



# Tudor Grange Primary Academy Samworth – EYFS Curriculum Overview



## Long Term Planning

School: Tudor Grange Primary Academy Samworth

Year Group: Pre School 0-3 / Nursery 3-4 / Reception/ELG

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phase 1 TOPIC		<b><u>MYSELF</u></b>	<b><u>Celebrations</u></b>	<b><u>Food</u></b>	<b><u>Noah's Ark</u></b>	<b><u>Homes</u></b>	<b><u>Castles</u></b>
Phase 2 TOPIC		<b><u>MYSELF</u></b>	<b><u>People Who Help Us</u></b>	<b><u>Space</u></b>	<b><u>Water</u></b>	<b><u>Animals</u></b>	<b><u>Mini Beasts</u></b>
Pre School / Nursery Core Texts		'Pie Corbett' – Where's Spot, Dear Zoo, You Choose, Were Going on a Bear Hunt, Brown Bear, Brown Bear What do you see, Jaspers Beanstalk, The Very Hungry Caterpillar, Hairy Mclary from Donaldson's Diary, Each Peach, Pear Plum, Hug, The Train Ride, Come on Daisy, Beat Baby					
Reception Core Texts		'Pie Corbett' – Old Woman that lived in a shoe, Bog Baby, Owl Babies, Gruffalo, Handa's Surprise, Mr Gumpy's Outing, Rosie's Walk, Six Dinner Sid, Mrs Armitage, Whatever Next, On the Way Home, Farmer Duck, Goodnight Moon, Shhhh, Tiger that came to Tea, Lighthouse Keeper's Lunch, Pumpkin Soup, Rama & Sita					
Communication & Language	Pre School	<b><u>LA&amp;U</u></b> Watch someone's face as they talk. Enjoy singing, music and toys that make sounds.  <b><u>Speaking</u></b> Copy your gestures and words.	<b><u>LA&amp;U</u></b> Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.  <b><u>Speaking</u></b> Use intonation, pitch and changing volume when 'talking'.	<b><u>LA&amp;U</u></b> Understand simple instructions like "give to mummy" or "stop".  <b><u>Speaking</u></b> Start to say how they are feeling, using words as well as actions.	<b><u>LA&amp;U</u></b> Listen to simple stories and understand what is happening, with the help of the pictures.  <b><u>Speaking</u></b> Start to develop conversation, often jumping from topic to topic.	<b><u>LA&amp;U</u></b> Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.  <b><u>Speaking</u></b> Use the speech sounds p, b, m, w.	<b><u>LA&amp;U</u></b> Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').  <b><u>Speaking</u></b> Are usually still learning to pronounce: - l/r/w/y/f/th,/sh/ch/dz/j and multi-syllabic words such as 'banana' and 'computer'
	N	<b><u>LA&amp;U</u></b> Understand a question or instruction.  <b><u>Speaking</u></b>	<b><u>LA&amp;U</u></b> Use a wider range of vocabulary.  <b><u>Speaking</u></b>	<b><u>LA&amp;U</u></b> Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	<b><u>LA&amp;U</u></b> Enjoy listening to longer stories.  <b><u>Speaking</u></b>	<b><u>LA&amp;U</u></b> Enjoy listening to longer stories and can remember much of what happens.  <b><u>Speaking</u></b>	<b><u>LA&amp;U</u></b> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

		Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	<b><u>Speaking</u></b> Use longer sentences of four to six words.	Can start a conversation with an adult or a friend and continue it for many turns.	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.	<b><u>Speaking</u></b> 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.
	R	<b><u>LA&amp;U</u></b> Learns and uses new vocabulary. <b><u>Speaking</u></b> Learn rhymes, poems and songs.  Engage in non-fiction books.	<b><u>LA&amp;U</u></b> Listen to and talk about stories to build familiarity and understanding. <b><u>Speaking</u></b> Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.	<b><u>LA&amp;U</u></b> Ask questions to find out more. <b><u>Speaking</u></b> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	<b><u>LA&amp;U</u></b> Ask questions to find out more and to check they understand what has been said to them. <b><u>Speaking</u></b> Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.		
	ELG					<b><u>LA&amp;U</u></b> -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. -Make comments about what they have heard and ask questions to clarify their understanding. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  <b><u>Speaking</u></b> -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	

