



EYFS Curriculum



Our EYFS Ethos

At Kings Cliffe Endowed Primary School, our Early Years Foundation Stage (EYFS) ethos is centered around **growing a love for learning** and fostering a curiosity and a sense of independence in our children at the very beginning of their journey in Pre-School and Reception Class. We believe that nurturing a passion for **exploration** and a genuine interest in the world around us is key to developing skills for life.

We understand that outdoor experiences play a vital role in children's development and at Kings Cliffe we have an amazing outdoor learning environment which enables us to provide opportunities to explore and learn in the natural world. We believe that through exploring and interacting with the outdoors, children develop a strong sense of appreciation for the world that they live and learn important life skills.

We encourage our children to be **resilient** learners and provide opportunities for them to take ownership of their learning by revisiting and refining a wide variety of knowledge and skills in Pre-school and Reception. We believe that by giving children the tools to explore and experiment in a safe and supportive environment, they can '**grow a love for learning**' that will carry them throughout their learning journey at Kings Cliffe and throughout their lives.

Our EYFS ethos is driven by a belief that every child is unique, and the staff will **collaborate** with the children to ensure we aim to provide an environment that celebrates and supports **diversity** and individuality. We foster an environment that encourages **creativity** and **innovation** that strives to help every child reach their full potential.



Communication and Language









Areas of Development	Nursery	Pre-school	Reception Autumn	Reception Spring	Reception Summer	National Curriculum Links
<p>Listening and Attention</p> <p>Understanding</p> <p>Speaking</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what' and 'where'</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing familiar songs and nursery rhymes.</p> <p>Talk about and recall familiar books that have been read to them.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play:</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Begin to learn new vocabulary.</p> <p>To be able to ask questions.</p> <p>Verbally share their knowledge and understanding.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p> <p>Engage in story times. Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story.</p> <p>Use new vocabulary.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Engage in non-fiction books.</p>	<p>Learn and use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Story telling—once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. #</p> <p>Use a range of new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</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 interactions.</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 their teacher and peers.</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.</p>	<p>English</p> <p>Speaking and Listening</p> <p>Music (Songs and rhymes)</p>



Personal, Social and Emotional Development



Areas of Development	Nursery	Pre-school	Reception Autumn	Reception Spring	Reception Summer	National Curriculum Links
<p>Making Relationships</p> <p>Sense of Self</p> <p>Understanding Emotions</p>	<p>Follow class promise and class golden rules.</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Thrive as they develop self-assurance.</p> <p>Play with increasing confidence on their own and with other children</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help ("me do it").</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Begin to develop friendships with other children.</p> <p>Begin to talk about their feelings "I'm sad because..." or "I love it when ...".</p> <p>Learn to use the toilet with help, and then independently</p>	<p>To know the class golden rules and to take part in creating and following the class promise.</p> <p>Be increasingly able to talk about and manage their emotions</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children.</p> <p>safely explore emotions beyond their normal range through play and stories.</p> <p>Select and use activities and resources, with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, beginning to extend and elaborate play ideas.</p> <p>Find solutions to conflicts with the support of an adult.</p> <p>Increasingly follow rules, understanding why they are important and remembering rules without needing an adult to remind them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands</p> <p>Make healthy choices with support about food, drink, activity and toothbrushing.</p>	<p>To follow the school rules.</p> <p>To know that all children at KCEPS have the right to be safe, the right to respect and the right to learn.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships with their friends.</p> <p>Express their feelings</p> <p>Manage their own needs including:</p> <p>going to the toilet independently.</p> <p>washing my hands independently.</p> <p>Dressing and undressing for PE.</p> <p>Prepare myself for playing in different weathers.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>toothbrushing</p> <p>sensible amounts of 'screen time'</p> <p>having a good sleep routine</p>	<p>To follow the school rules in all areas in the school and to demonstrate positive behaviours for learning.</p> <p>To know how I can be successful in my learning using:</p> <p>Bronze-Respect by listening</p> <p>Silver-Resilience-keep trying</p> <p>Gold-Reflecting-what went well how can I get better?</p> <p>With the support of an adult.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Consider the feelings of others.</p> <p>Think about the perspectives of others.</p> <p>Build constructive and respectful relationships with all peers.</p> <p>To be able to dress and prepare myself for playing in different weathers and understand what impact my environment has on how I am feeling (example feeling sweaty when hot, drinking water and staying in the shade to cool down).</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>regular physical activity</p> <p>healthy eating</p> <p>being a safe pedestrian</p> <p>being able to wait for what they want and control their immediate impulses when appropriate.</p>	<p>To be independent in my ability to talk about how I can be successful in my learning using:</p> <p>Bronze-Respect by listening</p> <p>Silver-Resilience-keep trying</p> <p>Gold-Reflecting-what went well how can I get better?</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</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity.</p> <p>show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>PSHE</p> <p>RSE</p> <p>Mental Health and Wellbeing</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>BM (Being Me in My World)'Who am I and how do I fit?'</p> <p>CD (Celebrating Difference)Respect for similarity and difference. Anti-bullying and being unique</p> <p>DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p>HM (Healthy Me)Being and keeping safe and healthy</p> <p>RL (Relationships) Building positive, healthy relationships</p> <p>CM (Changing Me)Coping positively with change</p>
	Mindfulness	<p>Tree Breathing</p> <p>Spot the Rainbow</p> <p>Is that an ant (automatic negative thought)?</p> <p>Balance walking</p> <p>Where is our brain?</p> <p>Noticing clouds</p>		<p>Finger Breathing</p> <p>What can you hear?</p>	<p>Is that an ant (automatic negative thought)?</p> <p>Balance walking</p>	<p>What is our brain?</p> <p>Noticing clouds</p>



