

**EYFS Curriculum Mapping**

Prime Area	Area of learning: <b>Communication and Language (Cycle C)</b>					
	<b>Autumn 1 New Beginnings Let's Explore!</b>	<b>Autumn 2 Building Relationships Families</b>	<b>Spring 1 It's good to be me!</b>	<b>Spring 2 Healthy Me! Friends</b>	<b>Summer 1 Our World</b>	<b>Summer 2 Changing Me! Look how far we've come!</b>
Preschool (F1) Objectives	<p>Know many rhymes</p> <p>Use a wider range of vocabulary</p> <p>Can start a conversation with an adult or a friend</p>	<p>Enjoy listening to longer stories</p> <p>Use longest sentences of four to six words</p> <p>Know many rhymes</p> <p>Use a wider range of vocabulary</p> <p>Can start a conversation with an adult or friend</p>	<p>Know many rhymes, be able to talk about familiar books</p> <p>Can start a conversation with an adult or a friend, and continue it for many terms</p>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Be able to express a point of view and to debate when they disagree with an adult with friend using words as well as actions</p>	<p>Understand 'why' questions</p> <p>Use longer sentences of 4 to 6 words</p> <p>Use talk to organise themselves and their play</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend by using words as well as actions</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p>	<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p> <p>Understand 'why' questions</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend by using words as well as actions</p> <p>Understand a question or instruction that has two parts</p> <p>Use talk to organise themselves and their play</p>
Reception (F2) Objectives	<p><b>Listening, Attention &amp; Understanding</b></p> <p>Engage in story times</p> <p>Understand how to listen carefully and why listening is important</p> <p>Engage in non-fiction books</p>	<p><b>Listening, Attention &amp; Understanding</b></p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Understand how to listen carefully and why listening is important</p> <p>Engage in story times</p> <p>Engage in non-fiction books</p>	<p><b>Listening, Attention &amp; Understanding</b></p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p><b>Listening, Attention &amp; Understanding</b></p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p><b>Listening, Attention &amp; Understanding</b></p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p><b>Listening, Attention &amp; Understanding</b></p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p>
	<p><b>Speaking</b></p> <p><b>Roleplay area</b> – Home Corner/ Mr Bear's house / Goldilocks house</p> <p>Learn new vocabulary</p> <p>Develop social phrases</p>	<p><b>Speaking</b></p> <p><b>Roleplay area</b> – Birthday party shop / Diwali Sweet shop / Santa's Grotto</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Learn new vocabulary</p>	<p><b>Speaking</b></p> <p><b>Roleplay area</b> – Mini beast discovery centre / Clothes Shop</p> <p>Use new vocabulary through the day</p> <p>Articulate their ideas and thoughts</p> <p>Describe some events in detail</p>	<p><b>Speaking</b></p> <p><b>Roleplay area</b> – Pirate Ship / Beach / Seaside / Lighthouse</p> <p>Use communication through the day</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Describe events in some detail</p> <p>Use talk to help work our problems and organise thinking and activities and explain how things work and why they might happen</p>	<p><b>Speaking</b></p> <p><b>Roleplay area</b> – Dinosaur den / Archaeological Dig site / Dinosaur Zoo</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Use talk to help work our problems and organise thinking and activities and explain how things work and why they might happen</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p>	<p><b>Speaking</b></p> <p><b>Roleplay area</b> – Boat dock / Transport Centre / Travel agents</p> <p>Use new vocabulary in different contexts</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p>
Communication and Language across the Curriculum	Throughout all continuous provision					
	<ul style="list-style-type: none"> <li>Mr Bear's house</li> <li>Home corner</li> <li>Goldilocks' house</li> </ul>	<ul style="list-style-type: none"> <li>Birthday party shop</li> <li>Diwali Sweet Shop</li> <li>Santa's Grotto</li> </ul>	<ul style="list-style-type: none"> <li>Mini beast discovery centre</li> <li>Clothes shop</li> </ul>	<ul style="list-style-type: none"> <li>Pirate ship</li> <li>Beach / Seaside Lighthouse</li> </ul>	<ul style="list-style-type: none"> <li>Dinosaur den</li> <li>Archaeological Dig site</li> <li>Dinosaur zoo</li> </ul>	<ul style="list-style-type: none"> <li>Boat docks / ships</li> <li>Transport centre</li> <li>Travel agents</li> </ul>
Key Vocabulary & Terminology	<p>Listen</p> <p>Instructions</p> <p>Communicate Clearly</p> <p>Vocabulary</p>	<p>Question</p> <p>Confidence</p> <p>Rhythm</p> <p>Rhyme</p> <p>Repetition</p>	<p>Humour</p> <p>Sentence</p> <p>Story</p> <p>Song</p> <p>Retell</p>	<p>Pictures</p> <p>Props</p> <p>Fiction</p> <p>Non fiction</p> <p>Shared read</p>	<p>Conversation</p> <p>Link</p> <p>Audience</p> <p>Who</p> <p>What</p>	<p>When</p> <p>Where</p> <p>Why</p> <p>How</p>
Significant People, Places & Events inc. local area	<p>Our local area</p>	<ul style="list-style-type: none"> <li>Guy Fawkes</li> <li>Rama / Sita</li> </ul>	<ul style="list-style-type: none"> <li>Park keeper</li> <li>Shop workers</li> <li>Woodlands</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Pirates</li> <li>Lighthouse keepers</li> </ul>	<ul style="list-style-type: none"> <li>Palaeontologists</li> <li>Archaeologist</li> <li>Volcanoes</li> </ul>	<ul style="list-style-type: none"> <li>Captains</li> <li>Dockers</li> <li>Transport workers</li> </ul>

<p>Culture, Inclusivity &amp; Developing a love of Communication and Language</p>	<p>Assemblies Nativity performance Role play Visitors Trips Experiences</p>	
<p><b>Assessment</b></p>		
<p>Assessment Criteria <b>Early Learning Goal</b></p>	<p><b>Listening, Attention &amp; Understanding</b></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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p><b>Speaking</b></p> <p>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.</p>

EYFS Curriculum Mapping 2024-25

Specific Area	Area of learning: Expressive Arts and Design (Cycle C)					
	Autumn 1 New Beginnings Let's Explore!	Autumn 2 Building Relationships Families	Spring 1 It's good to be me!	Spring 2 Healthy Me! Friends	Summer 1 Our World	Summer 2 Changing Me! Look how far we've come!
Preschool (F1) Objectives	To explore materials To be aware of colour To listen to different songs To explore instruments	To explore different types of paint, brushes, sponges and rollers To join in with parts of songs	To explore 3d materials To explore moving to music	To explore making patterns with objects To join in with songs	To create closed shapes and give it meaning To perform songs	To recognise what an artist is To create a design
Reception (F2) Objectives	<b>Creating with materials</b> To explore mark making To explore paint and tools To name colours To experiment with different mark making tools such as art pencils, pastels, chalk To draw and colour with pencils and crayons To role play using given props and costumes To know how to work safely and hygienically To explore different techniques for joining materials (Glue Stick)	<b>Creating with materials</b> To experiment with mixing colours To explore repeated pattern with printing To know which prime colours you mix together to make secondary colours To use colours for a particular purpose To share their creations To know how to work safely and hygienically To explore types of paint techniques (poster, water colour etc) To use different paint brushes – sizes and types including rollers and sponges To explore different techniques for joining materials (Glue Stick, PVA)	<b>Creating with materials</b> To plan what they are going to make (cooking, wood work, construction, junk modelling) To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To use different construction materials To adapt work where necessary	<b>Creating with materials</b> To use natural objects to make a piece of art To plan what they are going to make (cooking, wood work, construction, junk modelling) To share creations and talk about the process and discuss choices To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To adapt work where necessary	<b>Creating with materials</b> To create simple representations of people and objects To draw more detailed pictures of people and objects To combine materials to create a puppet To create an item for a purpose	<b>Creating with materials</b> To plan what I will make for a purpose and select and use appropriate tools safely To know some similarities and differences between materials To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To use material to weave To use basic sewing techniques
	<b>Being imaginative and expressive</b> To sing and perform nursery rhymes To listen to singing during collective worship To listen to and talk about whether the like or dislike a piece of music To use costumes and resources to act out narratives	<b>Being imaginative and expressive</b> To perform a song in the Christmas Play To begin to join in with singing during collective worship To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives	<b>Being imaginative and expressive</b> To move in time to music To learn dance routines To join in with singing during collective worship To begin to create costumes and resources for role play To begin to discuss their choices	<b>Being imaginative and expressive</b> To perform songs at the Easter Concert To join in with singing during collective worship To associate genres of music with characters and stories To create costumes and resources for role play	<b>Being imaginative and expressive</b> To join in with singing during collective worship To act out well know stories To create narratives based around stores	<b>Being imaginative and expressive</b> To listen to poems and create their own To join in with singing during collective worship To invent their own narratives, making costumes and resources To discuss their choices
Expressive Arts and Design Knowledge	<ul style="list-style-type: none"> <li>Recognise what an artist is</li> <li>Talk about an artists and their style of work</li> <li>Talk about their own artwork and they styles they have used</li> <li>Begin to create a piece of artwork in the style of an artist.</li> <li>To recognise what a composer is</li> <li>To name some composers</li> </ul>					
EAD across the Curriculum	Explore with pencils, crayons, chalk, paint, glue Create bear ears for Teddy Bears picnic using collage Day and night pictures Patchwork quilt Musical instrument noises that keep Mr Bear up t night Masks of characters in role play	Firework pictures Diya lamps using clay Pumpkin themed songs Tin foil mark making Lanterns Paper plate carnival marks Festive songs Christmas play	Making scarecrows Listen to 'Seasons' by Vivaldi. Seasonal dancing Season pictures Scarf dances on windy days. Painting to music Seasonal paintbrushes Bug hotels Instrumental weather sounds	Pirate flags Pirate talking / acting Treasure maps Sea shell printing Coins from salt dough Design a lighthouse keeper's lunch Make a lighthouse	Sing about dinosaurs Dinosaur junk models Dinosaur skeletons using straws Musical accompaniment to different dinosaurs Dinosaur fossil making	Create dances to storm music Experiment with percussion instruments to accompany the expressive dance Make bags for teddy Create a teddy bear split pin

