

Washingwell Primary School

Reception Yearly Overview 2024-2025



Children develop at their own rate and in their own way. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

School Values	Healthy, Empowered, Ambitious, Respectful, Together
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Characteristics of effective learning	<p>Playing and Exploring: Children investigate and experience things, and ‘have a go’</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and Thinking Critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p> <p style="text-align: center;">The characteristics of effective learning support children’s learning across all areas.</p>
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Possible Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Starting something new</i>	<i>Festivals & Celebrations</i>	<i>Magical lands</i>	<i>Animals</i>	<i>Let it grow</i>	<i>The Seaside</i>
Focus Occasions	Starting School Making new friends My family Harvest Autumn Poetry week Halloween	Diwali Bonfire night Anti bullying week Children in Need Christmas	Chinese New Year Valentine’s day Pancake Day	Mother’s day Eid-al-fitr Spring Nursery Rhyme Week World Book Day Easter	Summer	Father’s day Transition Sports Week
Visitors and Visits		Dental nurse visit		Eggs hatching/ chicks in school Farm trip (tbc)		Class trip to the beach (tbc)
Parent Engagement	Harvest Assembly	Parents evenings Parents maths session Parents stay and play Christmas performance	Parent phonics session	Parent stay and play		Sports Day Outdoor learning day Transition events
Assessment Opportunities	Baseline summative Ongoing short observations Narrative observations Daily reflection meetings	Ongoing short observations, Narrative observations, Daily reflection meetings Insights Tracking ULS Phonics screening	Ongoing short observations, Narrative observations, Daily reflection meetings	Ongoing short observations, Narrative observations, Daily reflection meetings	Ongoing short observations, Narrative observations, Daily reflection meetings	Ongoing short observations, Narrative observations, Daily reflection meetings

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

(EYFS statutory Framework)

	Autumn	Spring	Summer
Personal, Social & Emotional Development Making Relationships Understanding feelings Sense of self	<p>Making relationships</p> <ul style="list-style-type: none"> Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it (4) Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like (4) Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. (5) <p>Sense of self</p> <ul style="list-style-type: none"> Is gradually learning that actions have consequences but not always the consequences the child hopes for. (4) Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. (4) Is sensitive to others' messages of appreciation or criticism. (5) Enjoys a sense of belonging through being involved in daily tasks. (5) <p>Understanding emotions</p> <ul style="list-style-type: none"> Responds to the feelings of others, showing concern and offering comfort. (4) May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions. (4) Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows. (4) 	<p>Making relationships</p> <ul style="list-style-type: none"> Seeks out companionship with adults and other children, sharing experiences and play ideas. (5) Uses their experiences of adult behaviours to guide their social relationships and interactions. (5) Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. (5) Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. (5) <p>Sense of self</p> <ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. (5) Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. (5) Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. (5) <p>Understanding emotions</p> <ul style="list-style-type: none"> Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants. (5) Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. (5) Understands that expectations vary depending on different events, social situations and changes in 	<p>Making relationships</p> <ul style="list-style-type: none"> Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. (6) Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. (6) Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. (6) Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support(6) Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. (6) Is proactive in seeking adult support and able to articulate their wants and needs. (6) Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship (6) <p>Sense of self</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community (6) Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination(6) Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group(6) Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms(6)

	<ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. (5) 	<ul style="list-style-type: none"> routine, and becomes more able to adapt their behaviour in favourable conditions. (5) 	<ul style="list-style-type: none"> Has a clear idea about what they want to do in their play and how they want to go about it(6) Shows confidence in choosing resources and perseverance in carrying out a chosen activity <p>Understanding emotions</p> <ul style="list-style-type: none"> Understands their own and other people's feelings, offering empathy and comfort (6) Talks about their own and others' feelings and behaviour and its consequences(6) Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people(6) Is more able to manage their feelings and tolerate situations in which their wishes cannot be met (6) Seeks support, "emotional refuelling" and practical help in new or challenging situations. (6) Is aware of behavioural expectations and sensitive to ideas of justice and fairness(6) Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise (6)
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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.