Physical Development



Areas of Development	Nursery	Pre-school	Reception Autumn	Reception Spring	Reception Summer	National Curriculum Links
Gross Motor Skills Fine Motor Skills	<p>Clap and stamp to music.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p> <p>Walk, run, jump and climb - and start to use the stairs independently.</p> <p>Spin, roll and independently.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks with support.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Explore different materials and tools</p> <p>Show an interest in tools for making marks.</p> <p>Grasps writing tools with a fist grip. (appendix A)</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and balance bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Enjoys using mark making tools to make marks using a palmer grasp (appendix A)</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks independently.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.</p> <p>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, scissors, knives, forks and spoons.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>To be have a comfortable grip using a five finger grasp of a pencil in a preferred hand (appendix A)</p> <p>To be able to apply pressure when attempting to form letters.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Be independent when getting dressed and undressed, for example, putting coats on and doing up zips</p> <p>Usually uses a three fingered grasp of a pencil and uses fingers to generate movement (appendix A)</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, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (appendix A)</p> <p>Use pre-cursive Letter Join handwriting style starting on the line and using a leading line to begin their letter formation.</p> <p>Confidently use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>PE</p> <p>English (Writing)</p> <p>PSHE</p> <p>Handwriting</p>
Letter Join Handwriting			Easy Patterns Easy Letters	Easy Words Harder Letters Harder Words Number formation	Number formation Capital Letters Easy and harder letters.	

Physical Development

Physical development -
Fine motor skills for
mark making, drawing
and writing.

Appendix A

16-26 months	22-36 months	30-50 months	40-60 months
<p>Fisted Grasp and</p> <p>Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.</p>	<p>Palmer Grasp and</p> <p>Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.</p>	<p>Five finger Grasp and</p> <p>Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.</p>	<p>Tripod Grasp (Three finger)</p> <p>Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.</p>

16-26 months	22-36 months	30-50 months	40-60 months
<p>This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.</p>	<p>As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page — open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.</p>	<p>Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen.</p>	<p>We now see children beginning to experiment with sounds and the initial sounds of words represented.</p>
<p>We now see random letters and letter strings.</p>	<p>We now see letter strings, letter groups and print from the environment.</p>	<p>We now see children beginning to experiment with sounds and the initial sounds of words represented. Then more consonant sounds are represented. We then see inventive spelling including vowels. Finally we have transitional writing with better attempts and spelling and some use of punctuation.</p>	<p>We now see children beginning to experiment with sounds and the initial sounds of words represented. Then more consonant sounds are represented. We then see inventive spelling including vowels. Finally we have transitional writing with better attempts and spelling and some use of punctuation.</p>



Literacy



Areas of Development	Nursery	Pre-school	Reception Autumn	Reception Spring	Reception Summer	National Curriculum Links
Reading	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as mum and mouse</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>Read simple phrases and sentences made up of words matched to their phonic knowledge.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</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>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> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>English Reading</p> <p>Music (songs and rhymes)</p>
Monster Phonics	Sound awareness-Phase 1	Initial sounds-Pre-Phase 2	s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, f, l, l, s, s, j, v, w, x, y, z, z, z, q, u, ch, sh, th, ng, oo, ar HFW	oo, ow, ee, ur, ai, or, oa, er, igh, air, oi, ear, ure HFW	CVCC, CCVC, CVC+digraphs, CCVCC, CVC+polysyllabic, CCC onset words, CCVCC+digraphs, CVC + HFW	
Writing	<p>Copy finger movements and other gestures.</p> <p>Enjoys making marks.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name</p>	<p>Enjoy drawing freely.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Begin to form lower case letters. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write label and captions using the sounds that have been taught so far.</p>	<p>Form lower-case letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences with gaps between the words (finger spaces)</p> <p>Become aware of what capital letters are.</p> <p>To be able to read what they have written.</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> <p>Re-read what I have written to check that it makes sense.</p>	English Writing

