



Lympsham
C of E Academy
A Christian Community with Children at its Heart



Lympsham C of E Academy and Pre School

Early Years Foundation Stage

Curriculum Early Years Skill Set
2024-2025

‘A Christian Community with Children at its Heart’

Communication and Language				
Phase 1 phonics Letters and sounds 2-3- & 3-4-year olds				
Aspect 1 Environmental sounds -What's that sound? -Listening for sounds in their environment -Listening walks -Sound bingo, environmental and animal - Listening to descriptions of animals / objects and selecting out of a group - Why is it important to listen?	Aspect 2 Instrumental sounds -Recognising instruments -Louder, quieter - Singing along to instruments - Playing to a beat - Instrument bingo games	Aspect 3 Body percussion - Using body to make sounds such as clapping, stamping, patting, rubbing, clicking fingers. -Clap hands to a rhythm to nursery rhymes - Body rhythmic patterns (Stomp stomp, clap, clap, thigh tap) -Gain more control of gross motor skills (Tapping head and rubbing tummy at the same time)	Aspect 4 Rhythm and rhyme -Gain an understanding of what rhyming is -Odd one out games (which word doesn't rhyme) -Rhyming pairs -Silly soup games -Identifying rhyming words in books -Children can sing a minimum of 4 nursery rhymes by heart	Aspect 5 Alliteration Aspect 6 Voice sounds Aspect 7 Oral blending and segmenting -Learn initial sounds of words (please find your g-g-gloves) -I spy letter sounds. (Something the sound H..H for Hat) -Making environmental voice sounds (brrrrmm for a car, animal sounds, environmental sounds) -Watch mouths move in mirrors when making different sounds -children to use sound effects during play, choo choo for a train, crying for a baby in the role play, whooshing for a rocket in the construction area. -Clap syllables of words. One clap per syllable -Break up single words into syllables (c-oa-t, B-a-g) -Break words into letter sounds (find the R-E-D C-A-R) - Children to identify objects correctly by hearing a orally blended word (C-O-A-T, B-E-D

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre School Communication and Language <u>2-3 year olds</u>	Use single words through play Listen and respond to a simple instruction Copy your gestures and words Understand single words in context (2 year olds to use up to 50 words) (2 year olds to put 2-3 words together)	Enjoys singing, music and toys that make sounds Understand simple instructions like 'Give to nanny' 'Stop' Recognise and point to objects if asked about them Explore the room and choose an activity to play with. Learn new vocabulary	Focus on their own activity Listen to other people's talk with interest but can easily be distracted. Make themselves understood and can become frustrated when they are cannot Develop pretend play; putting the baby to sleep Learn new vocabulary	Listen to stories and understand what is happening, with the help of the pictures. Identify familiar objects e.g 'blue car' Start to say how they are feeling using single words as well as actions. May use emotion pictures to support Learn new vocabulary	Understand simple questions about who what and where (not why) Understand and act on longer sentences like 'make teddy jump' or 'find your coat' Learn new vocabulary Use the speech sounds p, b, m, w Pronounce - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer'	Start to ask questions Children are starting to use pronouns such as 'me', 'him', 'she' Start to develop conversation often jumping from topic to topic Learn new vocabulary