Key Vocabulary & Terminology	Collage, Print, Materials Stick, Join, Materials , Crayons, Pencils, Chalk Pastels  Music, instrument, singing, tap, voice, drums, xylophone. Cymbals, wood block, boom whackers, triangle	Paint, Water colour Colour mix, Primary colour Secondary colour  Volume, voice, loud, high, low, quiet	Photograph, Digital Junk model, 3D model  Pulse, beat, rhythm, shake, tempo, fast, slow, tambourine, maracas, bells,	3D Art, Natural, Object Pattern  Beat, pulse, rhythm, tempo, perform, guitar, piano,	Sketch, Draw Represent , Observe  Beat, composer, performer, solo, group,	Textile, Weave Material, Sew  Beat, composer, performer, solo, group, pop, rock
Significant People, Places & Events inc. local area	<ul style="list-style-type: none"> <li>Our local area</li> </ul>	<ul style="list-style-type: none"> <li>Guy Fawkes</li> <li>Rama / Sita</li> </ul>	<ul style="list-style-type: none"> <li>Park keeper</li> <li>Shop workers</li> <li>Woodlands</li> </ul>	<ul style="list-style-type: none"> <li>Pirates</li> <li>Lighthouse keepers</li> </ul>	<ul style="list-style-type: none"> <li>Palaeontologists</li> <li>Archaeologist</li> <li>Volcanoes</li> </ul>	<ul style="list-style-type: none"> <li>Captains</li> <li>Dockers</li> <li>Transport workers</li> </ul>
Culture, Inclusivity & Developing a love of Expressive Arts and Design	Local environment, local area and new area for inspiration for art work Art exhibitions					
<b>Assessment</b>						
Assessment Criteria <b>Early Learning Goal</b>	<p style="text-align: center;"><b><u>Creating with Materials</u></b></p> <ul style="list-style-type: none"> <li>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>-share their creations, explaining the process they have used</li> <li>-Make use of props and materials when role playing characters in narratives and stories</li> </ul>			<p style="text-align: center;"><b><u>Being imaginative and expressive</u></b></p> <ul style="list-style-type: none"> <li>-Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>-Sing a range of well-known nursery rhymes and songs</li> <li>-perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music</li> </ul>		

EYFS Curriculum Mapping 2024-25

Specific Area	Area of learning: Literacy (Cycle C)					
	Autumn 1 New Beginnings Let's Explore!	Autumn 2 Building Relationships Families	Spring 1 It's good to be me!	Spring 2 Healthy Me! Friends	Summer 1 Our World	Summer 2 Changing Me! Look how far we've come!
Preschool (F1) Objectives	<p>To use some of their print and letter knowledge in their early writing</p> <p>To write some or all of their name</p> <p>To write some letters accurately</p> <p>Understand the five concepts about print: -print has meaning -print can have different purposes -we read English texts from left to right, and from top to bottom -the names of different parts of the book -page sequencing</p>	<p>To use some of their print and letter knowledge in their early writing</p> <p>To write some or all of their name</p> <p>To write some letters accurately</p> <p>Understand the five concepts about print: -print has meaning -print can have different purposes -we read English texts from left to right, and from top to bottom -the names of different parts of the book -page sequencing</p>	<p>Spell words by identifying the sounds and then writing the sound with the letters</p> <p>Form lower case letters correctly</p> <p>Re-read what they have written to check it makes sense</p> <p>Understand the five concepts about print: -print has meaning -print can have different purposes -we read English texts from left to right, and from top to bottom -the names of different parts of the book -page sequencing</p>	<p>Form lower case letters correctly</p> <p>Write short sentence with words to known letter sound correspondence</p> <p>Spell words by identifying the sounds and then writing the sounds with letters</p> <p>Understand the five concepts about print: -print has meaning -print can have different purposes -we read English texts from left to right, and from top to bottom -the names of different parts of the book -page sequencing</p> <p>Develop their phonological awareness so that they can spot and suggest rhymes</p>	<p>Form lower case letters correctly</p> <p>Write short sentence with words to known letter sound correspondence</p> <p>Spell words by identifying the sounds and then writing the sounds with letters</p> <p>Understand the five concepts about print: -print has meaning -print can have different purposes -we read English texts from left to right, and from top to bottom -the names of different parts of the book -page sequencing</p> <p>Develop their phonological awareness so that they can spot and suggest rhymes</p> <p>Engage in extended conversation about stories, learning new vocabulary</p>	<p>Form lower case and capital letters correctly</p> <p>Write short sentence with words with known letter sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check it makes sense</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</p> <p>Engage in extended conversation about stories, learning new vocabulary</p>
Reception (F2) Objectives	<p><b>Comprehension</b> To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p><b>Comprehension</b> To engage in story times, joining in with repeated phrases, actions and rhymes</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p> <p>To begin to reread familiar stories</p>	<p><b>Comprehension</b> To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p><b>Comprehension</b> To retell a story with picture or object prompts</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p> <p>Reread familiar stories with some understanding</p>	<p><b>Comprehension</b> To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p><b>Comprehension</b> To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>
	<p><b>Word Reading (Floppy's Phonics)</b> To recognise and write sounds s a t p l n m d g o c k</p> <p>To blend words containing these sounds</p> <p>To write words containing these sounds</p> <p>To recognise their name</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 correspondents</p> <p>Read a few helpful words (level 1+)</p>	<p><b>Word Reading (Floppy's Phonics)</b> To recognise and write sounds ck e u r h b f ff l ll</p> <p>To blend words and sentences containing these sounds</p> <p>To write words and sentences containing these sounds</p> <p>To begin to read books matching their phonics ability</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 correspondents</p> <p>Read a few helpful words (level 1+)</p>	<p><b>Word Reading (Floppy's Phonics)</b> To recognise and write sounds j v w x y z zz qu ch</p> <p>To blend words and sentences containing these sounds</p> <p>To write words and sentences containing these sounds</p> <p>To read books matching their phonics ability</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondents</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phases and sentences made up of words with known letter sound correspondents, and where necessary a few common exception words</p> <p>Read a few helpful words (level 2)</p>	<p><b>Word Reading (Floppy's Phonics)</b> To recognise and write sounds sh th ng dge ve w wh cks tch</p> <p>To blend words and sentences containing these sounds</p> <p>To write words and sentences containing these sounds</p> <p>To read books matching their phonics ability</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondents</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phases and sentences made up of words with known letter sound correspondents, and where necessary a few common exception words</p> <p>Read a few helpful words (level 2)</p>	<p><b>Word Reading (Floppy's Phonics)</b> To recognise and write sounds ai ee y igh y oa oo ar or ur</p> <p>To blend words and sentences containing these sounds</p> <p>To write words and sentences containing these sounds</p> <p>To read books matching their phonics ability</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phases and sentences made up of words with known letter sound correspondents, and where necessary a few common exception words</p> <p>Read a few helpful words (level 3)</p>	<p><b>Word Reading (Floppy's Phonics)</b> To recognise and write sounds ow oi ear air er ue ure ture</p> <p>To blend words and sentences containing these sounds</p> <p>To write words and sentences containing these sounds</p> <p>To read books matching their phonics ability</p> <p>Read simple phases and sentences made up of words with known letter sound correspondents, and where necessary a few common exception words</p> <p>Read a few helpful words (level 3)</p>

	<b>Shared Read Texts</b> <ul style="list-style-type: none"> <li>• Whatever next!</li> <li>• Squash and a Squeeze</li> <li>• Goldilocks and the Three Bears</li> <li>• Brown Bear</li> </ul>	<b>Shared Read Texts</b> <ul style="list-style-type: none"> <li>• Zim Zam Zoom</li> <li>• After the Storm</li> <li>• The Christmas Jolly Post Man</li> <li>• We Disagree about this tree</li> </ul>	<b>Shared Read Texts</b> <ul style="list-style-type: none"> <li>• Where the Wild Things Are</li> <li>• Sharing a shell</li> <li>• We're going on a bear hunt</li> </ul>	<b>Shared Read Texts</b> <ul style="list-style-type: none"> <li>• Tropical Terry</li> <li>• Room on the Broom</li> <li>• Lighthouse Keeper's lunch</li> <li>• Oh the Places You'll Go</li> </ul>	<b>Shared Read Texts</b> <ul style="list-style-type: none"> <li>• Dinosaurs love underpants</li> <li>• What the ladybird heard</li> <li>• I am Hungry</li> <li>• Once upon an Alphabet</li> </ul>	<b>Shared Read Texts</b> <ul style="list-style-type: none"> <li>• Press here</li> <li>• Suddenly</li> <li>• Zog</li> <li>• Guess how much I love you</li> </ul>
	<b>Writing (Pathways to Write)</b> <b>Peace at Last</b>  Spell words by identifying the sounds and then writing the sound with letter/s  Form lower-case letters correctly  <i>Outcome: Fiction – Story with character focus</i>	<b>Writing (Pathways to Write)</b> <b>Festivals</b>  Spell words by identifying the sounds and then writing the sound with letter/s  Form lower-case letters correctly  <i>Outcome: Non fiction – Labels and Captions</i> <i>To draw and label a plan to build a snowman including things that they will need to decorate the snowman at the end.</i>  <b>Poetry: Creepy Crawly and Busy Bees</b> Use language to imagine and recreate roles and experiences in play situations  Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words  Listen and respond to ideas expressed by others in conversation or discussion  <i>Outcome: Pupils' drawings will be labelled with marks appropriate to their development stage. The pupils will contribute to a class poem.</i>	<b>Writing (Pathways to Write)</b> <b>A Walk in the Woods</b>  Form lower-case letters correctly  Write short sentences with words with known sound-letter correspondences  Spell words by identifying the sounds and then writing the sound with letter/s  Re-read what they have written to check that it makes sense  <i>Outcome: Non-fiction booklet . Children in Reception outcome: To create a seasons booklet and write captions/sentences describing each season.</i>	<b>Writing (Pathways to Write)</b> <b>The Pirates Are Coming!</b>  To orally retell the story  To rewrite a shortened version of the story  <i>Outcome: To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships</i>  <b>Poetry: The Farmyard (I am the seed that Grew the Tree)</b>  Link statements and stick to a main theme or intention  Use talk to organise, sequence and clarify thinking, ideas, feelings and events  Continue a rhyming string  Use vocabulary and forms of speech that are increasingly influenced by their experiences of books  <i>Outcome: Small groups of pupils will contribute two lines to a class poem.</i>	<b>Writing (Pathways to Write)</b> <b>Giganotosaurus</b>  To use phonic knowledge to write words in ways which match spoken sounds  Spell some common irregular words  Write simple sentences which can be read by themselves and others  Apply taught digraphs and trigraphs into writing  Write words with adjacent consonants  <i>Outcome: To rewrite the story.</i>	<b>Writing (Pathways to Write)</b> <b>The Sea Saw</b>  Form lower-case and capital letters correctly  Spell words by identifying the sounds and then writing the sound with letters  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop  Re-read what they have written to check that it makes sense  <i>Outcome: To rewrite the story</i>  <b>Poetry: The Puffin Book of Fantastic Rhymes (Eat your Peas Louise Dinner Time Rhyme)</b>  Continue a rhyming string  Use phonic knowledge to write words in ways which match spoken sounds  Understand humour, e.g. nonsense rhymes, jokes  Express self effectively, showing awareness of listener's needs  <i>Outcome: Pupils will contribute phrase/captions/lines to a class poem</i>
Literacy across the Curriculum	<ul style="list-style-type: none"> <li>• Mr Bear's house</li> <li>• Home corner</li> <li>• Goldilocks' house</li> </ul>	<ul style="list-style-type: none"> <li>• Birthday party shop</li> <li>• Diwali Sweet Shop</li> <li>• Santa's Grotto</li> </ul>	<ul style="list-style-type: none"> <li>• Mini beast discovery centre</li> <li>• Clothes shop</li> </ul>	<ul style="list-style-type: none"> <li>• Pirate ship</li> <li>• Beach / Seaside</li> <li>• Lighthouse</li> </ul>	<ul style="list-style-type: none"> <li>• Dinosaur den</li> <li>• Archaeological Dig site</li> <li>• Dinosaur zoo</li> </ul>	<ul style="list-style-type: none"> <li>• Boat docks / ships</li> <li>• Transport centre</li> <li>• Travel agents</li> </ul>
	Throughout all continuous provision including Role-play/ Book Corners/ Listening Centre/ Writing areas/ Tuff trays/ Outdoors					
Key Vocabulary & Terminology	<ul style="list-style-type: none"> <li>• Peace, 'at last', hour, tired, nocturnal. Pretending, cuckoo, leaky, refrigerator, believe, owl, hedgehog, uncomfortable, peeped, alarm clock, yawn</li> </ul>	<ul style="list-style-type: none"> <li>• Altar, banners, bathe, celebration, design, festival, floating, hurtling, international, legend, marvels, parade, perform, platforms, protect, smothered, spectacular, symbolise, wintry</li> </ul>	<ul style="list-style-type: none"> <li>• Season, peek, burrow, rustles, blossom, sprout, lively, scuttle, flutter, honk, hedgerows, ripe, treasures, cosy, minibests, glisten, chatter, bare, navy, lavender</li> </ul>	<ul style="list-style-type: none"> <li>• false alarm, warnings, pelican, attic, barrel, bobbing, villager, rusty, special, trudged. yelled</li> </ul>	<ul style="list-style-type: none"> <li>• beyond, lava flow, herbivore, carnivore, omnivore, graze, beware, lookout, termite, emergency, beast, lurks, enormous, explore, fear, jaws, muffled, survived, shrugged, palaeontologist</li> </ul>	<ul style="list-style-type: none"> <li>• beloved, tatty, perfect, pounded, tumble, curiously, battered, company, returned, replace, locket, shoals, shimmering, hitched, guide, concerned, dock, harbour</li> </ul>
Significant People, Places & Events inc. local area	<ul style="list-style-type: none"> <li>• Our local area</li> </ul>	<ul style="list-style-type: none"> <li>• Guy Fawkes</li> <li>• Rama / Sita</li> </ul>	<ul style="list-style-type: none"> <li>• Park keeper</li> <li>• Shop workers</li> <li>• Woodlands</li> </ul>	<ul style="list-style-type: none"> <li>• Pirates</li> <li>• Lighthouse keepers</li> </ul>	<ul style="list-style-type: none"> <li>• Palaeontologists</li> <li>• Archaeologist</li> <li>• Volcanoes</li> </ul>	<ul style="list-style-type: none"> <li>• Captains</li> <li>• Dockers</li> <li>• Transport workers</li> </ul>
	Author studies (Author of the half term)	Author studies (Author of the half term)	Author studies (Author of the half term)	Author studies (Author of the half term)	Author studies (Author of the half term)	Author studies (Author of the half term)
	• Jill Murphy	• Jane Bingham	• Flora Martyn	• John Condon	• Jonny Duddle	• Tom Percival
Culture, Inclusivity & Developing a love of Literacy	Hands on, practical experiences					
<b>Assessment</b>						
Assessment Criteria <b>Early Learning Goal</b>	<b>Comprehension</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.		<b>Word Reading</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. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		<b>Writing</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	