Growing a love for learning in the Early Years and Foundation Stage



Mathematics



Areas of Development	Nursery	Pre-school	Reception Autumn	Reception Spring	Reception Summer	National Curriculum Links
Number Numerical Patterns	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Take part in finger rhymes with numbers.</p> <p>React to changes of amount in a group of up to three items.</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.</p> <p>Climb and squeeze themselves into different types of spaces.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes</p> <p>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Explore and combine shapes to build.</p> <p>Talk about and identifies the patterns around them.</p> <p>Extend and create ABAB patterns</p>	<p>Count objects, actions and sounds. Represent, compare and compose number to 3.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compare size, mass and capacity</p> <p>Explore patterns</p> <p>Independently use positional language</p> <p>Exploring circles, triangles and shapes with 4 sides.</p> <p>Develop the concept of time.</p> <p>Use time vocabulary to talk about routines.</p>	<p>Represent, compare and compose number to 5.</p> <p>Represent, compare and compose number to 10.</p> <p>Count beyond ten.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare mass and capacity.</p> <p>Understand the value of zero.</p> <p>Make pairs.</p> <p>Explore length and height.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>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</p> <p>Know some number bonds to 10</p> <p>Double facts</p> <p>Add two single digits together.</p> <p>Subtract one single digit from another single digit.</p> <p>Share equally.</p> <p>Group quantities.</p> <p>Identify odd and even numbers.</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>	<p>Maths</p> <p>Geography (positional language)</p> <p>History (concept of time)</p> <p>Science (estimation)</p> <p>DT /Art and Design (Spatial awareness and reasoning)</p>



Understanding the World



Areas of Development	Nursery	Pre-school	Reception Autumn	Reception Spring	Reception Summer	National Curriculum Links
Past and Present	<p>Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside during autumn and winter.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside during spring and summer.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Talk about the lives of the people around them and 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>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> <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 maps.</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>I can develop my digital literacy skills by accessing a range of technologies such as Beebots.</p>	<p>Geography</p> <p>RE</p> <p>History</p> <p>PSHE</p> <p>Science</p> <p>Computing</p>
The natural World	<p>Seeks to acquire basic skills in turning on and operating some digital equipment</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p> <p>Plays with water to investigate "low technology" such as washing and cleaning</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new image</p> <p>I can navigate touch, capable technology such as an interactive whiteboard or an iPad to draw a picture and make marks to draw pictures and write my name.</p> <p>I can use digital devices, the internet to retrieve information with the support of an adult to find out information about what I am learning.</p>	<p>Recognise some environments that are different to the one in which they live e.g. (seaside or inner city schools).</p> <p>I can use devices and software to take photos and record.</p> <p>I can complete an age-appropriate program on a device.</p> <p>I know how to safely use the internet at school and at home</p>		
Technology		<p>Uses pipes, funnels and other tools to carry/ transport water from one place to another</p> <p>Knows how to operate simple equipment, can navigate touch-capable technology with support</p> <p>Shows an interest in technological toys</p>				
People, Culture and Communities						
Jigsaw RE		<p>Special people and me</p> <p>Christmas</p> <p>Celebrations and Me</p> <p>Easter and Me</p> <p>Stories and Me</p> <p>Special Places and Me</p>	<p>Special people (family, friends, role models, Moses and Jesus)</p> <p>Christmas (Giving, thank you, a Christian celebration)</p>	<p>Celebrations (Chinese new year, Persian new year and Holi)</p> <p>Easter (Signs of Spring and Easter a Christian celebration)</p>	<p>Story time (Aesop's fables, a Sikh story, a Muslim story, a story from Asia and a Christian parable)</p> <p>Special places (Homes around the world, our world, churches, mosques and synagogues)</p>	



Expressive Arts and Design



Areas of Development	Nursery	Pre-school	Reception Autumn	Reception Spring	Reception Summer	National Curriculum Links
<p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Start to develop pretend play, pretending that one object represents another.</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings</p> <p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds and respond by expressing their thoughts and feelings.</p> <p>Remember and sing entire songs</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences</p> <p>Uses available resources to create props or creates imaginary ones to support play</p> <p>Plays alongside other children who are engaged in the same theme</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p> <p>Includes other children in their play and collaborate on play ideas.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Responds imaginatively to art works and objects,</p> <p>Move in time to the music</p>	<p>To be able to talk about an artists work expressing my opinion on what I like and don't like about it.</p> <p>To be able to use a variety of tools and equipment safely including wood work tools and equipment for cooking (with some support),</p> <p>Safely use and explore a variety of materials 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>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	<p>Music</p> <p>Art and Design</p> <p>Design Technology</p> <p>Science</p>