Pre School Communication and Language <u>3-4 year olds</u>	Around the child's 3rd birthday can the child use around 300 words? Use a wider range of vocabulary and using longer sentences of four to six words Develop communication but may continue to have problems with irregular tenses and plurals such as 'runned' Enjoy discussing and sharing experiences from home using their 'chatter bags'	Understand a question and instruction that has two parts 'Get your coat and wait at the door' Understand how to listen carefully and why listening is important Use descriptive language to describe animals or objects Learn new vocabulary	Start a conversation with an adult or a friend and continue it for many turns Use talk to organise themselves and their play 'Let's go on a bus 'you sit there and ill drive' Enjoy sharing their weekend news through Tapestry Learn new vocabulary	Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books and be able to tell a long story Vocalise opinions Use descriptive language to describe textures and materials Learn new vocabulary	Understand 'why' questions. Be able to express a point of view and to debate when they disagree, using words and actions Develop their pronunciation but may have problems saying - r,j,th,ch and sh - multi-syllabic words such as 'hippopotamus' Use new words heard in books Learn new vocabulary	Pay attention to more than one thing at a time, which can be difficult. Sings a large repertoire of songs Use talk to explain what is happening in a story and anticipate what will happen next Learn new vocabulary
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reception</u> Communication and Language	Engage in story times (daily at school and books to take home to share with families) Listen to and talk about stories to build familiarity and understanding Learn new vocabulary Develop social phrases (register, good morning/ afternoon, how are you, did you have a good weekend, thank you, you're welcome)	Engage in story times (daily at school and books to take home to share with families) Listen to and talk about stories to build familiarity and understanding Learn new vocabulary Develop social phrases Understand how to listen carefully and why listening is important Listen carefully to rhymes and songs	Engage in story times (daily at school and books to take home to share with families) Listen to and talk about stories to build familiarity and understanding Learn new vocabulary Use new vocabulary through the day Develop social phrases Describe events in some detail	Engage in story times (daily at school and books to take home to share with families) Listen to and talk about stories to build familiarity and understanding Learn new vocabulary Use new vocabulary through the day Develop social phrases Describe events in some detail	Engage in story times (daily at school and books to take home to share with families) Listen to and talk about stories to build familiarity and understanding Learn new vocabulary Use new vocabulary in different contexts Use talk to help work out problems and organise thinking and activities, and to explain how things	Engage in story times (daily at school and books to take home to share with families) Listen to and talk about stories to build familiarity and understanding Learn new vocabulary Use new vocabulary in different contexts Use talk to help work out problems and organise thinking and activities, and to explain how things

	Understand how to listen carefully and why listening is important Listen carefully to rhymes and songs paying attention to how they sound Learn rhymes, poems and songs Engage in non-fiction books	paying attention to how they sound Learn rhymes, poems and songs Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Articulate their ideas and thoughts in well-formed sentences Ask questions to find out more and to check they understand what has been said to them Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Engage in non-fiction books	Articulate their ideas and thoughts in well-formed sentences Ask questions to find out more and to check they understand what has been said to them Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep	work and why they might happen Connect one idea or action to another using a range of connectives Engage in non-fiction books	work and why they might happen Connect one idea or action to another using a range of connectives Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
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Personal Social and Emotional Development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre School Personal Social and Emotional Development <u>2-3 year olds</u>	Jigsaw: Being Me in My World Play with increasing confidence on their own and with other children Grow in independence, rejecting help ('me do it') Thrive as they develop self-assurance	Jigsaw: Celebrating Difference Feel strong enough to express a range of emotions Develop friendships with other children Express preferences and decisions	Jigsaw: Dreams and Goals Begin to show 'effortful control' For example waiting for a turn and resisting to push for what they want e.g push the way to the front	Jigsaw: Healthy Me Being increasingly able to talk about and manage their emotions Learn to use the toilet independently.	Jigsaw: Relationships Safely explore emotions beyond their normal range through play E.g can they feel the family's fear at the end of 'Going on a bear hunt'	Jigsaw: Changing Me Notice and ask questions about differences such as, skin colour, types of hair, gender, special needs, religions etc Talk about their feelings in more elaborated ways 'I'm sad because' 'I'm happy because'

Pre School Personal Social and Emotional Development <u>3-4 year olds</u>	Jigsaw: Being Me in My World Select activities and resources with help when needed. This helps them achieve a set goal they have chosen Show understanding of pretend play	Jigsaw: Celebrating Difference Develop their senses of responsibility and membership of community Play with one or more children Talk about their feelings using words such as 'worried' 'angry' 'excited'	Jigsaw: Dreams and Goals Increasingly follow rules, understanding why they are important Remember rules without being prompted Include others in play, listening and sharing ideas	Jigsaw: Healthy Me Talk with others to solve conflicts Understand gradually how others might be feeling. Show more confidence in social situations	Jigsaw: Relationships Make healthy choices about food, drink , activity and tooth brushing Become more outgoing with familiar people in the safe context of their setting	Jigsaw: Changing Me Being increasingly independent in meeting needs e.g brushing teeth, washing hands, using the toilet Find solutions to conflicts and rivalries. For example accepting not everyone can be the mum/ dad and suggests other ideas
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reception</u> Personal Social and Emotional Development	Jigsaw: Being Me in My World See themselves as a valuable individual.	Jigsaw: Celebrating Difference See themselves as a valuable individual.	Jigsaw: Dreams and Goals Show resilience and perseverance in the face of challenge.	Jigsaw: Healthy Me Know and talk about the different factors that support their	Jigsaw: Relationships Build constructive and respectful relationships.	Jigsaw: Changing Me Know and talk about the different factors that support their