(EYFS statutory Framework)

Communication & Language Listening and attention Understanding Speaking	Autumn	Spring	Summer
	<p>Listening and attention</p> <ul style="list-style-type: none"> Shows interest in play with sounds, songs and rhymes. (4) Listens with interest to the noise's adults make when they read stories. (4) Listens to others in one-to-one or small groups, when conversation interests them. (5) Focusing attention – can still listen or do, but can change their own focus of attention. (5) <p>Understanding</p> <ul style="list-style-type: none"> Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) (4) 	<p>Listening and attention</p> <ul style="list-style-type: none"> Listens to familiar stories with increasing attention and recall. (5) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (5) Is able to follow directions (if not intently focused). (5) <p>Understanding</p> <ul style="list-style-type: none"> Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. (5) Beginning to understand why and how questions. (5) Shows understanding of prepositions such as under, on, top, behind by carrying out an action or selecting correct picture. (5) 	<p>Listening and attention</p> <ul style="list-style-type: none"> Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity (6) May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span(6) <p>Understanding</p> <ul style="list-style-type: none"> Understands a range of complex sentence structures including negatives, plurals and tense markers (6) Beginning to understand humour, e.g. nonsense rhymes, jokes(6) Able to follow a story without pictures or props(6)

	<ul style="list-style-type: none"> Developing understanding of simple concepts (e.g. fast/slow, good/bad). (4) Understands use of objects (e.g. Which one do we cut with?) (5) Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. (5) <p>Speaking</p> <ul style="list-style-type: none"> Uses language to share feelings, experiences and thoughts. (4) Uses a variety of questions (e.g. what, where, who). (4) Can retell a simple past event in correct order. (e.g. went down slide, hurt finger) (5) Continues to make some errors in language (e.g. “runned”) and will absorb and use language they hear around them in their community and culture. (5) Beginning to use more complex sentences to link thoughts (e.g. using and, because). (5) 	<p>Speaking</p> <ul style="list-style-type: none"> Able to use language in recalling past experiences. (5) Uses talk to explain what is happening and anticipate what might happen next. (5) Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (5) Beginning to use a range of tenses (e.g. play, playing, will play, played) (5) Uses intonation, rhythm and phrasing to make the meaning clear to others. (5) Talks more extensively about things that are of particular importance to them. (5) Builds up vocabulary that reflects the breadth of their experiences. (5) Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle. (5) 	<ul style="list-style-type: none"> Listens and responds to ideas expressed by others in conversation or discussion(6) Understands questions such as who; why; when; where and how(6) <p>Speaking</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (6) Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention(6) Uses talk to organise, sequence and clarify thinking, ideas, feelings and events(6) Introduces a storyline or narrative into their play (6)
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Physical Development Moving and Handling	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. 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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>		
	Autumn	Spring	Summer
	<p>Moving and handling</p> <ul style="list-style-type: none"> Moves in response to music, or rhythms played on instruments such as drums or shakers. (4) Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. (4) May be beginning to show preference for dominant hand and/or leg/foot. (4) Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. (4) 	<p>Moving and handling</p> <ul style="list-style-type: none"> Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise. (5) Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. (5) Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. (5) Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. (5) Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. (5) 	<p>Moving and handling</p> <ul style="list-style-type: none"> Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (6) Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk (6) Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance (6) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (6)

	<ul style="list-style-type: none"> Creates lines and circles pivoting from the shoulder and elbow. (5) 	<p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (5)</p>	<ul style="list-style-type: none"> Travels with confidence and skill around, under, over and through balancing and climbing equipment (6) Shows increasing control over an object in pushing, patting, throwing, catching or kicking it (6) Uses simple tools to effect changes to materials (6) Handles tools, objects, construction and malleable materials safely and with increasing control and intention (6) Shows a preference for a dominant hand (6) Begins to use anticlockwise movement and retrace vertical lines (6) Begins to form recognisable letters independently (6) Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (6)
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Literacy
Reading
Writing

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).

(EYFS statutory Framework)

	Autumn	Spring	Summer
Reading	<ul style="list-style-type: none"> Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. (4) Repeats and uses actions, words or phrases from familiar stories. (4) Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (5) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (5) Recognises familiar words and signs such as own name, advertising logos and screen icons. (5) Looks at and enjoys print and digital books independently. (5) Handles books and touch screen technology carefully and the correct way up with growing competence. (5) Shows interest in illustrations and words in print and digital books and words in the environment. (5) 	<ul style="list-style-type: none"> Begins to be aware of the way stories are structured, and to tell own stories. (5) Talks about events and principal characters in stories and suggests how the story might end. (5) Knows that print carries meaning and, in English, is read from left to right and top to bottom. (5) Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). (5) Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. (5) Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> Shows awareness of rhyme and alliteration. (5) Recognises rhythm in spoken words, songs, poems and rhymes. (5) Claps or taps the syllables in words during sound play Hears and says the initial sound in words. (5) 	<ul style="list-style-type: none"> Enjoys an increasing range of print and digital books, both fiction and non-fiction (6) Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading (6) Describes main story settings, events and principal characters in increasing detail(6) Re-enacts and reinvents stories they have heard in their play(6) Knows that information can be retrieved from books, computers and mobile digital devices(6) Is able to recall and discuss stories or information that has been read to them, or they have read themselves(6) Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example(6) Begins to develop phonological and phonemic awareness(6) <ul style="list-style-type: none"> Continues a rhyming string and identifies alliteration Hears and says the initial sound in words Begins to segment the sounds in simple words and blend them together and
Writing			