Specific Area	Area of learning: Maths- Autumn					
	Numbers to 5 (3 weeks)	Comparing groups within 5 (2 weeks)	Shape (3D and 2D shapes) (2 weeks)	Change within 5 (2weeks)	Number bonds within 5 (1 week)	Space (1 week)
Preschool (F1) Objectives	<ul style="list-style-type: none"> <li>Number names 1,2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>Counting to 5</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids)</li> <li>Using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>	<ul style="list-style-type: none"> <li>Secure with one-to-one</li> <li>Correspondence of numbers to 5</li> <li>Count up to 5 objects accurately</li> <li>Understand what the word more / less means</li> </ul>	<ul style="list-style-type: none"> <li>Count to 5 confidently</li> <li>Use vocabulary such as More, fewer, same and different</li> <li>Finding one more and one less within 5</li> </ul>	<ul style="list-style-type: none"> <li>Follow a set of simple instructions</li> <li>Follow instructions using simple positional language</li> <li>Use positional language in everyday tasks to reinforce its use</li> </ul>
Reception (F2) Objectives	<ul style="list-style-type: none"> <li>Count reliably to 5 and recognise the numerals 1, 2, 3, 4 and 5.</li> <li>Recognise different representations of numbers up to 5,</li> <li>Understand that even if the order or arrangement changes, the number stays the same.</li> </ul>	<ul style="list-style-type: none"> <li>Language of more and fewer by comparing groups of up to 5 objects presented in different ways, including dice formation.</li> <li>That groups of objects can have the same amount in them, even if they look different.</li> </ul>	<ul style="list-style-type: none"> <li>Describing and comparing 3D and 2D shapes.</li> <li>Shapes and their properties with a focus on rolling and stacking with 3D shapes and viewing 2D shapes in different orientations.</li> </ul>	<ul style="list-style-type: none"> <li>How to find one more and one less than a number within 5 in the context of a first, then, now story structure.</li> <li>Use of pictures, objects and a five frame to show what is happening.</li> </ul>	<ul style="list-style-type: none"> <li>Use the language of wholes and parts</li> <li>Use physical differences and number bonds to 5 to split a whole into two parts.</li> </ul>	<ul style="list-style-type: none"> <li>Introducing and reinforcing positional language</li> <li>Use positional and directional language to follow and give instructions</li> </ul>
Teaching Sequence	<ul style="list-style-type: none"> <li>Counting 1,2 and 3</li> <li>Counting 4</li> <li>Count up to 5 objects reliably</li> <li>Understand that numbers can be shown in different representations</li> <li>Recognise the numerals 1, 2, 3, 4 and 5</li> <li>Match groups of objects to the correct numeral</li> <li>Comparing quantities of identical objects</li> </ul>	<ul style="list-style-type: none"> <li>Noticing inequality of groups</li> <li>Comparing groups using more and fewer</li> <li>Identifying more and fewer in different representations</li> <li>Finding something that has more or fewer</li> <li>Comparing groups</li> <li>Comparing groups of non-identical objects using one-to-one correspondence</li> <li>Comparing groups by matching or subitising</li> <li>Representing and comparing groups in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>Exploring properties of everyday shapes</li> <li>Exploring, describing and comparing the properties of 3D shapes</li> <li>Similarities and differences between 3D shapes</li> <li>Naming 2D shapes</li> <li>Identifying 2D shapes and describing similarities and differences</li> <li>Identifying 2D shapes within 3D shapes</li> <li>Identifying 2D shapes in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>Adding one more</li> <li>Exploring one more, with numbers to 5</li> <li>Finding one less</li> <li>Exploring one less, with numbers to 5</li> </ul>	<ul style="list-style-type: none"> <li>Splitting a group of objects into two groups</li> <li>Breaking a whole into two distinct parts</li> <li>Recognising different representations of two parts</li> <li>Finding different ways to break groups into parts</li> <li>Finding number bonds to 3, 4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Understanding positional and directional language in practical contexts</li> <li>Using positional language to describe the position of items</li> <li>Describing movement using the language up, down and across</li> <li>Using directional and positional language to describe a route</li> </ul>
Key Vocabulary and Terminology	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, one, two, three, four, five, number</li> <li>Count, count forwards, count backwards</li> <li>How many, total, altogether</li> <li>Five frame,</li> <li>Cube</li> <li>Same, different</li> <li>Next, after, arrange</li> </ul>	<ul style="list-style-type: none"> <li>One, two, three, four, five, 1, 2, 3, 4 5</li> <li>More, fewer, same, different, every</li> <li>Count, represent, match, sort, compare</li> <li>Equal, less than, fewer than, greater than, more than, equal amount</li> </ul>	<ul style="list-style-type: none"> <li>Roll, stack, push, curved, straight, round,</li> <li>Corners, face, edge, sides</li> <li>Square, rectangle, circle, triangle</li> <li>Sphere, cube, cuboid, cylinder, cone</li> <li>Big, little, flat, like a box, like a can, slides, pointy</li> <li>Odd one out, same, difference, different properties</li> <li>Characteristics</li> </ul>	<ul style="list-style-type: none"> <li>One, two, three, four, five, 1, 2, 3, 4, 5, none, zero</li> <li>Count, forwards, backwards, how many</li> <li>First, then, now</li> <li>One less, one more, order, fewer, take away, add, altogether</li> <li>Number story, represent, five frame</li> </ul>	<ul style="list-style-type: none"> <li>One, two, three, four, five, 1, 2, 3, 4, 5</li> <li>Group, parts, whole, part-whole model</li> <li>How many, count/counting, more than</li> <li>Same, different</li> </ul>	<ul style="list-style-type: none"> <li>In, on, below, under, above, in front of, behind, next to</li> <li>Up, down, across, forwards, backwards</li> </ul>
Key Representations	<ul style="list-style-type: none"> <li>Five Frame</li> <li>Multilink cubes</li> </ul>	<ul style="list-style-type: none"> <li>Five Frame</li> <li>Multilink cubes</li> </ul>	<ul style="list-style-type: none"> <li>2D shapes</li> <li>3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Five Frame</li> <li>Multilink cubes</li> </ul>	<ul style="list-style-type: none"> <li>Multilink cubes</li> <li>Hula hoops</li> <li>Part – whole model</li> </ul>	<ul style="list-style-type: none"> <li>2D shapes</li> <li>3D shapes</li> </ul>