	Build constructive and respectful relationships. Manage their own needs. • Personal hygiene (Establish hand washing routines)	Express their feelings and consider the feelings of others. Think about the perspectives of others.	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.	overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	Express their feelings and consider the feelings of others. Think about the perspectives of others.	overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.
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	Physical Development
Pre School 2-4 year olds Fine and Gross motor skill development	DOUGH DISCO (Spread the happiness) This programme supports to strengthen children's fine motor muscles to enable them to develop their pencil grip which in turn will help to develop their writing skills. Dough Disco supports the development of the child's large muscles, such as the shoulder and the elbow which is vital for child's gross motor skills to be developed to enable the full movements in their arms and wrists. WIGGLE ME INTO SQUIGGLE (Spread the happiness) 'Wiggle me into Squiggle is a pre writing programme that takes the stages of child development and wraps it into specific sessions of movement that will assist any child's development. If a child has missed a crucial movement stage in their development so far, moving daily with Wiggle me into Squiggle will help bridge that gap and strengthen those muscles we need to control for writing to occur.

Pre School <u>2-3 year olds</u> Physical Development	Build independently with a range of appropriate resources Walk, run, jump and climb Start to use the stairs independently Eat using a spoon and fork. Drink from an open cup with little spilling Take off shoes and put on wellington boots	Can kick a ball Can roll a ball along the ground Can throw a ball underarm to a friend or adult Sit on a push-along wheeled toy, use a scooter or ride a trike Take off shoes and put on wellington boots	Show increasing desire to use large and fine motor skills to do things independently Put coat on using the coat trick. (Tag to toes flipping the coat over head) Reaching up and putting own coat on peg Walk along a beam holding arms out for balance Clap and stamp to music	Develop manipulation and control (Provide different types of paper to tear, make marks on and explore) Explore different materials Can use pipettes and tweezers Can catch a ball using both hands Turn pages in a book one at a time.	Negotiate speed on a tricycle, steering and avoiding obstacles Run with awareness off their surroundings not running into other children or obstacles Can balance a bean bag on head whilst walking	To hold scissors correctly and make snips in paper. Have control when balancing on one foot or on a balance bike Can jump with both feet from one holla hoop on the ground to another.
Pre School	Go up steps and stairs, or climb up	Continue to develop their	Use one – handed tools and	Thread beads and pasta onto a string	Collaborate with others to manage	Start taking part in some group

<u>Pre School</u> <u>3-4 year olds</u> Physical Development	apparatus, using alternate feet.	movement, balancing, riding (scooters, trikes and bikes)	equipment well such as scissors, pipettes, tweezers and spray bottles	Use the hammer and nails safely	large items, such as moving a long plank safely	activities which they make up for themselves, or in teams
	Use large-muscle movements to wave flags, paint and make mark.	Can kick a ball into a goal	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Pull own trousers down to use the toilet and dress themselves again.	Use a correct resource for carrying out their own plan	Use a comfortable grip with good control when holding pens and pencils
	Cut straight lines in paper	Skip, hop, stand on one leg and hold a pose for a game like musical statues	Able to throw a ball to a friend and catch a ball. (Underarm)	Be increasingly independent as they get dressed, for example, putting coats on and doing up zips	Cut around curves e.g circles	Show a preference for a dominant hand
	To use tweezers to pick up small objects	Pour own drinks at mealtimes		Cut around simple shapes	Use a bat to hit a ball	
	Complete an obstacle course moving body under, over, through, balance and jump.	Start eating independently using a knife and fork				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Physical Development	Develop skills needed for lining up and queueing Eating and drinking (carry own tray, use cutlery, use good manners at lunchtime) Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes,	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes,	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with swimming Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with swimming Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

	pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Teach correct letter formation Draw freely	confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Teach correct letter formation Draw freely	scissors, knives, forks and spoons. Writing and drawing practise	scissors, knives, forks and spoons. Writing and drawing practise	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.
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Literacy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre School <u>2-3 year olds</u> <u>Literacy</u>	Join in with songs and rhymes, copying sounds, rhymes, tunes and tempo	Say some of the words in songs and rhymes	Have favourite books and seek them out	Sing songs and say rhymes independently (Such as in play)	Ask questions about the book. Make comments and share their own ideas	Notice some print, such as the first letter of their name, a bus or door number or a familiar logo

	Enjoy sharing books with an adult Add some marks to drawings which they give meaning too 'That's me'	Copy finger movements and other gestures Enjoy drawing freely Enjoy listening to rhymes and have a favourite	Repeat words phrases from similar stories Develop play around favourite stories using props Can recognise their name card with their photo	Pay attention and respond to pictures or the words Enjoy choosing booking from the lending library (In Pre School) Can recognise their name card with their photo	Act out familiar stories with props Can recognise their name card with their photo	Can recognise their name card with their photo
Pre School 3-4 year olds Literacy	Enjoy the excitement of reading Choosing and returning to favourite text books	Filling in the missing word in familiar books or rhymes Begin to be aware of how stories are structured -Beginning -Middle	Engage in extended conversations about stories, learning new vocabulary and using new words though play Use imagination to create own stories	Spot and suggest rhyme Count or clap syllables in a word Use some of their print and letter knowledge in their early writing. For example writing a	Understand the 5 key concepts about print: 1.print has meaning 2. print can have different purposes 3. English read from left to right and top to bottom	Recognise words with the same initial sound, such as monkey and mummy Can say the initial sound in words

		-End Make marks on their picture to stand for their name	using story cards or props. Can recognise their own name on their name card (Without their photo attached) Make marks on their picture to stand for their name	pretend shopping list that starts at the top of the page Understands that a Recipe is a list of ingredients and a method to cook or bake	4. the names of different parts of a book 5. page sequencing Play rhyming games such as silly soup	Write the first letter of their name. Write some letters accurately
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reception</u> Literacy Reading	Read Phase 2 GPCs Be able to blend sounds orally Blend sounds into words, so that they can read short words made up of Phase 2 graphemes	Read Phase 3 GPCs and digraphs Blend sounds into words, so that they can read short words made up of Phase 2 and some Phase 3 graphemes Read Phase 2 and some Phase 3	Read Phase 3 digraphs Read Phase 3 common exception words Read simple phrases and sentences made up of words with Phase 2 and 3 graphemes and	Read Phase 3 common exception words Read simple phrases and sentences made up of words with Phase 2 and 3 graphemes and a few exception words.	Read Phase 4 common exception words Read simple phrases and sentences made up of words with Phase 3 graphemes, CCVC and CVCC words and some CEW.	Read Phase 4 common exception words Read simple phrases and sentences made up of words with Phase 3 graphemes, CCVC and CVCC words and some CEW.

	Read Phase 2 common exception words	common exception words Read simple phrases and sentences made up of words with Phase 2 and some Phase 3 graphemes and a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
<u>Reception</u> Literacy Writing	Form lower case letters from Phase 2 correctly	Form all lower case letters correctly Spell CVC words containing Phase 2	Form all lower case letters correctly Spell CVC words containing all	Form lower case and capital letters correctly	Form lower case and capital letters correctly	Form lower case and capital letters correctly