Theme		Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Personal Social and Emotional	Pre School	<p><b><u>Self-Regulation</u></b> Find ways of managing transitions, for example from their parent to their key person.</p> <p><b><u>Managing Self</u></b> Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p><b><u>Building Relationships</u></b> Engage with others through gestures, gaze and talk.</p>	<p><b><u>Self-Regulation</u></b> Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p><b><u>Managing Self</u></b> Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p><b><u>Building Relationships</u></b> Engage with others through gestures, gaze and talk.</p>	<p><b><u>Self-Regulation</u></b> Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p><b><u>Managing Self</u></b> Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p><b><u>Building Relationships</u></b> Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p>	<p><b><u>Self-Regulation</u></b> Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p><b><u>Managing Self</u></b> Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p><b><u>Building Relationships</u></b> Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p>	<p><b><u>Self-Regulation</u></b> Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <p><b><u>Managing Self</u></b> Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p> <p><b><u>Building Relationships</u></b> Develop friendships with other children</p>	<p><b><u>Self-Regulation</u></b> 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><b><u>Managing Self</u></b> Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p> <p><b><u>Building Relationships</u></b> Develop friendships with other children</p>
	N	<p><b><u>Self-Regulation</u></b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p><b><u>Managing Self</u></b> Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p><b><u>Building Relationships</u></b> Begin to understand how others might be feeling.</p>	<p><b><u>Self-Regulation</u></b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p><b><u>Managing Self</u></b> Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p><b><u>Building Relationships</u></b> Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p>	<p><b><u>Self-Regulation</u></b> Develop their sense of responsibility and membership of a community.</p> <p><b><u>Managing Self</u></b> Do not always need an adult to remind them of a rule.</p> <p><b><u>Building Relationships</u></b> Play with one or more other children.</p>	<p><b><u>Self-Regulation</u></b> Develop their sense of responsibility and membership of a community.</p> <p><b><u>Managing Self</u></b> Do not always need an adult to remind them of a rule.</p> <p><b><u>Building Relationships</u></b> Play with one or more other children, extending and elaborating play ideas.</p>	<p><b><u>Self-Regulation</u></b> Show more confidence in new social situations.</p> <p><b><u>Managing Self</u></b> Increasingly follow rules, understanding why they are important.</p> <p><b><u>Building Relationships</u></b> Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p><b><u>Self-Regulation</u></b> Show more confidence in new social situations.</p> <p><b><u>Managing Self</u></b> Develop appropriate ways of being assertive</p> <p><b><u>Building Relationships</u></b> Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>

	R	<p><b><u>Self-Regulation</u></b> See themselves as a valuable individual.</p> <p><b><u>Managing Self</u></b> Manage their own needs.</p> <p><b><u>Building Relationships</u></b> Build constructive and respectful relationships.</p>	<p><b><u>Self-Regulation</u></b> See themselves as a valuable individual.</p> <p><b><u>Managing Self</u></b> Manage their own needs.</p> <p><b><u>Building Relationships</u></b> Express their feelings and consider the feelings of others.</p>	<p><b><u>Self-Regulation</u></b> Identify and moderate their own feelings socially and emotionally.</p> <p><b><u>Managing Self</u></b> Show resilience and perseverance in the face of challenge.</p> <p><b><u>Building Relationships</u></b> Express their feelings and consider the feelings of others.</p>	<p><b><u>Self-Regulation</u></b> Identify and moderate their own feelings socially and emotionally.</p> <p><b><u>Managing Self</u></b> Show resilience and perseverance in the face of challenge.</p> <p><b><u>Building Relationships</u></b> Think about the perspectives of others.</p>		
	ELG					<p><b><u>Self-Regulation</u></b> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b><u>Managing Self</u></b> -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b><u>Building Relationships</u></b> -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs.</p>	
Physical	Pre School	<p><b><u>Gross Motor</u></b> Clap and stamp to music.</p> <p><b><u>Fine Motor</u></b> Eat finger food and develop likes and dislikes. Try a wider range of foods with different tastes and textures.</p>	<p><b><u>Gross Motor</u></b> Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p><b><u>Fine Motor</u></b> Build independently with a range of appropriate resources.</p>	<p><b><u>Gross Motor</u></b> Enjoy starting to kick, throw and catch balls.</p> <p><b><u>Fine Motor</u></b> Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p>	<p><b><u>Gross Motor</u></b> Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p><b><u>Fine Motor</u></b> Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p><b><u>Gross Motor</u></b> Walk, run, jump and climb – and start to use the stairs independently</p> <p><b><u>Fine Motor</u></b> Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p><b><u>Gross Motor</u></b> Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p><b><u>Fine Motor</u></b> Learn to use the toilet with help, and then independently.</p>