Continuous Provision	<ul style="list-style-type: none"> <li>Matching groups of objects to a number - Classroom - Provide large numerals 1–3. Encourage children to collect groups of 1, 2 or 3 objects from around the classroom or the outside area. Ask them and place their collections with the correct numeral.</li> <li>1, 2, 3 display - Split a large display board into 3 sections. Number them with a large numeral, 1, 2 and 3, and a corresponding representation of this number. Ask children to bring or draw pictures that represent 1, 2 and 3 to stick them on to the relevant part of the board.</li> <li>Classroom rules - Ask: How many can play at the water table/sand pit/in the home area at one time? Make signs with children to display in these areas using the numeral and a picture of the number of children, to indicate the number of children allowed to play in any of the areas at one time.</li> </ul>	<ul style="list-style-type: none"> <li>Comparing fruit - Put some of the same fruits in two fruit bowls. Ask: Which bowl has more bananas [or apples or oranges]? Encourage children to estimate first before lining the fruit up to check.</li> <li>Comparing children - Arrange children to sit in two rows. Ask: Are there more children in the front row or the second row? Can you check by lining up?</li> <li>Comparing bikes - Make 5 parking spaces for some bikes. Before tidying up, ask: Are there more bikes in the parking spaces or in the playground? How can you check?</li> <li>Set the table - Children set the table for a given number of children (up to 5). Have up to 5 plates, cups, sets of cutlery, napkins. Plates, cups, cutlery, napkins</li> <li>Equal bags - There are 5 apples in one bag and 2 in another bag. Ask: Can you make the bags equal?</li> <li>Comparing collections - Collections for children to sort and compare, identifying where there is more, less, fewer or the same.</li> </ul>	<ul style="list-style-type: none"> <li>Building towers - Ask children to decide which are the best shapes to use to build the tallest tower.</li> <li>Obstacle course - Help children to complete an obstacle course that uses 3D shapes: rolling balls around cones, hopping over bricks, crawling through cylinder tubes.</li> <li>Bowling - Set up a bowling game using a variety of 3D recycled materials. Which shapes fall over easily? Which shapes are harder to make fall over?</li> <li>Playdough shapes - Children make their own models using playdough. Which are the easiest to make? Which are harder to make?</li> </ul>	<ul style="list-style-type: none"> <li>Set the table - Set the table for 3 people then explain that one more / one less person is coming for lunch so what do they need?</li> <li>Find one more / one less- Children take a number then find things to make one more / one less than their number.</li> <li>Build a tower - Have pictures of towers that are 2, 3 and 4 blocks tall. Challenge children to build a tower that is one block taller / one block shorter</li> </ul>	<ul style="list-style-type: none"> <li>Bowling - Set up a bowling activity using up to 5 items. Ask children to partition the items that are left standing and those that fall over. Spark discussion about the whole and the parts.</li> <li>Playdough birthday cakes - Make sets of up to 5 playdough cakes, decorating each cake with one candle, using two different colours of candle. Encourage children to draw or complete part-whole models to show the two colours.</li> <li>Bean bag throwing - Choose a small number of bean bags (up to 5). Ask children to attempt to throw all 5 bean bags into a hula hoop. Next, ask children to count how many land in the hoop and how many miss. Ask: How many bean bags did you start with? How many landed in the hoop? How many missed? How can you put the bean bags into two groups or parts?</li> </ul>	<ul style="list-style-type: none"> <li>Treasure hunt - Show children a small 'treasure chest' and ask a child to hide it somewhere in the classroom. They then give instructions to another child, who finds it. Other children draw a map to show the way to the treasure.</li> <li>Doll's house - Empty the doll's house and ask children to redesign the rooms following some key instructions that could be given by a teacher or a recorded message, for example: The bedroom is above the kitchen. There is a person on the bed. There is a lamp behind the settee.</li> <li>Obstacle course - Challenge children to create an obstacle course in the outdoor area. They model how to use the course, using key language: under the boxes, through the tunnel, over the bench.</li> </ul>
Assessment Outcomes	<p>Number ELG:</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise (recognise quantities without counting) up to 5</li> </ul> <p>Listening, attention and understanding ELG:</p> <ul style="list-style-type: none"> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> </ul>	<p>Number ELG</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Subitise (recognise quantities without counting) up to 5</li> </ul>	<p>Mathematics DM statement:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning.</li> <li>Build, describe and sort common 3D shapes (sphere, cylinder, cone, cube, cuboid)</li> <li>Match 3D shapes to their 2D prints and name each of these regular 2D shapes</li> </ul>	<p>Number ELG:</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> </ul>	<p>Number ELG</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> <li>Automatically recall numbers bonds up to 5 and some number bonds to 10, including double facts</li> </ul>	<p>Mathematics DM statement:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>



Specific Area	Area of learning: Maths- Spring						
	Numbers to 10 (2 weeks)	Comparing numbers within 10 (1 week)	Addition to 10 (1 week)	Measure (Length, Height, Weight) (2 weeks)	Number bonds to 10 (2 weeks)	Subtraction (1 week)	Exploring patterns (2 weeks)
Gateway Skills and Knowledge	<ul style="list-style-type: none"> <li>Relate amounts of concrete materials and abstract numbers to one another.</li> <li>The ability to make numbers they are familiar with on the five frame.</li> </ul>	<ul style="list-style-type: none"> <li>Counting forwards and backwards to and from 10</li> <li>Match the numerals to the quantity</li> </ul>	<ul style="list-style-type: none"> <li>Count a group of objects accurately</li> <li>Identify similarities and differences between two groups of the same type of objects</li> <li>Identify the parts and the whole on a part-whole model</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of longer / shorter and heavier / lighter</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> </ul>	<ul style="list-style-type: none"> <li>Count up to 10 objects</li> <li>Understand that numbers can be partitioned into pairs or groups of smaller numbers?</li> <li>Secure with number bonds to 5</li> <li>Match the numerals 1–10 to the correct quantity</li> <li>Understand that numbers can be partitioned into pairs or groups of smaller numbers?</li> <li>Show a bond to 10 on a ten frame using two colours of counters?</li> </ul>	<ul style="list-style-type: none"> <li>Count up to 10 objects</li> <li>Understand that groups can be split into smaller parts</li> <li>Addition number bonds to 10</li> <li>Understand parts being removed as a form of subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Familiar with the language repeats and patterns</li> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</li> <li>Describe a pattern in terms of which element repeats (colour, pattern, shape, size)</li> </ul>
Mastery Skills and Mathematical Knowledge	<ul style="list-style-type: none"> <li>The ability to recognise, represent and manipulate numbers to 10.</li> </ul>	<ul style="list-style-type: none"> <li>Practising the skill of comparing groups of objects up to 10, using the key mathematical vocabulary of more, fewer, more than and less than</li> </ul>	<ul style="list-style-type: none"> <li>One more and one less</li> <li>Introduction to the part-whole model to ensure confident mastery of the skill of combining two groups to find a whole up to 10.</li> </ul>	<ul style="list-style-type: none"> <li>How to compare two or more items using the vocabulary of measure and will begin to use non-standard measures to measure then compare items.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use the vocabulary of number bonds and addition</li> <li>Accurately identify pairs of numbers with a total of 10</li> <li>Use a ten frame and a part-whole model to represent bonds to 10</li> <li>Understand that if 8 and 2, for example, make 10, then so must 2 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, understand and use the vocabulary linked to number bonds and subtraction</li> <li>Understand the structure of subtraction and finding a missing part</li> <li>Identify how many are left when a variety of numbers are subtracted from 10</li> <li>Begin to see the inverse relationship between addition number bonds to 10 and subtraction number bonds to 10</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe patterns,</li> <li>Continue patterns and make their own patterns</li> <li>Translate or copy patterns from one form to another; such as from a colour pattern into an action, sound or shape pattern</li> </ul>
Teaching Sequence	<ul style="list-style-type: none"> <li>Counting to 8</li> <li>Cardinality to 8</li> <li>Counting different representations up to 8</li> <li>Representations of 8</li> <li>Counting to 8 using abstraction</li> <li>Cardinality of 9 and 10</li> <li>Counting up to 10</li> <li>Counting different representations up to 10</li> <li>Different representations of 9 and 10</li> <li>Count up to 10 from a larger group</li> </ul>	<ul style="list-style-type: none"> <li>Compare groups up to 10</li> <li>Compare and represent numbers to 10</li> <li>More than and fewer than</li> <li>How many more?</li> <li>Finding the difference</li> </ul>	<ul style="list-style-type: none"> <li>Recapping the language of parts and wholes</li> <li>Combining two parts to make a whole</li> <li>Identifying the whole</li> <li>Exploring misconceptions using the part-whole model</li> <li>Number stories using the part-whole model to 10</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to length – longer and shorter</li> <li>Comparing lengths using longer and shorter</li> <li>Understanding the relationship between length and height</li> <li>Understanding that objects need to be straight in order to compare them accurately; selecting an appropriate unit of measure</li> <li>Using non-standard units to measure distance</li> <li>Understanding that on a balance scale the heavier person or object tips down and the lighter one goes up</li> <li>Comparing the weights of two objects where the heavier object is bigger</li> <li>Comparing the weights of two objects that are a similar size</li> <li>Comparing the weights of two objects where the heavier object is smaller</li> <li>Using non-standard units to measure the weight of objects</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the composition of 10</li> <li>Exploring the composition of 10, moving from concrete to pictorial representations</li> <li>Exploring the composition of 10 by reinforcing different representations of 10</li> <li>Using knowledge of number bonds to 10 to work out how many more</li> <li>Consolidating number bonds to 10</li> <li>Composition of 10</li> <li>Using the part-whole model to break 10 into two parts</li> <li>Identifying whole and parts when variation is a factor</li> <li>Using number bonds to 10 to break a whole into parts</li> <li>Exploring all the different number bonds to 10 to consolidate understanding</li> </ul>	<ul style="list-style-type: none"> <li>Identify number bonds to 10</li> <li>Using subtraction to identify a missing part to 10</li> <li>Using subtraction to identify a missing part to 10 when variation is a factor</li> <li>Using number bonds to identify missing parts</li> <li>Explore different number bonds to 10 to consolidate understanding</li> </ul>	<ul style="list-style-type: none"> <li>Exploring simple AB patterns with objects</li> <li>Continuing a simple pattern</li> <li>Discovering that patterns can vary</li> <li>Creating patterns</li> <li>Recognising patterns and representing them using different objects</li> <li>Exploring ABB patterns</li> <li>Continuing an ABB pattern</li> <li>Discovering that patterns can vary</li> <li>Creating patterns</li> <li>Recognising patterns and representing them using different objects</li> </ul>

