

St Mary's EYFS Curriculum Progression & Skills

Communication & Language

		Nursery	Reception
Listening, Attention & Understanding	Knowledge & Skills	● Begin to listen to longer stories and recall some key events ● Begin to pay attention to more than one thing at a time ● Understand clear 2 step instructions ● Understand and answer 'why' questions ● Respond appropriately in simple conversation	● Understand the importance of listening and how to do so carefully ● Explore new vocabulary and shows understanding by using it correctly ● Develop social phrases – manners, good morning, how are you? ● Ask questions to clarify understanding ● Hold a sustained conversation with peers and adults
	Vocab	Listen, look, question, answer, conversation	question, answer, retell, sentence, vocabulary, conversation
	How it is covered		
		● <i>Golden Rules puppets support the teaching of active listening</i> ● <i>Rich language environment – modelling new vocabulary</i> ● <i>Key vocabulary signed using Makaton</i> ● <i>Widgit symbols and visuals to support comprehension and language development</i> ● <i>Listening and engaging in story time daily and weekly story time with the Church Rector</i> ● <i>Identified spine texts re-read to enable children to recall events and remember at least a small selection of quality core texts</i> ● <i>Regular nursery rhyme and number rhymes with opportunities to listen to songs and new vocabulary</i> ● <i>Child initiated learning enables many opportunities for conversation development with adults and peers</i> ● <i>Autumn: Get children familiar with the environment</i> ● <i>Talk about ourselves and what we like at Nursery</i> ● <i>Make relationships with staff and children in the class. Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour. Talk about classroom rules and praise children when they follow them.</i>	● <i>Narrative ordering activities from SPINE books covered.</i> ● <i>Learning rhymes, poems and stories</i> ● <i>Golden Rules puppets support the teaching of active listening</i> ● <i>Rich language environment – modelling new vocabulary</i> ● <i>Key vocabulary signed using Makaton</i> ● <i>Widgit symbols and visuals to support comprehension and language development</i> ● <i>Child initiated learning enables many opportunities for conversation development with adults and peers</i> ● <i>Regular number rhymes with opportunities to listen to songs and new vocabulary</i>

Speaking	Knowledge & Skills	• Retell familiar Nursery and Number rhymes • Speak in longer sentences (4 to 6 words) • Start a conversation and take turns speaking, listening and responding • Use talk to organise their play • Express a point of view during discussions and during conflict. • Develop the pronunciation of speech sounds and longer words including multisyllabic words.	• Speak in well-formed sentences • Ask questions using who, what, where, when, why and how • Use taught vocabulary when speaking • Use a growing range of conjunctions in speech to connect ideas (because, but, so) • Develop use of tenses • Describe events with growing detail (may include use sequencing words) • Retell familiar stories • Use talk to explain their thinking and offer explanations
	Vocab	Retell, rhymes, turn-taking, conversations	Retell, conjunctions, question, sentence, tense
	How it is covered		
		• <i>Key rhymes identified to ensure children know a core set of familiar nursery rhymes</i> • <i>Regular nursery rhyme and number rhymes with opportunities to learn and sing songs</i> • <i>Key phrases used to encourage children to use talk to communicate e.g. 'use your words'. Other forms of communication e.g. Widgit and Makaton, used to ensure all learners can communicate.</i> • <i>Play based curriculum enables many opportunities for children to rehearse and talk when playing. Adults support, model, and/or scaffold talk to ensure children learn how to use this to help them organise play.</i> • <i>Time for sounds delivered by trained staff members</i>	• <i>Daily story time opportunities</i> • <i>Use of questioning centred activities</i> • <i>Modelling new vocabulary</i> • <i>Planned curriculum with specific texts and nursery rhymes</i> • <i>Speaking alone to the group: Joke telling opportunities, lunch and closing prayer, presenting outstanding pieces of work to headteacher, rest of class, school</i> • <i>Children surveys</i> • <i>Modelling effective behaviours when speaking in front of a group of people</i>

Personal, Social, Emotional Development			
		Nursery	Reception
Self-Regulation	Knowledge & Skills	• Follow 2 step instructions • Show focus on a member of staff for a short period of time • Begin to explain their emotions such as sad, happy, angry, worried	• View themselves as a valuable individual recognising their strengths • Begin to moderate their feelings in social situations • Tolerate delay and show patience for a short period of time • Follow instructions with more than 2 steps • Give focused attention to a staff member managing • simple distractions
	Vocab	instruction, attention	instruction, strengths, qualities, attention, distraction
	How it is covered		