			Explore different materials and tools.				
	N	<p><b>Gross Motor</b> Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><b>Fine Motor</b> Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p><b>Gross Motor</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p><b>Fine Motor</b> Use a comfortable grip with good control when holding pens and pencils.</p>	<p><b>Gross Motor</b> Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p><b>Fine Motor</b> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p><b>Gross Motor</b> Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p><b>Fine Motor</b> Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p><b>Gross Motor</b> Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p><b>Fine Motor</b> Start to eat independently and learning how to use a knife and fork.</p>	<p><b>Gross Motor</b> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Fine Motor</b> Show a preference for a dominant hand.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>
	R	<p><b>Gross Motor</b> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing 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, sport and swimming.</p> <p><b>Fine Motor</b> 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><b>Gross Motor</b> Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p><b>Fine Motor</b> 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><b>Gross Motor</b> Further develop and refine a range of ball skills ( including: throwing, catching, kicking, passing, batting, and aiming) developing confidence, competence, precision and accuracy.</p> <p><b>Fine Motor</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Gross Motor</b> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</p> <p><b>Fine Motor</b> Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Gross Motor</b> <b>Fine Motor</b></p>	<p><b>Gross Motor</b> <b>Fine Motor</b></p>
	ELG					<p><b>Gross Motor</b> -Negotiate space and obstacles safely, with consideration for themselves and others.</p>	

						<div>-Demonstrate strength, balance and coordination when playing.</div> <div>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</div> <div><b>Fine Motor</b></div> <div>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</div> <div>-Use a range of small tools, including scissors, paintbrushes and cutlery.</div> <div>-Begin to show accuracy and care when drawing.</div>	
Literacy	Pre School	<div><b>Comprehension</b></div> <div>Sing songs and say rhymes independently, for example, singing whilst playing.</div> <div><b>Word Reading</b></div> <div>Pay attention and responds to the pictures or the words.</div> <div><b>Writing</b></div> <div>Enjoy drawing freely.</div>	<div><b>Comprehension</b></div> <div>Have favourite books.4</div> <div><b>Word Reading</b></div> <div>Pay attention and responds to the pictures or the words.</div> <div><b>Writing</b></div> <div>Enjoy drawing freely.</div>	<div><b>Comprehension</b></div> <div>Seeks out others to share with an adult, with another child, or to look at alone.</div> <div><b>Word Reading</b></div> <div>Repeat words and phrases from familiar stories.</div> <div><b>Writing</b></div> <div>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</div>	<div><b>Comprehension</b></div> <div>Ask questions about the book.</div> <div><b>Word Reading</b></div> <div>Repeat words and phrases from familiar stories.</div> <div><b>Writing</b></div> <div>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</div>	<div><b>Comprehension</b></div> <div>Makes comments and shares their own ideas.</div> <div><b>Word Reading</b></div> <div>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</div> <div><b>Writing</b></div> <div>Make marks on their picture to stand for their name.</div>	<div><b>Comprehension</b></div> <div>Develop play around favourite stories using props.</div> <div><b>Word Reading</b></div> <div>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</div> <div><b>Writing</b></div> <div>Make marks on their picture to stand for their name.</div>
	N	<div><b>Comprehension</b></div> <div>Understand the five key concepts about print:</div> <div>- print has meaning</div> <div>- print can have different purposes</div> <div>- we read English text from left to right and from top to bottom</div> <div>- the names of the different parts of a book</div> <div>- page sequencing</div> <div><b>Word Reading</b></div> <div>Develop their phonological awareness, so that they can:</div> <div>- spot and suggest rhymes</div> <div>- count or clap syllables in a word</div>	<div><b>Comprehension</b></div> <div>Understand the five key concepts about print:</div> <div>- print has meaning</div> <div>- print can have different purposes</div> <div>- we read English text from left to right and from top to bottom</div> <div>- the names of the different parts of a book</div> <div>- page sequencing</div> <div><b>Word Reading</b></div> <div>Develop their phonological awareness, so that they can:</div> <div>- spot and suggest rhymes</div> <div>- count or clap syllables in a word</div>	<div><b>Comprehension</b></div> <div>Understand the five key concepts about print:</div> <div>- print has meaning</div> <div>- print can have different purposes</div> <div>- we read English text from left to right and from top to bottom</div> <div>- the names of the different parts of a book</div> <div>- page sequencing</div> <div><b>Word Reading</b></div> <div>Develop their phonological awareness, so that they can:</div> <div>- spot and suggest rhymes</div> <div>- count or clap syllables in a word</div>	<div><b>Comprehension</b></div> <div>Understand the five key concepts about print:</div> <div>- print has meaning</div> <div>- print can have different purposes</div> <div>- we read English text from left to right and from top to bottom</div> <div>- the names of the different parts of a book</div> <div>- page sequencing</div> <div><b>Word Reading</b></div> <div>Develop their phonological awareness, so that they can:</div> <div>- spot and suggest rhymes</div> <div>- count or clap syllables in a word</div>	<div><b>Comprehension</b></div> <div>Understand the five key concepts about print:</div> <div>- print has meaning</div> <div>- print can have different purposes</div> <div>- we read English text from left to right and from top to bottom</div> <div>- the names of the different parts of a book</div> <div>- page sequencing</div> <div><b>Word Reading</b></div> <div>Engage in extended conversations about stories, learning new vocabulary.</div> <div><b>Writing</b></div> <div>Write some letters accurately.</div>	<div><b>Comprehension</b></div> <div>Understand the five key concepts about print:</div> <div>- print has meaning</div> <div>- print can have different purposes</div> <div>- we read English text from left to right and from top to bottom</div> <div>- the names of the different parts of a book</div> <div>- page sequencing</div> <div><b>Word Reading</b></div> <div>Engage in extended conversations about stories, learning new vocabulary.</div> <div><b>Writing</b></div>