Key Vocabulary and Terminology	<ul style="list-style-type: none"> <li>One, two, three, four, five, six, seven, eight, nine, ten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> <li>Ten frame, count, how many, total, altogether</li> <li>Count forwards, count backwards</li> <li>Same, different, odd one out</li> <li>More, fewer, collections, group</li> <li>Dice, method</li> </ul>	<ul style="list-style-type: none"> <li>More, fewer/fewest</li> <li>Greater/greatest, smaller/smallest, large/largest, taller/tallest, shorter/shortest</li> <li>Compare, how many/how many more, different/difference</li> </ul>	<ul style="list-style-type: none"> <li>Count, part, whole,</li> <li>Altogether, how many, total</li> <li>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> <li>Addition, adding together, counting</li> <li>More, fewer</li> </ul>	<ul style="list-style-type: none"> <li>Large/larger/largest, bigger, small/smaller</li> <li>Longer/longest, shorter/shortest, tall/taller/tallest, further/furthest</li> <li>Heavy/heavier/heaviest, light/lighter/lightest</li> <li>Same, different, amount, widest, thinnest</li> <li>Length, width, height, weight</li> <li>Equal, the same, balanced, balance scale</li> <li>Estimate, predict, check, measure, compare, order</li> </ul>	<ul style="list-style-type: none"> <li>Group, count, counters, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> <li>How many altogether, how many more, how many fewer, more than, fewer than, less than, each</li> <li>Ten frame, part-whole model, whole, part,</li> <li>Bead string</li> <li>Missing number, one more, one less, add, number bond to 10</li> </ul>	<ul style="list-style-type: none"> <li>Altogether</li> <li>whole</li> <li>Leave</li> <li>Left</li> <li>Take away</li> <li>Part</li> <li>Group</li> <li>Count</li> <li>How many</li> <li>Total</li> <li>Subtract</li> <li>Break</li> <li>Number bond</li> <li>Recombine</li> <li>Add</li> <li>Make</li> </ul>	<ul style="list-style-type: none"> <li>Next, continue</li> <li>Repeat/repeats, unit of repeat, core</li> <li>Cube, round</li> <li>Pattern/patterns</li> <li>Complex, size, shape, colour, action, elements</li> <li>Bigger, smaller, same, different, tall, short, stripes, squares</li> </ul>
Key Representations	<ul style="list-style-type: none"> <li>Ten frame</li> <li>Counters</li> <li>Multilink cubes</li> <li>Box of buttons</li> </ul>	<ul style="list-style-type: none"> <li>Ten frame</li> <li>Multilink cubes</li> <li>Counters</li> </ul>	<ul style="list-style-type: none"> <li>Hula hoops</li> <li>Pots, soil, seedlings</li> <li>Counters</li> <li>Multilink cubes</li> <li>Part-whole models</li> </ul>	<ul style="list-style-type: none"> <li>Multilink cubes</li> <li>Playdough</li> <li>Pencils of different lengths</li> <li>Chalk or tape, crayons, ribbons or ropes of varying lengths</li> <li>Balance scales</li> <li>Everyday objects for weighing and comparing</li> <li>Fruit</li> <li>Tennis balls</li> <li>Teddies</li> <li>Wooden blocks</li> <li>Toy cars</li> <li>Balloons</li> </ul>	<ul style="list-style-type: none"> <li>Double-sided counters or counters in two colours</li> <li>Drinking bottles</li> <li>Ten frames</li> <li>Blank part-whole model</li> <li>Multilink cubes</li> </ul>	<ul style="list-style-type: none"> <li>Part-whole model</li> <li>Counters</li> </ul>	<ul style="list-style-type: none"> <li>Multilink cubes</li> <li>Beads (spherical and cube)</li> <li>Buttons</li> <li>3D shapes</li> <li>A variety of objects with which to build patterns</li> </ul>
Continuous Provision	<ul style="list-style-type: none"> <li>Counting legs - Provide a selection of model animals and encourage children to sing the song from the Stimulus about animals and counting legs.</li> <li>Making spiders - Make spiders out of paper plates, lolly sticks or pipe cleaners, and stick-on eyes. The spiders should have 8 legs.</li> <li>Number detectives - Encourage children to collect boxes of a specified number of items (6–8). These items could be hidden around the classroom. Children represent these with counters and on ten frames.</li> <li>Planting seeds - children plant seeds. They can count out up to 8 seeds and plant them outside or into individual plant pots in the classroom. Take a photo.</li> <li>Matching numerals - Children match the digit cards 1–10 to transparent containers containing that number of objects.</li> <li>Counting bean bags - Children roll the dice and then throw that number of bean bags into the hula hoop. They then count how many they actually got in the hoop.</li> </ul>	<ul style="list-style-type: none"> <li>Tallest tower - Challenge children to build the tallest tower possible using 5 blocks. This encourages children to understand that even though there is the same number of blocks, the tower may be a different height. Children consider how the height of the block affects the height of the tower.</li> <li>Setting the table - Give children plates and cups (making sure there are not the same number of each) to set the table. Ask: Are there more plates or cups? How many more?</li> <li>Bean bags - Place some hula hoops around the outside area, each with a digit card inside or a card with a number represented in dots. Children identify the number and try to throw the same number of bean bags into each hoop. Take the digit cards out and let children choose how many bean bags to throw into each hoop and then choose the digit card to match each hoop. Discuss which hoops have more or fewer bean bags.</li> </ul>	<ul style="list-style-type: none"> <li>Hoops - Tape hula hoops to the floor in the shape of a part-whole model. Encourage children to use the hoops to create their own number stories. Provide a variety of objects and ask children to sort them into the hoops. Ask: What are the parts? What is the whole? How many have you got altogether?</li> <li>Sorting and counting - Provide a variety of sets of items for children to sort into two parts. They count parts and recount to find how many altogether.</li> <li>How many cubes? - In pairs, children each take a small handful of cubes and count them. They compare and combine with their partner. Ask: Who has the most? How many do you have altogether?</li> </ul>	<ul style="list-style-type: none"> <li>Is it long enough? - Provide a selection of jars of different heights and spoons of different lengths. Ask: Could you scoop out something from the bottom of this jar with this spoon? If not, why not?</li> <li>Same length - Ask children to search for items that are the same length or height as a tower of 2–10 multilink cubes.</li> <li>Can you measure? - Ask children to measure strips of paper of varying lengths using a piece of string. Can they determine which strip is longer or shorter than the string?</li> <li>Exploring weight with</li> <li>Balance scales - Provide sets of balance scales with lots of interesting items for children to weigh and compare, allowing them time to investigate and explore.</li> <li>Investigating weight - Provide children with buckets with a strong elastic band looped through the handle for them to hold. Encourage children to place objects into their bucket and see how far the elastic band stretches</li> </ul>	<ul style="list-style-type: none"> <li>Spots on the ladybird - Provide large laminated ladybirds and counters in two colours. Ask children to use the counters to put 10 spots on the ladybirds. How many ways can they find to do this?</li> <li>Skittles - Arrange the 10 bottles like skittles. Children take turns to roll a ball to knock them down. They should choose how to record the number of skittles standing and fallen using</li> <li>Pictures, numerals or other representations.</li> <li>How many am I hiding? - Show children a bead string with 10 beads. Establish that there are exactly 10 beads. Cover some with your hand and show children the remaining beads. Children use various strategies to find the hidden number. They could then play independently in pairs or small groups.</li> <li>Birthday cupcakes - Children work in small groups to decorate a playdough cake with 10 candles to represent a number bond to 10. Each group has 20 candles, 10 in one colour, 10 in a different colour. Ask: How many different ways can you show 10?</li> <li>Bead strings - In pairs, children use a bead string to show and record all the number</li> </ul>	<ul style="list-style-type: none"> <li>Treasure - Put children in teams. Each team should have a chalked or hoop part-whole model with 10 beanbags in the whole circle. On the whistle, children should take it in turns to move one beanbag at a time into the part circle. After 5–10 seconds, blow the whistle to signal the children to stop. The first team to identify the subtraction number bond shown with their part-whole model wins the point. Reset the beanbags and play again.</li> <li>Shopkeepers - Provide children with shop resources: till, 1p coins, items with price tags etc. Ensure all items are priced within 10p. When children are 'paying' for items, encourage them to state how much money they had, how much money they gave away to the shopkeeper and how much money they have left. You could give more confident children 10p coins and the shopkeeper could give them change in pennies.</li> <li>Buried treasure - Have 10 objects that can be buried in the sand. Ask children to look away and count to 10. Whilst children are counting, hide some of the objects under the</li> </ul>	<ul style="list-style-type: none"> <li>Make a pattern - Children build AB patterns, repeating the pattern three times, using a variety of objects in the classroom. When children have created a pattern they can swap with a partner and continue their partner's pattern.</li> <li>I spy patterns! - Children hunt for patterns they can see inside and outside.</li> <li>Lining up - Ask children to line up in an AB pattern using suggestions such as facing backwards and forwards, facing alternate ways, standing and squatting, long-sleeved and short-sleeved shirts, arms up and arms to the side.</li> <li>Patterns with shapes - Ask children to build and continue more complex patterns using a variety of shapes. Allow them to leave the patterns out so that others can continue them.</li> </ul>

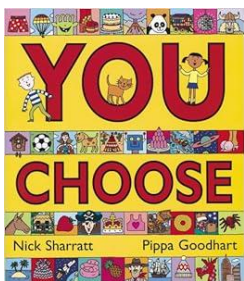
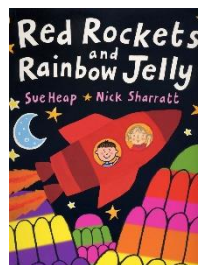

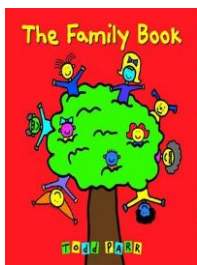
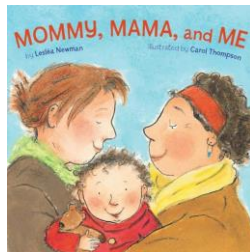
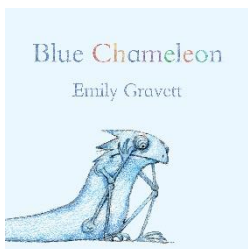
					<p>bonds to 10. They should start with 10 and 0, move one bead to show 9 and 1 then 8 and 2. Continue to 1 and 9 and finally 0 and 10. They can record each bond using digit cards.</p> <ul style="list-style-type: none"> <li>• Hoops - Give pairs or small groups of children 10 bean bags and 2 hoops. They take turns to throw the bean bags into either hula hoop until all the bean bags are in the hoops. They use digit cards to record the number bond shown. Repeat.</li> <li>• Plates of fish - Give pairs of children 3 plates and some shapes to stick on to represent the fish. They make a part-whole model to show a bond to 10 in the two parts and 10 in the whole.</li> </ul>	<p>sand. Once children are ready, get them to identify how many there were at the start, how many are left and therefore work out how many must be hidden.</p> <ul style="list-style-type: none"> <li>• Once an answer has been worked out, children can dig for the treasure to see if they were correct.</li> <li>• Quick cards - Shuffle a set of 0 to 10 digit cards and put them face down on the table. Tell children that you will turn a card over and the first child to tell you what would be left if you took the amount on the card away from 10 wins a point. The winner is the first child to gain 10 points.</li> </ul>	
Assessment Outcomes	<p>Number ELG:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number</li> <li>• Subitise (recognise quantities without counting) up to 5</li> </ul> <p>Numerical Patterns ELG:</p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system</li> </ul>	<p>Number ELG:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number</li> <li>• Subitise (recognise quantities without counting) up to 5</li> </ul> <p>Numerical Patterns ELG:</p> <ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul>	<p>Number ELG:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number</li> <li>• Subitise (recognise quantities without counting) up to 5</li> <li>• Automatically recall number bonds up to 5 and some number bonds to 10, including double Facts</li> </ul> <p>Numerical Patterns ELG:</p> <ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul>	<p>Mathematics DM statement:</p> <ul style="list-style-type: none"> <li>• Compare length, weight and capacity.</li> </ul>	<p>Number ELG:</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number</li> <li>• Subitise (recognise quantities without counting) up to 5</li> <li>• Automatically recall number bonds up to 5 and some number bonds to 10, including double facts</li> </ul>	<p>Number ELG</p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number</li> <li>• Subitise (recognise quantities without counting) up to 5</li> <li>• 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</li> </ul>	<p>Mathematics DM statement:</p> <ul style="list-style-type: none"> <li>• Continue, copy and create repeating patterns.</li> </ul>