Managing Self		• Short circle time opportunities for children to rehearse listening opportunities • Daily routines to develop independence and rehearse following adult instruction • Widgit 'visual' prompts in the environment e.g. on lanyards and on boards, to support listening skills • Rewards for listening e.g. targeted praise and star of the day • Adults to model calming techniques and to teach how to use calming strategies. Teach children in circle times and then individually as dysregulation arises.	• Weekly Jigsaw PSHE sessions - learning about ourselves and their feelings. • Golden Rules story reading and discussion • Aeroplane arms mindfulness activities • Colour monster for acknowledgement of feelings • "I'm a star" script
	Knowledge & Skills	• Select and choose resources to help them reach a goal • Increasingly follow rules • Develop appropriate ways of being assertive (Stop, I don't like it.) • Begin to describe a recognise simple feelings – sad, happy, angry, worried, tired, scared	• Express their feelings and develop respect and awareness of the feeling of others • Show growing confidence in trying new activities • Show resilience when faced with a challenge • Manage their own needs (washing their hands, dressing, toileting, making good food choices) • Explain the reason for rules and actively try to meet them
	Vocabulary	rules, voice, feelings – happy, sad, worried, angry, tired, scared	respect, rules, perseverance, resilience, hygiene, feelings, independent
	How it is covered		
		• Calm me time using Jigsaw chime bar • Adult support to manage emotions and assert themselves e.g. encourage to use words to resolve conflict and express views • Calm Zone Calming whole body movements including - cosmic yoga and go noodle. • Respond to the children's independence levels and plan the environment as the year progresses so children can select resources that support their goals and develop their independence. • Plan for age appropriate tasks to be carried out over the year - Children to help put out resources, belongings, forest school clothes away. Children wash up paint palettes at the end of the session.	• Jigsaw - weekly PSHE sessions - learning about ourselves and their feelings. • Golden Rules story reading and discussion • Aeroplane arms mindfulness activities • Colour monster for acknowledgement of feelings • "All by myself script" • "I'm a star script" • Calm zone in place

Building Relationships	Knowledge & Skills	• Become more confident with others in social situations • Play with one or more children extending and contributing to the play • Begin to find simple resolutions to problems (take turns being the main character in a role play) • Begin to grasp how someone else might feel.	• Build constructive and respectful relationships with adults and peers • Consider the perspectives of other people • Work and play cooperatively • Show growing sensitivity to the needs of others • Form positive attachments
	Vocab	problems, feelings, confidence,	Relationships, problems, cooperative, sensitive,
	How it is covered		
		• <i>Planned opportunities for collaborative learning in Continuous Provision</i> • <i>Adult support to develop turn taking skills during play</i> • <i>Adults to role play age appropriate and familiar conflict that arises in the classroom and model solutions. Ask the children what solutions we could try and role play suggestions.</i> • <i>Activities that encourage collaborative play</i> • <i>Adults role play how to see things from other adults point of view. Ask children how the other adult might be feeling, adults to role play these suggestions to help resolve conflict and to begin to understand how somebody else might feel.</i>	• <i>Jigsaw weekly sessions</i> • <i>Resolving problems with peers script</i> • <i>Mindfulness aeroplane arms script</i> • <i>Sharing script</i> • <i>Collaborative art and literacy activities</i>

Physical Development			
		Nursery	Reception
Gross Motor	Knowledge & Skills	• Use alternate feet to climb up apparatus or stairs • Change direction on trike • Demonstrate control on a balance bike using alternate feet and be able to change direction • Hold a position (balance) during games such as on one leg • Travel by hopping • Show control over the body to quickly stop and start movements such as walking, crawling and running • Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc.) Copy the adult • Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam • Work with others to move objects safely such as wooden plank	• Negotiate space and obstacles safely • Demonstrate good balance - using the body tension and positioning to support balance • Begin to understand the effects exercise can have on the body • Show good posture when sitting at a table Become more confident and precise in the following movements and begin to combine them through specific sports or in spontaneous actions: Gymnastics/Dance • Walking – travelling confidently in different directions including backwards • Running – showing an understanding of how to increase speed and slow speed down • Crawling – coordinating 4 limbs simultaneously, able to travel forwards and backwards in straight lines, commando crawl • Jumping - showing control when landing on two feet. Beginning to swing arms to jump further • Skipping – showing coordination to move with increasing speed • Climbing – understand the need to check footing and hand grips. Show coordination in reaching a goal – traversing along a wall, climbing to the top of a wall Ball skills • Throwing -at targets, to a partner • Catching - beanbags and balls • Kicking - dribbling a ball with their feet and aiming at a target • Roll and pass balls to a partner showing good aim and the ability to stop a ball Cycling • Begin to balance and attempt to ride a two-wheel bike with support
	Vocabulary	walk, hop, crawl, travel, stop, start, balance, turn, direction	Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination
	How it is covered		