		<p>- recognise words with the same initial sound, such as money and mother.</p> <p><b><u>Writing</u></b> 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; write 'm' for mummy.</p>	<p>- recognise words with the same initial sound, such as money and mother.</p> <p><b><u>Writing</u></b> 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; write 'm' for mummy.</p>	<p>- recognise words with the same initial sound, such as money and mother.</p> <p><b><u>Writing</u></b> Write some or all of their name.</p>	<p>- recognise words with the same initial sound, such as money and mother.</p> <p><b><u>Writing</u></b> Write some or all of their name.</p>		Write some letters accurately.
	R	<p><b><u>Comprehension</u></b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b><u>Word Reading</u></b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p><b><u>Writing</u></b> Beginning to form lower-case letters correctly. Beginning to form capital letters correctly.</p>	<p><b><u>Comprehension</u></b> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b><u>Word Reading</u></b> Read some letter groups that each represent one sound and say sounds for them.</p> <p><b><u>Writing</u></b> Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p><b><u>Comprehension</u></b> Re-read what they have written to check that it makes sense.</p> <p><b><u>Word Reading</u></b> Read a few common exception words matched to the school's phonic programme.</p> <p><b><u>Writing</u></b> Beginning to write simple phrases and sentences using finger spaces.</p>	<p><b><u>Comprehension</u></b> Re-read what they have written to check that it makes sense.</p> <p><b><u>Word Reading</u></b> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b><u>Writing</u></b> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>		
	ELG					<p><b><u>Comprehension</u></b> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate (where appropriate) key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b><u>Word Reading</u></b> -Say a sound for each letter in the alphabet and at least 10 digraphs. -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><b>Writing</b></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>	
Mathematics	Pre School	<p><b>Number</b></p> <p>Take part in finger rhymes with numbers.</p> <p><b>Numerical Patterns</b></p> <p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p>	<p><b>Number</b></p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p><b>Numerical Patterns</b></p> <p>Build with a range of resources.</p>	<p><b>Number</b></p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p><b>Numerical Patterns</b></p> <p>Complete inset puzzles.</p>	<p><b>Number</b></p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p><b>Numerical Patterns</b></p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p>	<p><b>Number</b></p> <p>React to changes of amount in a group of up to three items.</p> <p><b>Numerical Patterns</b></p> <p>Notice patterns,</p>	<p><b>Number</b></p> <p>React to changes of amount in a group of up to five items.</p> <p><b>Numerical Patterns</b></p> <p>Notice patterns and arrange things in patterns.</p>
	N	<p><b>Number</b></p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p><b>Numerical Patterns</b></p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p><b>Number</b></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><b>Numerical Patterns</b></p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p><b>Number</b></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><b>Numerical Patterns</b></p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p><b>Number</b></p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p><b>Numerical Patterns</b></p> <p>Notice and correct an error in a repeating pattern.</p>	<p><b>Number</b></p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p><b>Numerical Patterns</b></p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p>	<p><b>Number</b></p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p><b>Numerical Patterns</b></p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>