- Distinguishes between the different marks they make. (4)
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. (5)
- Makes up stories, play scenarios, and drawings in response to experiences, such as outings. (5)
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Writing

- Sometimes gives meaning to their drawings and paintings. (5)
- Includes mark making and early writing in their play. (5)
- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. (5)
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. (5)
- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. (5)
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. (5)

knows which letters represent some of them

- Starts to link sounds to letters, naming and sounding the letters of the alphabet
- Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee
- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences

- Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text(6)
- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc(6)

Writing

- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats (6)
- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology(6)
- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together(6)
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name(6)
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences (6)

Phonics

1	Phase
	Two
	GPCs Taught
	s a t p i n m d g o c k c k e u r h b f f l l s s
	CEW taught

1	Phase
	Three
	GPCs Taught
	ow oi ear air ure er Reading and spelling words containing digraphs and trigraphs Assess and review Phase 3 work: j v w x y z zz qu ch shth ng
	CEW taught

1	Phase
	Four
	GPCs Taught
	CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 2 Read words containing -ed and -ing endings with no change to the root word
	CEW taught

	I no go to the into	are my her Revisit: me we be he she	said have like so do some come were there little one when out what
	Phase	Phase	Phase
	Three	Three (Mastery)	Four (Mastery)
	GPCs Taught	GPCs Taught	GPCs Taught
	j v w x y z zz qu ch sh th ng ai ee igh oa oo oo ar or ur	Revisit Phase 3 work: ai ee igh oa oo oo ar or ur ow oi ear air ure er	CVCC and CCVC words with adjacent consonants that contain graphemes taught in Phase 3. Polysyllabic CVCC and CCVC words, CCVCC words, polysyllabic CCVCC words, CCCVCC words
	CEW taught	CEW taught	CEW taught
me we be he she was you they all	Revisit: was you they all are my her	Revise all phase 4	

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Mathematics	<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. (EYFS statutory Framework)</p>		
	Autumn	Spring	Summer
	<p>Comparison</p> <ul style="list-style-type: none"> Beginning to compare and recognise changes in numbers of things, using words like more, lots or same. (4) <p>Counting</p> <ul style="list-style-type: none"> May enjoy counting verbally as far as they can go. (5) Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. (5) <p>Cardinality</p> <ul style="list-style-type: none"> Links numerals with amounts up to 5 and maybe beyond. (5) <p>Spatial Awareness</p> <ul style="list-style-type: none"> Begins to remember their way around familiar environments. (4) Responds to some spatial and positional language. (4) 	<p>Comparison</p> <ul style="list-style-type: none"> Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! (5) <p>Counting</p> <ul style="list-style-type: none"> Uses some number names and number language within play, and may show fascination with large numbers. (5) Begin to recognise numerals 0 to 10. (5) <p>Cardinality</p> <ul style="list-style-type: none"> Subitises one, two and three objects (without counting). (5) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). (5) Explores using a range of their own marks and signs to which they ascribe mathematical meanings. (5) <p>Composition</p>	<p>Comparison</p> <ul style="list-style-type: none"> Uses number names and symbols when comparing numbers, showing interest in large numbers (6) Estimates of numbers of things, showing understanding of relative size (6) <p>Counting</p> <ul style="list-style-type: none"> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0 (6) Increasingly confident at putting numerals in order 0 to 10 (ordinality) (6) <p>Cardinality</p> <ul style="list-style-type: none"> Engages in subitising numbers to four and maybe five (6) Counts out up to 10 objects from a larger group. (6) Matches the numeral with a group of items to show how many there are (up to 10) (6) <p>Composition</p>

- Predicts, moves and rotates objects to fit the space or create the shape they would like. (5)
- Shape**
- Recognises that two objects have the same shape. (4)
 - Responds to both informal language and common shape names. (5)
 - Attempts to create arches and enclosures when building, using trial and improvement to select blocks. (5)
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- Patterns**
- Is interested in what happens next using the pattern of everyday routines. (4)
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- Measures**
- Explores differences in size, length, weight and capacity. (4)
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- Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. (5)
- Beginning to use understanding of number to solve practical problems in play and meaningful activities. (5)
- Beginning to recognise that each counting number is one more than the one before. (5)
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. (5)

Spatial Awareness

- Responds to and uses language of position and direction

Shape

- Chooses items based on their shape which are appropriate for the child's purpose. (5)
- Shows awareness of shape similarities and differences between objects. (5)
- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. (5)

