	Following whole school scheme, Discovery RE. Key events: Au2 – Christmas Sp2 – Easter Sp2 - Holi Sp2 – Ramadan and Eid						
Skills	Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.						
Knowledge	Children will explore the concept of similarities and differences in their immediate world. This includes talking about their friends and the adults around them to explore how and why they may be similar or different. They will explore why people are different, for example, does the person next to them go to the same place of worship, if not, then why not. Children will learn about why special foods are eaten and their significance.						
Expressive Arts and Design – Specific Area.							
<i>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe</i>							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals

<p>Reception Skills</p>	<p>To remember the words to a range of songs. (Au1) (Music Link)</p> <p>To give meaning to the marks that are made. (Au1) (Art Link)</p> <p>To explore the different sounds of a range of instruments. (Au1) (Music Link)</p>	<p>To design a Rangoli pattern. (Au2) (DT/Art Link)</p> <p>To use role play to show how 'People who Help Us'. (Au2) (Art Link)</p> <p>Uses simple tools and techniques competently and appropriately. (Au2) (DT/Art Link)</p>	<p>To explore and recreate Aboriginal Art. (Sp1) (Art/Geography/History Link)</p> <p>To draw a range of plants and fruits. (Sp1) (Art Link)</p> <p>To use resources to create own props. (Sp1) (DT/Art Link)</p> <p>Constructs with a purpose in mind, using a variety of resources. (Sp1) (DT Link)</p> <p>To effectively use instruments to tap a simple beat. (Sp1) (Music Link)</p>	<p>To use a range of resources to create own props to aid role play. (Sp2) (DT/Art Link)</p> <p>To plan, carry out and evaluate and change where necessary. (Sp2) (DT Link)</p> <p>Manipulates materials to achieve a planned effect. (Sp2) (DT/Art Link)</p> <p>To effectively use instruments to tap a simple beat. (Sp2) (Music Link)</p>	<p>To use what they have learnt about media and materials in an original way and be able to explain their choices. (Su1) (Art Link)</p> <p>Selects appropriate resources and adapts work where necessary. (Su1) (DT/Art Link)</p> <p>To move along to the beat of a familiar song. (Su1) (Music Link)</p> <p>To explore different artists and try out their specific techniques (Su1) (Art Link)</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Su2) (Art Link)</p> <p>To move along to the beat of a familiar song. (Su2) (Music Link)</p>	<p><u>Creating with Materials.</u></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
<p>Reception Knowledge</p>	<p>To learn a range of songs from around the world. (Au1) (Music/Geography Link)</p>	<p>To learn the names of different tools and techniques that can be used to create Art. (Au2) (DT/Art Link)</p>	<p>To understand that pictures can be created by making observations or by using imagination. (Sp1) (Art Link)</p>	<p>To use a range of props to support and enhance role play. (Sp2) (DT/Art Link)</p>	<p>To know the different uses and purposes of a range of media and materials. (Su1) (DT/Art Link)</p>	<p>To describe ways of safely using and exploring a variety of materials. (Su2) (DT/Art Link)</p>	

	<p>To know that people from different countries may have different traditions. (Au1) (Geography Link)</p> <p>To know that certain art types belong to different cultures. E.g. Africa. (Au1) (Geography/Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Au1) (DT Link)</p> <p>To show awareness of how to use musical instruments appropriately. (Au1) (Music Link)</p>	<p>To experiment with creating different things and to be able to talk about their uses. (Au2) (DT Link)</p> <p>To show awareness of how to use musical instruments appropriately. (Au2) (Music Link) –</p> <p>To learn the songs for Christmas for production (Au2) (Music Link)</p> <p>To know how different colours and materials can be used to create things. (Au2) (Art Link)</p>	<p>To use paints, pastels and other resources to create observational drawings. (Sp1) (Art Link)</p> <p>For children to be able to safely construct with a purpose and evaluate their designs. (Sp1) (DT Link)</p> <p>To be able to play instruments along to a simple beat. (Sp1) (Music Link)</p>	<p>To identify and select resources and tools to achieve a particular outcome. (Sp2) (DT Link)</p> <p>To be able to play instruments along to a simple beat. (Sp2) (Music Link)</p>	<p>For children to be able to safely construct with a purpose and evaluate their designs. (Su1) (DT Link)</p> <p>To know that different artists use different techniques to work with e.g. Salvatore Rubbino with his brush strokes. (Su1) (Art Link)</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using. (Su2) (DT/Art Link)</p>	
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Art Theme	All about Me	Woodland/ Festivals	Space	Traditional Tales	Growing	Under the Sea	
Suggested Activities	Self portraits.	Rangoli patterns and pictures linked to festivals.	Rockets (DT) Representations of planets using various techniques (marbling, wax resist)	Collage including digital media. Observational drawings Painting – The Very Hungry Lion	Observational drawings. Collage in the style of Eric Carle	Clay/salt dough models of shark teeth etc	
Reception Music Songs	<p>Here are a list of songs that the children in Reception should know fluently by the end of the year. The songs link to topics taught.</p> <p>Ten Green Bottles Five Little Man in a Flying Saucer I Love Red – performed at the Talent Show Little Brown Seeds</p>						
Reception Music Skills	<p>Explore singing at different speeds and pitch to create moods and feelings. (Au1)</p> <p>Explore the different sounds instruments can make. (Au1)</p>	<p>Discover how to use the voice to create loud/soft sounds. (Au2)</p> <p>Choose an instrument to create a specific sound. (Au2)</p>	<p>Sing echo songs and perform movements to a steady beat. (Sp1)</p> <p>Play instruments to a steady beat and understand how to hold and play an instrument with care. (Sp1)</p> <p>Listen to music and respond by using hand and whole-body movements. (Sp1)</p>	<p>To know how to use our body to show high and low sounds (Sp2)</p> <p>To explore how to use voice to create high and low sounds (Sp2)</p>	<p>Express feelings in music by responding to different moods in a musical score. (Su1)</p> <p>Choose different instruments including the voice to create sound effects in play. (Su1)</p> <p>Experiment performing songs and music together with body movements</p>	<p>To clap rhythmic patterns (Su2)</p> <p>To understand that pictures represent different clapping patterns (Su2)</p> <p>Listen to different sounds (animal/water etc) and respond with voice and movement. (Su2)</p>	

					to a steady beat. (Su1)		
Reception Music Knowledge	<p>To know many songs and be able to sing them off by heart using actions.</p> <p>To understand sounds can be changed and to experiment changing them.</p>						