	R	<p><b><u>Number</u></b> Count objects, actions and sounds. Subitise.</p> <p><b><u>Numerical Patterns</u></b> Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p><b><u>Number</u></b> Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers.</p> <p><b><u>Numerical Patterns</u></b> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p><b><u>Number</u></b> Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p><b><u>Numerical Patterns</u></b> Continue, copy and create repeating patterns.</p>	<p><b><u>Number</u></b> Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10.</p> <p><b><u>Numerical Patterns</u></b> Compare length, weight and capacity.</p>		
	ELG					<p><b><u>Number</u></b> -Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b><u>Numerical Patterns</u></b> -Verbally count beyond 20, recognising the pattern of the counting system. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity'. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	
Understanding of the World	Pre School	<p><b><u>Past &amp; Present</u></b> Talk about family</p> <p><b><u>People, Culture &amp; Communities</u></b> Make connections between the features of their family and other families.</p> <p><b><u>The Natural World</u></b> Repeat actions that have an effect.</p>	<p><b><u>Past &amp; Present</u></b> <b><u>People, Culture &amp; Communities</u></b> Make connections between the features of their family and other families.</p> <p><b><u>The Natural World</u></b> Repeat actions that have an effect.</p>	<p><b><u>Past &amp; Present</u></b> Talk about favourite objects</p> <p><b><u>People, Culture &amp; Communities</u></b> Make connections between the features of their family and other families.</p> <p><b><u>The Natural World</u></b> Explore materials with different properties.</p>	<p><b><u>Past &amp; Present</u></b> <b><u>People, Culture &amp; Communities</u></b> Notice differences between people.</p> <p><b><u>The Natural World</u></b> Explore natural materials, indoors and outside.</p>	<p><b><u>Past &amp; Present</u></b> <b><u>People, Culture &amp; Communities</u></b> Notice differences between people.</p> <p><b><u>The Natural World</u></b> Explore and respond to different natural phenomena in their setting and on trips.</p>	<p><b><u>Past &amp; Present</u></b> Talk about special events</p> <p><b><u>People, Culture &amp; Communities</u></b> Notice differences between people.</p> <p><b><u>The Natural World</u></b> Explore and respond to different natural phenomena in their setting and on trips.</p>

	N	<p><b><u>Past &amp; Present</u></b> Begin to make sense of their own life-story and family's history.</p> <p><b><u>People, Culture &amp; Communities</u></b> Show interest in different occupations.</p> <p><b><u>The Natural World</u></b> Explore collections of materials with similar and/or different properties.</p>	<p><b><u>Past &amp; Present</u></b> Begin to make sense of their own life-story and family's history.</p> <p><b><u>People, Culture &amp; Communities</u></b> Show interest in different occupations.</p> <p><b><u>The Natural World</u></b> Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b><u>Past &amp; Present</u></b> Begin to make sense of their own life-story and family's history.</p> <p><b><u>People, Culture &amp; Communities</u></b> Continue to develop positive attitudes about the differences between people.</p> <p><b><u>The Natural World</u></b> Talk about what they see, using a wide vocabulary.  Explore how things work. Plant seeds and care for growing plants.</p>	<p><b><u>Past &amp; Present</u></b> Begin to make sense of their own life-story and family's history.</p> <p><b><u>People, Culture &amp; Communities</u></b> Continue to develop positive attitudes about the differences between people.</p> <p><b><u>The Natural World</u></b> Explore and talk about different forces they can feel.</p>	<p><b><u>Past &amp; Present</u></b> Begin to make sense of their own life-story and family's history.</p> <p><b><u>People, Culture &amp; Communities</u></b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b><u>The Natural World</u></b> Explore how things work. Plant seeds and care for growing plants.</p>	<p><b><u>Past &amp; Present</u></b> Begin to make sense of their own life-story and family's history.</p> <p><b><u>People, Culture &amp; Communities</u></b> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b><u>The Natural World</u></b> Talk about the differences between materials and changes they notice.</p>
	R	<p><b><u>Past &amp; Present</u></b> Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.</p> <p><b><u>People, Culture &amp; Communities</u></b>  <b><u>The Natural World</u></b> Understand the effect of changing seasons on the natural world around them.</p>	<p><b><u>Past &amp; Present</u></b> Compare and contrast characters from stories, including figures from the past.</p> <p><b><u>People, Culture &amp; Communities</u></b> Understand that some places are special to members of their community.</p> <p><b><u>The Natural World</u></b> Draw information from a simple map.</p>	<p><b><u>Past &amp; Present</u></b> Comment on images of familiar situations in the past.</p> <p><b><u>People, Culture &amp; Communities</u></b> Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b><u>The Natural World</u></b> Recognise some environments that are different to the one in which they live. Understand the key features of the life cycle of a plant and an animal.</p>	<p><b><u>Past &amp; Present</u></b> Compare and contrast characters from stories, including figures from the past.</p> <p><b><u>People, Culture &amp; Communities</u></b> Recognise some similarities and differences between life in this country and life in other countries</p> <p><b><u>The Natural World</u></b> Draw information from a simple map.</p>		
	ELG					<p><b><u>Past &amp; Present</u></b> -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	