Fine Motor		• A range of trikes, balance bikes, scooters available in the outdoor area with a circular track, with slopes • Outdoor climbing frame with opportunities to climb, using alternative feet • Balance steps in the outdoor area • Movement around the school offering opportunities to use the stairs and practise alternate feet • Music played in the classroom to offer opportunities for dance. Some dance and action shared through festivals e.g. Chinese new year, Christmas, harvest. • Opportunities to take part in sports day, competing in races: running, egg and spoon, hurdles • Other opportunities e.g. feeling good week, healthy living week to take part in other activities e.g. yoga, mindfulness Autumn term: Diwali Dances, navigating the stairs using alternative feet to access the hall and to come back down again. Spring Term: Chinese new year dancing, introduce balance-ability , focus on healthy lifestyles in “Healthy me, healthy choices.” Summer Term: Sports day	Specific skills: • Autumn: Bikeability lessons - Balance • Autumn: Dance through developing Understanding of the the World • Spring: Gymnastic lessons • Spring: Ball skills lesson • Summer: Bikeability lessons - Ride Continuous Provision: • Indoor provision: sitting at the table and writing in phonics, sSitting on carpet and encouraging good posture • Outdoor area provision: a range of trikes, balance bikes, scooters available in the outdoor area with a circular track, with slopes, balancing boards, obstacles, climbing wall, access to the walking track in the mornings. • Opportunities to take part in sports day, competing in races: running, egg and spoon, hurdles • Other opportunities e.g. feeling good week, healthy living week to take part in other activities e.g. yoga, mindfulness
	Knowledge & Skills	• Use one-handed tools such as paintbrushes, pencils and scissors • Make snips in paper using scissors • Snips paper moving scissors forwards • Begins to cut in a line holding the paper with their non-dominant hand • Show a preference for a dominant hand • Progress towards holding a pencil with a modified tripod grip to show increasing control • Demonstrate growing independence putting on a coat and shoes, begin to do up zips and poppers • Begin to use a knife and fork	• Show growing competence using a range of tools safely and confidently: - • Scissors – moving wrist and hands to cut (not arms) with growing accuracy along curved, straight and zig zag lines • Cutlery – use both knife and fork simultaneously • Paintbrush – make a range of marks – dot, dash, continuous lines, straight and curved marks, show control staying within lines • Use the tripod grip to hold a pencil for writing • Show increasing accuracy when forming letters • Demonstrate increasing accuracy and care when drawing to create identifiable representations
	Vocabulary	snip, cut, turn, grip, control	Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,
	How it is covered		