Specific Area	Area of learning: Maths- Summer						
	Counting on and counting back (2 weeks)	Numbers to 20 (1 week)	Numerical patterns (3 weeks)	Shape (Composing and decomposing shapes) (1 week)	Measure (Volume and capacity) (1 week)	Sorting (1 week)	Time (1 week)
Gateway Skills and Knowledge	<ul style="list-style-type: none"> <li>Accurately count to 10</li> <li>Recognise and identify numbers to 10</li> <li>Accurately count using one-to-one correspondence</li> <li>An understanding of cardinality</li> </ul>	<ul style="list-style-type: none"> <li>Confident counting forwards and backwards from 10</li> </ul>	<ul style="list-style-type: none"> <li>Count confidently to 10</li> <li>Recognise when groups of objects are the same and different</li> <li>Able to subdivide</li> <li>Recognise equal groups</li> <li>Count out up to 10 objects accurately and represent numbers on a five frame</li> <li>Understand the concept of a fair share</li> </ul>	<ul style="list-style-type: none"> <li>Names of 2D shapes</li> <li>Properties of 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between objects relating to size, length, weight and capacity</li> </ul>	<ul style="list-style-type: none"> <li>Describe the characteristics of a familiar object in terms of colour, pattern, shape and size</li> <li>Familiar with the language 'same' and 'different'</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>
Mastery Skills and Mathematical Knowledge	<ul style="list-style-type: none"> <li>Counting forwards and backwards from a given number in order to add and subtract</li> </ul>	<ul style="list-style-type: none"> <li>Count to 20 and back to 0, identify one more and one less, and compare and represent numbers</li> </ul>	<ul style="list-style-type: none"> <li>Mathematical patterns of doubling, halving and odd and even numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise common 2D shapes (triangles and squares)</li> <li>Recognise that shapes can be put together to build a new shape</li> <li>Build and represent a new shape by combining two or more shapes</li> <li>Make a link to how numbers and shapes can be partitioned</li> </ul>	<ul style="list-style-type: none"> <li>Describe the capacity of objects using everyday language</li> <li>Visually compare capacity using taught vocabulary</li> <li>Solve problems involving and capacity</li> </ul>	<ul style="list-style-type: none"> <li>Sort up to 5 objects into two groups</li> <li>Describe how they have sorted the objects</li> <li>Know that there is often more than one way to sort a collection</li> <li>Understand that a collection can be sorted into more than two groups</li> </ul>	<ul style="list-style-type: none"> <li>Order three familiar events from their day</li> <li>Discuss what is happening in each picture</li> <li>Use the language related to time: before, after, next, then, later</li> </ul>
Teaching Sequence	<ul style="list-style-type: none"> <li>Counting fluently to 10</li> <li>Counting on</li> <li>Applying a first, then, now story structure to adding by counting on</li> <li>Creating addition stories to practise flexible counting on</li> <li>Counting fluently backwards from 10</li> <li>Counting back a given amount</li> <li>Exploring the inverse relationship of counting on and counting back</li> <li>Creating subtraction stories to practise flexible taking away</li> </ul>	<ul style="list-style-type: none"> <li>Counting beyond 10</li> <li>Counting to 20 using ten frames</li> <li>One more and one less (being flexible with numbers 11–20)</li> <li>Comparing numbers to 20</li> <li>Representing numbers to 20</li> </ul>	<ul style="list-style-type: none"> <li>Introducing the concept of double</li> <li>Recognising a double</li> <li>Identifying a double where the arrangements of the two groups are not identical</li> <li>Finding all double facts up to double 5</li> <li>Applying double facts in new contexts</li> <li>Understanding the concept of sharing</li> <li>Sharing</li> <li>Using sharing to find half</li> <li>Spotting halving patterns</li> <li>Using patterns to predict half</li> <li>Understanding the importance of equal groups for fairness</li> <li>Understanding that some groups of items cannot be shared equally into two equal groups</li> <li>Beginning to recognise odd and even numbers</li> <li>Recognising that there is a pattern in odd and even numbers</li> <li>Applying knowledge of odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>Looking at pattern blocks to see that new shapes can be made by combining shapes</li> <li>Exploring how a shape can be decomposed into other shapes using paper folding activities</li> <li>Experiencing building a combination of shapes as a single new shape</li> <li>Combining different pattern blocks to compose a hexagon</li> <li>Talking about 2D and 3D shapes and their attributes</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that volume can be measured in cups</li> <li>Recognising when a container is full</li> <li>Comparing volume by identifying the more and less full of two identical containers</li> <li>Comparing the capacity of containers of different sizes and shapes</li> <li>Using non-standard units to measure capacity</li> </ul>	<ul style="list-style-type: none"> <li>What's the same and what's different?</li> <li>Sorting objects where there are two distinct groups</li> <li>Discovering that there is more than one way to sort</li> <li>Sorting objects in more than one way</li> <li>Sorting collections of objects</li> </ul>	<ul style="list-style-type: none"> <li>Why do we need to tell the time?</li> <li>Ordering familiar events in a typical day</li> <li>Begin to describe familiar events in order, using the language of time</li> <li>Begin to use the language before and after, and be able to look at the</li> <li>Order of events flexibly, from last to first, as well as from first to last</li> <li>Use the language of time and realise the importance of sequence</li> </ul>

Key Vocabulary and Terminology	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, number</li> <li>Count on/count back, move forwards, go back, jump forwards, jump back</li> <li>More, less, before, after</li> <li>Add, take away</li> <li>Forwards, backwards, direction, moves, jumps</li> <li>Start, stop, first, then, now, finish</li> <li>Altogether, total</li> <li>Number track, dice</li> <li>Largest, smallest, possibilities</li> </ul>	<ul style="list-style-type: none"> <li>Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty,</li> <li>11, 12, 13, 14, 15, 16, 17, 18, 19, 20</li> <li>Count/count on/count back, forwards, backwards</li> <li>Represent, show</li> <li>More, less, fewer, how many, altogether</li> <li>Largest, smallest</li> <li>Order, compare</li> </ul>	<ul style="list-style-type: none"> <li>Double, equal groups, double facts, doubling</li> <li>More, same, different, continue, pattern, next, predict</li> <li>How many, altogether, count, groups, more, fewer, less,</li> <li>Amount, teams</li> <li>Five frame, counters, dice, domino, number track, represent</li> <li>Half, halving, share, fair share, equal, each, uneven,</li> <li>Unequal, fair, solution</li> <li>Odd, even, odd number, even number</li> </ul>	<ul style="list-style-type: none"> <li>Puzzle</li> <li>Triangle, square</li> <li>Fold/open</li> <li>Count, how many</li> <li>Build</li> <li>Turn</li> <li>Same/different</li> </ul>	<ul style="list-style-type: none"> <li>Full, nearly full, not full, half full</li> <li>Empty, nearly empty, half empty</li> <li>More, most</li> <li>Less, least</li> <li>Nothing, none</li> <li>Same, equal</li> <li>Different</li> <li>Amount</li> <li>Fill, pour, empty</li> <li>Wide, wider, widest</li> <li>Narrow, narrower, narrowest</li> <li>Tall, thin</li> <li>Short, fat</li> <li>Estimate, predict</li> <li>Measure, check</li> <li>Compare</li> </ul>	<ul style="list-style-type: none"> <li>one, two, three, four, five, 1, 2, 3, 4, 5</li> <li>Sort, group, object</li> <li>Same, different, odd one out</li> <li>Size, shape, colour, pattern, triangle, square, bigger, smaller, counter, cube</li> <li>How many, more than</li> <li>Describe, explain</li> </ul>	<ul style="list-style-type: none"> <li>First, next, later, then</li> <li>Before, after, every day</li> <li>Time, clock face, o'clock</li> <li>Order, timetable, sequence</li> </ul>
Key Representations	<ul style="list-style-type: none"> <li>Multilink cubes</li> <li>Counters</li> <li>Number tracks</li> <li>Ten frames</li> <li>Board game playing pieces</li> </ul>	<ul style="list-style-type: none"> <li>Ten frame</li> <li>Counters</li> <li>Multilink cubes</li> </ul>	<ul style="list-style-type: none"> <li>Counters (in two colours or double sided)</li> <li>Five frames</li> <li>Dice</li> <li>Dominoes</li> <li>Large punnet of strawberries (one strawberry per child), bowls,</li> <li>PE equipment (bean bags, buckets)</li> <li>Pairs of five frames</li> <li>Pairs of ten frames</li> </ul>	<ul style="list-style-type: none"> <li>Pattern blocks, either solid or paper</li> <li>Pattern blocks templates of a dog and an insect</li> <li>Pattern block template of a simple puzzle</li> <li>Pattern blocks template of a square</li> <li>Square pieces of paper</li> </ul>	<ul style="list-style-type: none"> <li>Water, sand, a range of liquids and contents with different textures and viscosities, buckets, jugs, cups, bottles and a selection of different shaped/sized containers (some with the same capacity)</li> </ul>	<ul style="list-style-type: none"> <li>Paintbrushes, glue spatulas, variety of objects from the classroom that can be sorted into groups based on physical characteristics of colour, size or shape: coloured counters in two different colours and sizes, crayons, pencils, toy vehicles</li> </ul>	<ul style="list-style-type: none"> <li>Pictures or photographs of different times of the day</li> <li>Variety of clock faces</li> </ul>

Continuous Provision	<ul style="list-style-type: none"> <li>Getting on the bus - Provide play people to place on a bus or other mode of transport. Encourage children to use the first, then, now story structure to describe the number of people on board. Model the scenarios on a number track with counters to reinforce the skill of counting on to find the answer. Support children by giving them specific numbers to use or a certain number of people.</li> <li>Lining up - When lining up, at various points in the day, orally rehearse first, then, now stories to count how many children are in the line.</li> <li>Singing - Sing songs that involve counting back from 5 or 10.</li> <li>Count down to ... While doing morning routines, the class could have a number track counting down to an event. Each morning model counting back one day on the number track and ask: How many days were you waiting at first? Then, how many days did you count back? Now, how many days are left?</li> </ul>	<ul style="list-style-type: none"> <li>20 passes - In pairs, children pass the ball to each other 20 times. They count as they pass and step further back after 20 successful catches in a row.</li> <li>Hide and seek - Children work in pairs or small groups. Encourage one child to count to 20 while the others hide. Repeat counting backwards from 20.</li> <li>Two groups - Decide on a way to split children into two groups (4-year-olds or 5-year-olds, long hair or short hair). The first group places their name cards on two enlarged ten frames. The second group places their name cards on another two ten frames. As a class, work out how many there are in each group. Ask: Does one group have more children?</li> <li>Sticker chart - Create a class sticker chart with two blank ten frames. Explain to the class that they will get a sticker on the chart for good effort. When the chart is full they will get a reward (for example, playing a favourite game). Start each day by asking: How many stickers have you got? How many do you still need?</li> </ul>	<ul style="list-style-type: none"> <li>Matching groups - Children take turns to group a small number of objects (up to 5), Their partner then replicates the objects to double them.</li> <li>Double butterflies/ Ladybirds - Encourage children to paint butterflies. Once the background is dry, they can add the same number of spots to each wing to create a double. A similar activity can be done using paper plates to make ladybirds with the same number of spots on each wing.</li> <li>Dominoes - Provide some classic dominoes for children to explore. They can play dominoes by matching them end to end, or sort into doubles and non-doubles.</li> <li>Towers - Give pairs of children 10 blocks and ask each child to build a tower with half of the blocks. Ask: If they look different, are they still in two equal groups?</li> <li>Sharing out equipment - Children practise sharing out up to 10 bean bags, hoops or soft balls between two teams. Ensure they are given an even number of items to share.</li> <li>Odd or even groups? - Provide odds and evens cards with pictures of groups of objects for children to sort into odd and even sets. Encourage children to use whiteboard markers to draw circles around equal groups</li> </ul>	<ul style="list-style-type: none"> <li>Pattern block puzzles - Provide simple pattern block puzzle sheets that are colour coded for children to build/ compose recognisable images</li> <li>Colouring pages - Ask children to 'find' shapes inside the square. They can locate small, medium and large triangles, small and medium squares, rectangles, and even a trapezium!</li> <li>Hexagon building - Provide pattern blocks and challenge children to build the hexagon using combinations of other pattern blocks (green triangles, red trapeziums, blue rhombi).</li> <li>Finding 2D shapes - Ask children to predict what 2D shape the 3D block will make if pressed into the sand or playdough. Can they choose which ones will make a square, a triangle or a circle?</li> </ul>	<ul style="list-style-type: none"> <li>Fill up the jugs - Set up some challenges for small groups of children to explore. Ask: How many cups will fill up this jug? Which of these containers holds the most sand? How many spoonfuls of sand fill this cup?</li> <li>Pouring drinks - Ask children to 'pour drinks' for other children. Can they make the cups nearly full? Can they put the same amount of water in each cup?</li> <li>Fill the containers - Provide bags of various dry ingredients for children to put into containers. Encourage children to choose from a selection of utensils to use to fill the containers. Ask: Which utensil is best for moving the rice /pasta / lentils? How many of each utensil do you think you will need to fill this container with rice /pasta / lentils?</li> </ul>	<ul style="list-style-type: none"> <li>Button collection - Children sort buttons into groups and give rules to their groups (colour; number of holes; large or small).</li> <li>Let's tidy up! - Children sort resources around the classroom into clearly labelled baskets, boxes, trays or pots.</li> <li>Washing up - Children sort painting utensils into groups ready for washing up: brushes (large and small), glue spatulas, glue or paint pots.</li> </ul>	<ul style="list-style-type: none"> <li>Clock faces - Draw attention to clocks at different times of the day, for example: Look, it's 12 o'clock, it is time for lunch.</li> <li>Visual timetable - Make a display board of o'clock times relating to the school day, including clock faces showing the times. Ask children to match the photos to the correct time of day by discussing and sequencing the day's events.</li> <li>Nocturnal animals - Read books and create pictures of nocturnal animals. Use these as a prompt for discussion about day and night and the difference between them.</li> </ul>
Assessment Outcomes	<p>Number ELG:</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number</li> </ul> <p>Numerical Patterns ELG:</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> </ul>	<p>Numerical Patterns ELG:</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul>	<p>Numerical Patterns ELG:</p> <ul style="list-style-type: none"> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> <p>Mathematics DM statement:</p> <ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> </ul>	<p>Mathematics DM statement:</p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<p>Numerical Patterns ELG:</p> <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul> <p>Physical Development ELG:</p> <ul style="list-style-type: none"> <li>Demonstrate strength, balance and coordination when playing</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery</li> </ul>	<p>Numerical Patterns ELG:</p> <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul>	<p>Speaking ELG:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Past and Present ELG:</p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>