	Spell VC and CVC words containing Phase 2 graphemes Write their name using a prompt	and some Phase 3 graphemes Spell Phase 2 CEW Write short phrases or captions using Phase 2 and some Phase 3 graphemes Write their name from memory	Phase 3 graphemes Spell Phase 3 CEW Write short phrases using Phase 2 and 3 graphemes and some CEW	Spell CVC words containing all Phase 3 graphemes Spell Phase 3 CEW Write simple sentences using known graphemes and some CEW	Spell CCVC and CVCC words Write simple sentences using known graphemes and some CEW Use capital letters and full stops in sentences	Spell CCVC and CVCC words Spell some Phase 4 CEW Write simple sentences using capital letters and full stops Read their writing aloud
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Reception Supporting texts and books (For Pre School core texts see Curriculum implementation document)	My School Unicorn All Are Welcome When a Dragon Goes to School Super Duper You Incredible You	It's Diwali Lighting a Lamp The Owl Who was Afraid of the Dark The Snowflake Snow Ghost	Ridiculous Snow Bears The Storm Whale in Winter Traditional tales	The Tiny Seed From seed to sunflower and other non-fiction books about life cycles Five Little Chicks	You can't take an elephant on holiday Somebody Swallowed Stanley Grandad's Island	The Tiger Child Pattan's Pumpkin India non-fiction Emma Jane's Aeroplane Amelia Earhart
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	The Squirrels who Squabbled The Very Helpful Hedgehog What Can You see in Autumn? Autumn non-fiction	The Tree that's Meant to Be	What Can you see in winter? Non-fiction books about bears and animals that live in cold places (Usborne first)	20 Bunnies at Bedtime Rabbit's Pancake Picnic That's Not a Daffodil	The Wide, Wide Sea David Attenborough	
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Mathematics						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Pre School</u> 2-3 year olds Mathematics	Take part in finger rhymes with numbers	Build with a range of resources (loose parts)	Develop counting behaviour, such as making sounds, pointing or saying	Compare sizes, weights etc. Using gesture and language such as 'bigger/smaller'	Notice patterns and arrange things in patterns Talk about the patterns around	React to changes of amount in a group of up to three items (sing finger songs)

	Complete inset puzzles Climb and squeeze themselves into different types of spaces	Recognise primary colours Red, Yellow and Blue Correctly pick out a matching pair of objects. Understand the work 'pair' (2 blue socks)	some numbers in sequence Recognise primary colours Red, Yellow and Blue Count 0-3 in every day context Recognise a square and a circle (2D shapes) Pour small objects such as rice and pasta using small jugs	'high, low, tall, heavy' Compare amounts by saying 'lots', 'more' or 'the same' Identify common 2D shapes including a circle, square, triangle, rectangle Colour sort beyond primary colours	them, stripes on clothes, animals etc Count 0-5 in every day context (May skip numbers) Identify common 2D shapes including a circle, square, triangle, rectangle	Complete more complex puzzles up to 8 pieces Explore empty and full jugs/ water bottles Pour water with control in a water tray
<u>Pre School</u> 3-4 year olds Mathematics	Show finger representation numbers up to 3 Recognise 2D shapes -Square	Show finger representation numbers up to 5 Recognise shapes in their environment.	Use the correct terminology for a written number – Numeral Select shapes appropriately; flat surfaces for	Compare quantities using language such as 'more than', 'fewer than' Explore 3D shapes. (talk about sides,	Experiment with their own symbols and marks as well as numerals Explore objects relating to size, length, weight &	Develop fast recognition of up to 5 objects, without having to count them individually. (Subitising)

	-Triangle -Circle - Rectangle -Diamond Know colours beyond primary colours which are Red, Yellow and Blue Sing number rhymes Introduce the 10 frame	Square window, Circle mirror. Recognise numerals 0-3. Count 0- 3 using the 'one-one principle. Recognise full and empty jugs of water Pour drinks without spilling at mealtimes Link the number symbol (numeral) with its cardinal number value to 3	building, a triangle for a roof Begin to describe a sequence of events real and fictional. 'First' and 'Then' Compare quantities using 'more than' 'fewer than' Understand position through words alone. For example 'The bag is under the table' -under -over -on top of -next to -in	corners, straight, flat) Recognise numerals 0-6. Count 0- 6 using the 'one-one principle. Know that mixing primary colours can create new colours. Use different materials to create constructions. Use the ten frame confidently- know there is a box for each object they are counting. Understand the concept of floating and sinking	capacity. Which is longer/ shorter? Are they the same? Extend and create ABAB patterns Count numbers past 6 Combine shapes to make new ones – a bigger triangle, a square Know that the last number reached when counting in a small set of objects tells you how many objects there are in total (cardinal principle) Link the number symbol (numeral) with its cardinal number value to 8	Notice and correct an error in a repeating pattern Describe a familiar route Discuss routes and locations using words like 'in front of' and 'behind' Recognise numerals 0-10 Count confidently 0- 10 using the 'one-one principle Use the ten frame confidently- know there is a box for
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			-behind -diagonal Understand the concept of floating and sinking Understand what colours are made when mixing primary colours together (Red, Yellow and Blue) Link the number symbol (numeral) with its cardinal number value to 5	Link the number symbol (numeral) with its cardinal number value to 8	Use the ten frame confidently- know there is a box for each object when counting. Develop fast recognition of up to 3 objects, without having to count them individually. (Subitising)	each object when counting. Link the number symbol (numeral) with its cardinal number value to 10
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reception</u> Mathematics	Sing number songs and rhymes. Count objects, actions and sounds to 10.	Count objects, actions and sounds to 10. Subitise to 5 using a ten frame.	Count beyond 10. Subitise to 10 using a ten frame.	Count beyond 10. Subitise to 10 using a ten frame.	Build numbers and count patterns beyond 10. Automatically recall number bonds for numbers	Doubling, sharing and grouping Even and odd numbers