						<p><b><u>People, Culture &amp; Communities</u></b>          -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.          -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.          -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.  <b><u>The Natural World</u></b>          -Explore the natural world around them, making observations and drawing pictures of animals and plants.          -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.          -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	
Expressive Arts & Design	Pre School	<p><b><u>Creating with Materials</u></b>          Start to make marks intentionally.  <b><u>Being Imaginative</u></b>          Move and dance to music.</p>	<p><b><u>Creating with Materials</u></b>          Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  <b><u>Being Imaginative</u></b>          Explore their voices and enjoy making sounds.</p>	<p><b><u>Creating with Materials</u></b>          Explore different materials, using all their senses to investigate them.  <b><u>Being Imaginative</u></b>          Explore a range of sound-makers and instruments.</p>	<p><b><u>Creating with Materials</u></b>          Manipulate and play with different materials.  <b><u>Being Imaginative</u></b>          Explore a range of sound-makers and instruments and play them in different ways.</p>	<p><b><u>Creating with Materials</u></b>          Use their imagination as they consider what they can do with different materials.  <b><u>Being Imaginative</u></b>          Start to develop pretend play.</p>	<p><b><u>Creating with Materials</u></b>          Make simple models which express their ideas.  <b><u>Being Imaginative</u></b>          Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>
	N	<p><b><u>Creating with Materials</u></b>          Explore different materials freely, in order to develop their ideas about how to use them and what to make. Explore colour and colour-mixing.  <b><u>Being Imaginative</u></b>          Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p><b><u>Creating with Materials</u></b>          Explore colour and colour-mixing.  <b><u>Being Imaginative</u></b>          Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p><b><u>Creating with Materials</u></b>          Create closed shapes with continuous lines.  <b><u>Being Imaginative</u></b>          Listen with increased attention to sounds.</p>	<p><b><u>Creating with Materials</u></b>          Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  <b><u>Being Imaginative</u></b>          Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p><b><u>Creating with Materials</u></b>          Draw with increasing complexity and detail, such as representing a face with a circle and including details.  <b><u>Being Imaginative</u></b>          Create their own songs, or improvise a song around one they know.</p>	<p><b><u>Creating with Materials</u></b>          Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  <b><u>Being Imaginative</u></b>          Play instruments with increasing control to express their feelings and ideas.</p>

	R	<p><b><u>Creating with Materials</u></b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b><u>Being Imaginative</u></b> Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p><b><u>Creating with Materials</u></b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b><u>Being Imaginative</u></b> Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p><b><u>Creating with Materials</u></b> Create collaboratively sharing ideas, resources and skills.</p> <p><b><u>Being Imaginative</u></b> Develop storylines in their pretend play.</p>	<p><b><u>Creating with Materials</u></b> Create collaboratively sharing ideas, resources and skills.</p> <p><b><u>Being Imaginative</u></b> Explore and engage in music making and dance, performing solo or in groups.</p>		
	ELG					<p><b><u>Creating with Materials</u></b> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories.</p> <p><b><u>Being Imaginative</u></b> -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and song. -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	