EYFS Curriculum Mapping

Prime Area	Area of learning: Personal, Social, Emotional Development (Cycle C)					
	Autumn 1 New Beginnings Let's Explore!	Autumn 2 Building Relationships Families	Spring 1 It's good to be me!	Spring 2 Healthy Me! Friends	Summer 1 Our World	Summer 2 Changing Me! Look how far we've come!
Preschool (F1) Objectives	To recognise that we feel different emotions  To understand that we have rules  To recognise my family	To identify some emotions  To follow basic rules  To recognise that we need to keep healthy	To begin to build friendships  To explore confidence and trying new things  To ask permission before they use a device  To take turns with one other person	To begin to regulate emotions  To begin to help others  To discuss some ways to keep healthy	To begin to regulate emotions  To begin to help others  To discuss some ways to keep healthy	To recognise what money is  To recognise how to make healthy choices  To be more independent
Reception (F2) Objectives	<b>RE (Come and See)</b> Creation and Covenant  Prophecy and Promise  Multi-faith week- Judaism Multi-faith week- Islam		<b>RE (Come and See)</b> Galilee to Jerusalem Desert to Garden		<b>RE (Come and See)</b> To the ends of the Earth Dialogue and Encounter	
	<b>RSHE (Journey in Love)</b> <i>Social and emotional</i> To recognise the joy of being a special person in my family		<b>RSHE (Journey in Love)</b> <i>Spiritual</i> To celebrate the joy of being a special person in God's family		<b>RSHE (Journey in Love)</b> <i>Physical</i> To recognise that we are all different and unique	
	<b>No Outsiders</b> Theme: I can choose what I like Text: You Choose  	<b>No Outsiders</b> Theme: Its ok to like different things Text: Red rockets and rainbow jelly  	<b>No Outsiders</b> Theme: to say hello Text: Hello Hello  	<b>No Outsiders</b> Theme: All families are different Text: The Family Book  	<b>No Outsiders</b> Theme: to celebrate my family Text: Mommy, Mama and Me  	<b>No Outsiders</b> Theme: To make a new friend Text: Blue Chameleon  
	<b>Self regulation</b>  To recognise different emotions  To understand how people show emotions  To focus during short whole class activities  To follow one step instructions	<b>Self regulation</b>  To talk about how they are feeling  To begin to consider the feelings of others	<b>Self regulation</b>  To focus during longer whole class lessons  To follow two step instructions	<b>Self regulation</b>  To identify and moderate their own feelings socially and emotionally  To consider the feelings and needs of others  To understand the concept of money and spending money wisely	<b>Self regulation</b>  To control their emotions using a range of techniques  To set a target and reflect on progress throughout	<b>Self regulation</b>  To maintain focus during extended whole class teaching  To follow instructions of three steps or more
	<b>Managing self</b>  To begin to develop class rules and understand the need to have rules  To understand the school rules  To wash hands independently  To put coat and socks on independently  To explore different areas within the environment  To use the toilet independently	<b>Managing self</b>  To practise doing up a zip  To develop class rules and understand the need to have rules  To have confidence to try new activities  To adapt behaviour to a range of situations  To understand they are special	<b>Managing self</b>  To see themselves as valuable  To practise doing buttons  To practise doing up buckles  To know how to keep safe online  To know what to do if something happens online and who to tell	<b>Managing self</b>  To recognise how to keep healthy including Road safety Sleep Screen time Food Teeth Physical Mental  To identify and name healthy foods	<b>Managing self</b>  To manage own basic needs independently  To make choices, including healthy foods  To understand ways in which they can look after the natural environment	<b>Managing self</b>  To understand the importance of healthy food choices  To show resilience and perseverance in the face of challenge  To show a 'can do' attitude  To put uniform on and do up zips, buttons and buckles with minimal support
	<b>Building relationships</b> To seek support of adults when needed  To gain confidence to speak to peers and adults  To understand who the trusted adults are in school	<b>Building relationships</b>  To play with children who are playing with the same activity  To help to find solutions to conflicts and rivalries  To begin to develop friendships  To have positive relationships with all staff	<b>Building relationships</b>  To begin to work as a group with support  To use taught strategies to support turn taking  To begin to show resilience and perseverance in the face of challenge  To understand that they belong to a communities- St Basil's School Family	<b>Building relationships</b>  To listen to the ideas of other children and agree on a solution and compromise  To begin to understand the concept of respect	<b>Building relationships</b>  To work as a group  To begin to develop relationships with other adults around the school  Understanding sharing	<b>Building relationships</b>  To have confidence to communicate with adults around the school  To have strong friendships
PSED Knowledge						

PSED across the Curriculum	Through all continuous provision					
	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• Following school rules</li> <li>• Listening to others</li> <li>• Circle times</li> <li>• Sharing resources</li> <li>• Building relationships</li> <li>• Expressing feelings</li> <li>• Personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• Following school rules</li> <li>• Listening to others</li> <li>• Circle times</li> <li>• Sharing resources</li> <li>• Building relationships</li> <li>• Expressing feelings</li> <li>• Personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• Following school rules</li> <li>• Listening to others</li> <li>• Circle times</li> <li>• Sharing resources</li> <li>• Building relationships</li> <li>• Expressing feelings</li> <li>• Personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• Following school rules</li> <li>• Listening to others</li> <li>• Circle times</li> <li>• Sharing resources</li> <li>• Building relationships</li> <li>• Expressing feelings</li> <li>• Personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• Following school rules</li> <li>• Listening to others</li> <li>• Circle times</li> <li>• Sharing resources</li> <li>• Building relationships</li> <li>• Expressing feelings</li> <li>• Personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work</li> <li>• Following school rules</li> <li>• Listening to others</li> <li>• Circle times</li> <li>• Sharing resources</li> <li>• Building relationships</li> <li>• Expressing feelings</li> <li>• Personal hygiene</li> </ul>
Key Vocabulary & Terminology	Family, rules, emotions, happy, sad, angry, worried, help, independence, independently, special, instructions, rules	Consideration, feelings, family, behaviour, special, unique, friendships, positive	Good friend, instructions, valuable, safety, online safety, turn taking, resilience, perseverance, challenge, community	Feelings, social, emotional, money, healthy, food, sleep, mental, physical, solution, respect	Emotions, reflect, basic needs, independently, natural environment, relationships, sharing	Instructions, choice, healthy food, resilience, perseverance, challenge, communication, friendships
Significant People, Places & Events inc. local area	School staff e.g. Teacher Head teacher Site manager Family Friends Explore the school grounds Trusted adults in school	Guy Fawkes Fireworks Display Diwali Hindus Explore school grounds Minibeast hunt	Chinese New Year China Globe Explore school grounds Farm Pets in our family Animal visits into school	Easter Church People who help us e.g. police, ambulance etc Growing food	Learning languages Different countries	Visit to Victoria Park- train ride Making transport in role play
Culture, Inclusivity & Developing a love of Personal, Social and Emotional Development	International Day of Democracy International Day of Peace CAFOD Family Fast Day Black Lives Matter Multi-faith week- Judaism World Mental Health Day	Remembrance day Diwali Anti-Bullying Week World Children's Day Multi-faith week- Islam Bonfire Night CAFOD Advent National Assembly Christmas Jumper Day Christmas Day	New Year Resolutions Chinese new year Valentine's day Pancake Day Safer Internet Day Children's Mental Health Week Ash Wednesday Random Acts of Kindness Day	Fairtrade Fortnight World Book Day Mother's Day Cafod Family Fast Day Commonwealth Day British Science Week International Day of Happiness Easter	Mental Health Awareness Week World Day for Cultural Diversity	Father's Day World Refugee Day Business and Enterprise Week
<b>Assessment</b>						
Assessment Criteria <b>Early Learning Goal</b>	<b>Self regulation</b> Show and 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 focussed 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.		<b>Managing self</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.		<b>Building relationships</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.	