Pattern

- Creates their own spatial patterns showing some organisation or regularity. (5)
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- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) . (5)
- Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next. (5)

Measures

- In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. (5)
- Recalls a sequence of events in everyday life and stories. (5)

- Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects (6)
- Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three
- In practical activities, adds one and subtracts one with numbers to 10 (6)
- Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"(6)

Spatial Awareness

- Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints (6)
- Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) (6)
- May enjoy making simple maps of familiar and imaginative environments, with landmarks (6)

Shape

- Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes (6)
 - Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes (6)
 - Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build (6)
- **Pattern**
- Spots patterns in the environment, beginning to identify the pattern "rule" (6)
 - Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat (6)
- **Measures**
- Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
 - Becomes familiar with measuring tools in everyday experiences and play (6)

			<ul style="list-style-type: none"> • Is increasingly able to order and sequence events using everyday language related to time <p>Beginning to experience measuring time with timers and calendars (6)</p>
<p>Mastering Number</p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers 	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

	<p>must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <ul style="list-style-type: none"> • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts 		
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Understanding the World
People and Communities (P&C)
 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.
 (EYFS statutory Framework)

	Autumn	Spring	Summer
The World (W) Technology (T)	<p>People and communities</p> <ul style="list-style-type: none"> • Learns that they have similarities and differences that connect them to, and distinguish them from, others. (4) • Shows interest in different occupations and ways of life indoors and outdoors. (5) • Recognises and describes special times or events for family or friends. (5) <p>The world</p> <ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. (4) • Shows care and concern for living things and the environment. (5) • Talks about why things happen and how things work. (5) <p>Technology</p> <ul style="list-style-type: none"> • Plays with water to investigate "low technology" such as washing and cleaning. (4) • Uses pipes, funnels and other tools to carry/transport water from one place to another. (4) • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. (5) 	<p>People and communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. (5) • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience. (5) • 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. (5) <p>The world</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (5) • Developing an understanding of growth, decay and changes over time. (5) • Begin to understand the effect their behaviour can have on the environment. (5) <p>Technology</p> <ul style="list-style-type: none"> • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. (5) • Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet. (5) 	<p>People and communities</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines (6) • Talks about past and present events in their own life and in the lives of family members (6) • Knows that other children do not always enjoy the same things, and is sensitive to this (6) • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions (6) <p>The world</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature (6) • Knows about similarities and differences in relation to places, objects, materials and living things (6) • Talks about the features of their own immediate environment and how environments might vary from one another (6) • Makes observations of animals and plants and explains why some things occur, and talks about changes (6) <p>Technology</p> <ul style="list-style-type: none"> • Completes a simple program on electronic devices • Uses ICT hardware to interact with age-appropriate computer software (6) • Can create content such as a video recording, stories, and/or draw a picture on screen (6)

	<ul style="list-style-type: none"> Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support. (5) 		<ul style="list-style-type: none"> Develops digital literacy skills by being able to access, understand and interact with a range of technologies (6) Can use the internet with adult supervision to find and retrieve information of interest to them (6)
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Expressive Arts and Design
Creating with materials
 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.
 (EYFS statutory Framework)

	Autumn	Spring	Summer
Being Imaginative and expressive	<p>Creating with materials</p> <ul style="list-style-type: none"> Enjoys and responds to playing with colour in a variety of ways, for example combining colours. (4) Uses 3D and 2D structures to explore materials and/or to express ideas. (4) Enjoys joining in with moving, dancing and ring games. (5) Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. (5) <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i>. (4) Creates rhythmic sounds and movements. (4) Experiments and creates movement in response to music, stories and ideas. (5) Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. (5) 	<p>Creating with materials</p> <ul style="list-style-type: none"> Explores and learns how sounds and movements can be changed. (5) Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (5) Taps out simple repeated rhythms. (5) Develops an understanding of how to create and use sounds intentionally. (5) Continues to explore colour and how colours can be changed. (5) Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. (5) Uses tools for a purpose. (5) <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> Uses movement and sounds to express experiences, expertise, ideas and feelings. (5) Sings to self and makes up simple songs. (5) Creates sounds, movements, drawings to accompany stories. (5) Engages in imaginative play based on own ideas or first-hand or peer experiences. (5) Uses available resources to create props or creates imaginary ones to support play. (5) Plays alongside other children who are engaged in the same theme. (5) 	<p>Creating with materials</p> <ul style="list-style-type: none"> Begins to build a collection of songs and dances (6) Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to (6) Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking (6) Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. (6) Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts (6) <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> Creates representations of both imaginary and real-life ideas, events, people and objects (6) Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences (6) Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes (6) Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping (6) Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i> (6) Introduces a storyline or narrative into their play (6)

			<ul style="list-style-type: none">• Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative (6)•