	Understand vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Continue, copy and create repeating patterns. Select, rotate and manipulate shapes to develop spatial reasoning skills.	Explore the composition of numbers to 5. Link the number symbol (numeral) with its cardinal number value to 5. Use and understand positional language. Triangles, circles and squares	Explore the composition of numbers 6, 7, 8. Link the number symbol (numeral) with its cardinal number value to 10. Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity.	Explore the composition of numbers 9 and 10. Automatically recall number bonds for numbers 0–5 and some to 10. 3D shapes Continue, copy and create repeating patterns (ABB, AAB, AABB, AABBB)	0–5 and some to 10. Adding and taking away (first, then, now) Select, rotate and manipulate shapes to develop spatial reasoning skills.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
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Knowledge and Understanding of the world						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Pre School</u> 2-3 year olds Knowledge and Understanding of the world	Make connections between the features of their family and other families Use all their senses in hands-on exploration of natural materials	Explore materials with different properties inside and out Show an interest in different animals and their features Enjoy exploring culture and what celebrations bring Enjoy making shadows with torches	Notice differences between people Plant seeds and care for growing plants Understand that plants need water to grow Understands animal habitats and that particular animals live in certain conditions	Show an interest in life cycles. What does the caterpillar evolve into Continue to develop positive attitudes about the differences about people	Show an interest in people who help us. Understand different job's and what they do Know what food is grown and created on a farm Understand that a vehicle is used to get from one place to another and that there are different modes of transport	Know there are different countries in the world
Pre School 3-4 year olds	Begin to make sense of their life-story and family's history	Explore collections of materials with similar and or	Talk about what they see, using a wide vocabulary	Understand the key features of a life cycle of a plant and animal	Show interest in different occupations	Explore and talk about the forces they can feel

Knowledge and Understanding of the world	Understands what happens to our environment in the Autumn	different properties	Plant seeds and care for growing plants	Know how to take basic care of an animal	Begin to understand the need to respect and care for the natural environment and all living things	(magnetic attraction)
	Explores the idea of space and the concepts of the planets, sun and moon. Knows what we need as humans to help us grow big and strong Understands the term 'Harvest'	Explore how things work (torches and shadows) Celebrate and value culture- Understand why we Celebrate Christmas Understands the term nocturnal	Understand and talk about celebrations in their culture and others Understand what hibernation means and why animals hibernate Understands what happens to our environment in the Winter Understands that ice is frozen water Understand why we need to feed the birds in the winter	Talk about the differences between materials and changes they notice -Cooking -melting Understand what a magnet is and what materials are magnetic and what isn't Understands what happens to our environment in the Spring Know the computer can be	Know what recycling means and why we must recycle Understand the different weather we experience and what weather comes most likely in each season. Understand where eggs are from, where milk is from etc	Know there are different countries in the world and talk about the differences they have experienced or seen in photos Knows people talk different languages in different countries Know what a map is. Knows a camera can take a photo. Knows how to use the I-pad to take a photo Know that things have changed over time. Know what