Specific Area	Area of learning: Understanding the World (Cycle C)					
	Autumn 1 New Beginnings Let's Explore!	Autumn 2 Building Relationships Families	Spring 1 It's good to be me!	Spring 2 Healthy Me! Friends	Summer 1 Our World	Summer 2 Changing Me! Look how far we've come!
Preschool (F1) Objectives	To know that people grow  To name my family members  To be confident to explore new environments  To know that plants grow	To know that things have already happened  To talk about what I do with my family  To name some minibeasts	To be confident in my environment  To know what country I live in	To identify characters and what they do  To know that I live in the world  To know that people can help us	To name some animals  To know that weather can change  To know that there are different languages  To know that other people live in our world  To recognise a globe or map	To know about different transports  To know the features of different transports e.g. bike has 2 wheels etc
Reception (F2) Objectives	<b>Past and Present</b> To know about my own life-story  To know how I have changed	<b>Past and Present</b> To know about figures from the past (Guy Fawkes)  To comment on images of familiar situations from the past  To know that people lived before me	<b>Past and Present</b> To talk about the lives of the people around us.  To learn about Chinese New Year and the traditions in a different country  To understand why we celebrate Pancake Day	<b>Past and Present</b> To know about the past through settings, characters and events encountered in books read in class and storytelling  To compare and contrast characters including figures from the past  To understand why Christians celebrate Easter	<b>Past and Present</b> To know about the past through settings, characters and events encountered in books read in class and story telling  To learn about animals from the past- dinosaurs  To understand that the world looked different when dinosaurs were alive	<b>Past and Present</b> To know how transport has changed over time  To talk about which transport they like best and why  To talk about different transport being good in different situations
	<b>RE (Come and See)</b> Creation and Covenant  Prophecy and Promise  Multi-faith week- Judaism Multi-faith week- Islam		<b>RE (Come and See)</b> Galilee to Jerusalem Desert to Garden		<b>RE (Come and See)</b> To the ends of the Earth Dialogue and Encounter	
	<b>People, Cultures and Communities</b>  To know about family structures and talk about who is part of their family  To identify similarities and differences between themselves and peers.	<b>People, Cultures and Communities</b> To talk about how Hindus celebrate Diwali  To talk about the Christmas Story and how it is celebrated  To know that people around the world have different religions	<b>People, Cultures and Communities</b> To talk about Chinese New Year.  To understand the culture of China and how it is different to here  To recognise similarities and differences between life in this and other countries  To know the name of the town the school is in.  To know about features of the immediate environment.	<b>People, Cultures and Communities</b>  To know about people who help us within the local community  To understand that some places are special to members of the community  To know that Christians celebrate	<b>People, Cultures and Communities</b> To know that people in other countries may speak different languages  To know that people in other countries might where clothes different to ours	<b>People, Cultures and Communities</b> To create a timeline over life  To know that we grow up  To know that life changes as we grow up e.g. get a job etc
	<b>Natural World</b> To ask questions about the natural environment.  To respect and care for the natural environments  To explore and compare the natural world around their area (school)  To describe what they can see, hear feel in the outside area  To take or follow photos of the school grounds  To learn about the growing of plants  To know the different parts of a plant	<b>Natural World</b> To know about and recognise the signs of Autumn  To learn about lifecycles of mini beasts  To learn about different materials and what they are useful for	<b>Natural World</b> To know about and recognise the signs of Winter  To know some important processes and changes in the natural world including states of matter (freezing)  To learn about animals and where they live e.g. jungle, farm, pets	<b>Natural World</b> To know about and recognise the signs of Spring  To understand healthy foods and unhealthy foods  To know why we eat healthy food  To harvest grown fruit and vegetables  To understand where healthy foods come from	<b>Natural World</b> To know about features of the world and Earth  To understand that weather may be different to ours in different countries	<b>Natural World</b> To know about and recognise the signs of Summer  To understand how we travel to different places  To understand how boats travel to different countries  To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)
SMSC Overview	International Day of Democracy International Day of Peace CAFOD Family Fast Day Black Lives Matter Multi-faith week- Judaism World Mental Health Day	Remembrance day Diwali Anti-Bullying Week World Children's Day Multi-faith week- Islam Bonfire Night CAFOD Advent National Assembly Christmas Jumper Day Christmas Day	New Year Resolutions Chinese new year Valentine's day Pancake Day Safer Internet Day Children's Mental Health Week Ash Wednesday Random Acts of Kindness Day	Fairtrade Fortnight World Book Day Mother's Day Cafod Family Fast Day Commonwealth Day British Science Week International Day of Happiness Easter	Mental Health Awareness Week World Day for Cultural Diversity	Father's Day World Refugee Day Business and Enterprise Week

Understanding the World Knowledge							
Understanding the World across the Curriculum	<ul style="list-style-type: none"> <li>Look at shadows</li> <li>Investigate night and day</li> <li>Listening walk</li> <li>Sleep / being healthy</li> <li>Family comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Autumn materials</li> <li>Local buildings / worship in construction</li> <li>Materials for lamps (Loy Krathong)</li> <li>Torches / shadows</li> <li>Maps for Santa</li> </ul>	<ul style="list-style-type: none"> <li>Season walk</li> <li>Plant cress and watch grow</li> <li>Bark rubbing</li> <li>Bird watching</li> <li>Maps and atlases – locating different environments (cold / warm)</li> <li>Life cycle of a frog</li> </ul>	<ul style="list-style-type: none"> <li>Pirates</li> <li>People who help us</li> <li>Our world and maps</li> <li>Families around the world</li> <li>Islands and oceans</li> </ul>	<ul style="list-style-type: none"> <li>Time capsules</li> <li>Our world</li> <li>Volcanoes</li> <li>Lifecycles</li> </ul>	<ul style="list-style-type: none"> <li>Telephones / mobiles</li> <li>How toys have changed</li> <li>Oceans, rivers and lakes</li> <li>Floating and sinking</li> </ul>	
	Throughout all continuous provision including Role-play/ Book Corners/ Listening Centre/ Writing areas/ Tuff trays/ Outdoors						
Key Vocabulary & Terminology	Past and Present	My life Changed Born Alive Family Difference Same Baby Growing	Past Photographs Pictures Paintings Guy Fawkes Bonfire night	Chinese New Year China Dragon Tradition Decorations	Character Event Journey Same Different Changed Grow  Easter Christians Community	Dinosaurs Different World	Journey Same Different Transport Engine Wheels
	People, Culture and Communities	Family Mum Dad Nan Grandad Auntie Uncle Cousin Sister Brother Friends	Guy Fawkes Diwali Christmas Hindus Religion	Chinese New Year China Chinese Countries Culture	People who help us Emergency services Police, Police car Ambulance, Paramedic Fire fighter, Fire engine	Different Countries Languages Accents	Timeline Growing Older Child Adult
	The Natural World	Natural environment Explore Compare Area Local Road School Field House, Flat Trees, Plants Playground Stem Flower Leaves	Weather Change Leaves Trees Autumn Spring Summer Winter Animal Mini beast	Autumn Spring Summer Winter Freeze Melt State Weather Cold Animals Jungle Farm Pet	Food Grow Healthy Unhealthy Autumn Spring Summer	Features World Earth Weather Rain Sunshine Hot Cold Wet Thunder and Lightning Storm	Travel Boat Floating Sinking Autumn Spring Summer Seasons Hot Cold
Significant People, Places & Events inc. local area	School staff e.g. Teacher Head teacher Site manager Family Friends Explore the school grounds	Guy Fawkes Fireworks Display Diwali Hindus Explore school grounds Minibeast hunt	Chinese New Year China Globe Explore school grounds Farm Pets in our family Animal visits into school	Easter Church People who help us e.g. police, ambulance etc Growing food	Learning languages Different countries	Visit to Victoria Park- train ride Making transport in role play	
Culture, Inclusivity & Developing a love of Understanding the World	Hands on experience Opportunities to explore						
<b>Assessment</b>							
Assessment Criteria Early Learning Goal	<b>Past and Present</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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling		<b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, 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, non-fiction texts and (where appropriate) maps.		<b>Natural World</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 season and changing states of matter.		

Prime Area	Area of learning: Physical Development (Cycle C)					
	Autumn 1 New Beginnings Let's Explore!	Autumn 2 Building Relationships Families	Spring 1 It's good to be me!	Spring 2 Healthy Me! Friends	Summer 1 Our World	Summer 2 Changing Me! Look how far we've come!
Preschool (F1) Objectives	To move safely in a space  To explore different ways to move  To mark make  To use some tools	To hold and throw a ball  To control some mark making  To use some tools confidently	To have confidence in exploring movement in different ways  To use tools/objects for a purpose	To move to music  To form some letters	To control a ball  To use tools accurately	To follow basic rules of a game  To control pencils and tools more accurately
Reception (F2) Objectives	<b>Gross Motor Skills Movement</b> To begin to line up and queue  To begin to develop good posture  To move safely in a space  To stop safely  To follow a path and take turns  To explore different ways to travel using equipment  To balance/run and stop/change direction/ jump/hop/ roll/ climb/ crawl/ skip	<b>Gross Motor Skills Ball Skills</b> To roll and track a ball  To develop control when using equipment  To work cooperatively with a partner  To explore using different equipment  To dribble using hands	<b>Gross Motor Skills Balance/Gymnastics</b> To create short sequences using shapes, balances and travelling actions  To balance and safely use apparatus  To jump and land safely from a height  To develop rocking and rolling  To explore traveling around, over and through apparatus  To create short sequences linking actions together and including apparatus	<b>Gross Motor Skills Dance/Create Dance</b> To use counting to help to stay in time with the music when copying and creating actions  To move safely with confidence and imagination, communicating ideas through movement  To explore movement using a prop with control and coordination  To move with control and coordination, expressing ideas through movement  To move with control and coordination, copying, linking and repeating actions	<b>Gross Motor Skills Throwing and Catching</b> To develop accuracy when throwing to a target  To throw and catch with a partner  To dribble a ball using feet  To kick a ball to a target	<b>Gross Motor Skills Fun and Games</b> To develop accuracy when throwing and practise keeping score  To follow instructions and move safely when playing tagging games  To learn to play against an opponent  To play by the rules and develop coordination  To explore striking a ball and keeping score  To work cooperatively as a team
	<b>Fine Motor Skills</b> To use a dominant hand  To mark make using different shapes  To begin to use a tripod grip when using mark making tools  To use tweezers to transfer objects  To thread large beads  To use large pegs  To begin to copy letters  To hold scissors correctly and make snips in paper  To hold a fork and spoon correctly	<b>Fine Motor Skills</b> To begin to use anticlockwise movement and retrace vertical lines  To hold scissors correctly and cut along a straight and zigzagged lines  To use a tripod grip when using mark making tools  To accurately draw lines, circles and shapes to draw pictures  To write taught letters using correct formation  To begin to hold a knife correctly and use to cut food with support To use tap and pin	<b>Fine Motor Skills</b> To use a tripod grip when using mark making tools  To hold scissors correctly and cut along a curved line  To thread small beads  To use small pegs  To write taught letters using correct formation  To use a hammer and saw and screwdriver	<b>Fine Motor Skills</b> To hold scissors correctly and cut out large shapes  To write letters using the correct letter formation and control the size of letters	<b>Fine Motor Skills</b> To hold scissors correctly and cut out small shapes  To copy letters using a lead in and lead out  To paint using thinner paintbrushes	<b>Fine Motor Skills</b> To hold scissors correctly and cut various materials  To create drawings with details  To copy letters using a lead in and lead out  To independently use a knife, fork and spoon to eat a range of meals
Physical Development across the Curriculum	Throughout all continuous provision PE lessons x2 a week					
Key Vocabulary & Terminology	Scissors, snip, beads, peg, tripod, tool, move, space, balance, run and stop, change direction, jump, hop, roll, climb, crawl, skip	Letter formation, dribble, control, ball, equipment,	Balance, shapes, tools, hammer, screwdriver, pegs, apparatus, rock, roll, travel, jump, land, height, position	Control, express ideas, repeat, actions, movement, prop, imagination,	Target, dribble, kick, partner, catch, accurate, accuracy	Score, tag, opponent, rules, strike, cooperatively, team,
Significant People, Places & Events inc. local area	Working with play leaders Sports day 2p Challenge					
Culture, Inclusivity & Developing a love of Physical Development	Practical, hands on experiences Sports Day/week Fun Run					
<b>Assessment</b>						

<p>Assessment Criteria Early Learning Goal</p>	<p>Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Fine Motor Skills Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
--	---	--