				used to retain information. Use the mouse on the computer to draw a picture (paint) Know books can be used to retain information.	Understand that different countries have different modes of transport (Trams, trains, tuk tuks)	toys used to look like, recognise old cars, lorries and old bikes etc
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reception</u> Knowledge and Understanding of the world	Talk about members of their immediate family. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past.	Recognise that people have different beliefs and celebrate special times in different ways. (Diwali, Christmas, Interfaith week)) Understand that some places are special to members of their	Recognise that people have different beliefs and celebrate special times in different ways. (Chinese New Year) Describe what they see, hear and feel whilst outside.	Recognise that people have different beliefs and celebrate special times in different ways. (Easter) Describe what they see, hear and feel whilst outside.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between life in this	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.

	Describe what they see, hear and feel whilst outside. Explore the natural world around them.	community. (Interfaith week) Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. (Autumn walk, autumn collections and colours)	Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. (Winter walk, ice melting)	Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. (Spring walk, observational drawings of plants and flowers, planting seeds) Draw information from a simple map.	country and life in other countries. Draw information from a simple map.	Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. (Summer walk)
<u>Reception</u> <u>Visits/visitors</u>	Local walk with buddies Church for Harvest	Interfaith week Comple Copse Church for Christmas	Careers week Comple Copse	Science week Comple Copse Visit with Elves class Church for Easter	Comple Copse	Comple Copse Visit with Elves class

Expressive Art and Design						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Pre School 2-3 year olds Expressive Art and Design	Start making marks independently with pencils, pens, crayons. Also in paint, gloop, coloured rice and shaving foam. Join in with some songs and rhymes, making some sounds Sometimes give meanings to the marks they make	Explore a range of sound makers and instruments Explore paint, using fingers and other parts of their bodies as well as brushes and other tools Recognise primary colours Red, Yellow and Blue	Role play, pretending one object represents another Use their imagination as they consider what they can do with different materials Enjoy using paint to create marks.	Make simple models which express their ideas Make rhythmical and repetitive sounds Enjoy taking part in action songs such as twinkl twinkl little star	Move and dance to music Explore their voices and enjoy making sounds	Make simple models with express their ideas. (loose parts) Manipulate playdough with confidence -Pinching -Splatting -Prodding -Rolling -Squash -Squeeze

<u>3-4 year olds</u> Pre School	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings Play sound matching games Create pictures with paint, pens and other materials from imagination	Join different materials and explore different textures Play instruments with increasing control to express feelings and ideas Use playdough to make models and ideas using loose parts	Take part in simple pretend play, using an object to represent something else even though they are not similar Know which primary colours to mix to create secondary colours Use drawing to represent loud noises or ideas such as movement Use paint or pens to create own pictures, ideas and creations.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with bricks Develop their own ideas and then decide which materials to use to express them	Draw with increasing complexity and detail e.g., representing a face with a circle including details Begin to develop complex stories using small world equipment (dolls, animal sets) Clap to the pulse of music and songs	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Remember and sing entire songs Enjoys exploring scale - Long strips of wallpaper - Child size boxes - Easel mark making - Pavement drawing - Paper on the wall (gross motor skills)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Reception</u> Expressive Art and Design	Develop storylines in their pretend play. Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Colour matching for Autumn colours, cutting and sticking using pritt stick) Sing in a group or on their own, increasingly matching the pitch and following the melody.	Develop storylines in their pretend play. Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Observational drawings of pumpkins, squash and Autumn items, use pastels and poster paint) Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. (Experiment with colour mixing, printing with paint and different objects) Listen attentively, move to and talk about music, expressing their feelings and	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. (Observational drawings and paintings of plants and flowers, use watercolours) Sing in a group or on their own, increasingly matching the pitch	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. (3D models, joining with tape, use PVA glue) Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. (experiment with texture and collage, use artist's work as inspiration) Sing in a group or on their own, increasingly matching the pitch and following the melody.

		performance art, expressing their feelings and responses. (Christmas Nativity Play, Indian dancing, pantomime) Sing in a group or on their own, increasingly matching the pitch and following the melody.	responses. (Dance in P.E.)	and following the melody.		Explore and engage in music making and dance, performing solo or in groups. (Sky Arts Week)
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