Health & Self-Care		- Tracking and monitoring of grips - Visual and verbal reminders to support learning e.g. photo of children holding using correct grip 'thumbs to ceiling or nib, flip grip' - Regular baking opportunities to practise using knife - Scissors and pencils in the environment – different types of scissors, pencil sizes to support sequence of development - Routines for putting on coats with verbal promotes and specific way of putting on coats practised daily – autumn – learning to put the coat on and pull up a fixed zip, spring and summer learning to do own zip	Daily lessons: - Name writing - Read and write inc handwriting - Tracking and monitoring of grips Continuous Provision: - Fine motor activities e,g, threading, pincer movements, play-dough, peg boards, puzzles on rotation - EAD opportunities with scissors, pencils, sellotape dispensers, staplers daily Lunch time - Modelling, coaching and encouraging use of cutlery at lunch
	Knowledge & Skills	- Use the toilet independently - Follow steps and guidance to wash and dry hands - Brush their own teeth - Begin to show and understanding of the need for good hygiene for everyday life - Understand some simple healthy food and drink choices	- Recognise the importance of good dental hygiene. Know how to brush their teeth and for how long - Describe some healthy food and drink choices and in simple terms explain why healthy food choices are good for you - Understand the importance of sleep - Know simple road safety – stop, look and listen, crossing points - Know that regular exercise can help to keep you healthy
	Vocab	problems, feelings, confidence,	Relationships, problems, cooperative, sensitive,
	How it is covered		
		- Handwashing and toileting routines in place for regular opportunities for learning and consistency. Visuals in place to support sequence of routine - Snack time with vegetable or fruit choices - Children have milk or water choices in school - Regular cooking sessions to discuss healthy choices, raw ingredients, cooking from raw ingredients	- Jigsaw sessions on occasions - Autumn: PE discussion about exercise and healthy living, road safety with bikes - Spring: PE (as above) Pancakes - making healthy choice, looking after our teeth - Summer: PE (as above) and grow your own food, growing vegetables - Health, Fun and Fitness Week - sports day

Literacy			
		Nursery	Reception

Comprehension	Knowledge & Skills	- Engage in conversations about stories they have listened to – express simple likes and dislikes - Retrieve answers from a story answering what and who questions - Learn new vocabulary linked to stories, rhymes, non-fiction and poems - Join in with repeated refrains in familiar stories	- Retell key events in familiar stories - Answer who, what, where, when and why questions about familiar stories - Identify the characters in stories – heroes, villains - Begin to learn new vocabulary linked to stories, rhymes, non-fiction and poems and use in speech, such as during role-play - Begin to make simple predictions about what might happen next in stories - Begin to sequence key events in stories
	Vocabulary	stories, opinion, question, answer, refrain	Characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction
	How it is covered		
		<i>Engaging book corner in the classroom with a range of books</i> <i>Weekly EYFS library for children to choose books to go home to share with parents</i> <i>Book start programme in place at school</i> <i>Story and song baskets in the classroom for re-telling</i> <i>Daily story sessions in Nursery with props/story baskets</i> <i>Children will always have the opportunity to retell focus stories for the week with story baskets</i> <i>Themed books for each term</i> <i>Key questions during the stories to enable children to answer questions about the story</i> <i>Questions about what we like or do not like</i> <i>Teacher checking new vocabulary with the children</i>	<i>Roleplay as character from story and answering questions</i> <i>Pupils have the opportunity to retell focus stories for the week during small-world role play in Continuous Provision</i> <i>Engaging book corner in the classroom with a range of books</i> <i>Autumn: themed books - Harvest/Autumn and traditional festivals Diwali</i> <i>Winter: themed books - Christmas/Winter and tradition festivals Christmas/Hannukakh</i> <i>Spring: themed books - Spring/Growing and Baby animals</i> <i>Summer: themed books - Summer and lifecycles</i> <i>Daily story sessions</i> <i>Key questions during the stories to enable children to answer questions about the story</i> <i>Weekly library session</i>

Word Reading	Knowledge & Skills	- Recognise that print has meaning and that it can be used for different purposes - Develop book handling skills - recognising that we read left to right, top to bottom. Turn pages with care and name the different parts of a book – pages, front cover, back cover. Know pages have an order. - Listening to Environmental Sounds - Listening to Instrumental Sounds (instruments/intensity/speed of sounds) - Listening to Body Sounds (Make sounds) - Read own name - Listening to Rhythm, Rhyme & Alliteration (Fill in missing rhyming words) - Listening to Voice Sounds (Copy and hear) - RWI Sound of the Week (Identify initial sounds) m a s d t i n p g o c k u b - Difference between words and letters - Read own and others' names - Syllable Clapping (Clap the syllables in their name and words) - Oral Blending & Segmenting (Orally blend sounds for cv/cvc) - RWI Sound of the Week (Hear a variety of initial sounds) e f l h r j v w x z qu (not other digraphs) - Start to segment cv/cvc words, Assessment 1 RWI) - Recognise simple signs and logos - Some grapheme-phoneme correspondence	- Segment and blend cvc words for set 1 sounds including consonant digraphs - Read all set 1 sounds inc special friends speedily RWI Set 1: m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q x n g n k - Fred talk green words - cvc, ccvc and cvcc Word time 1.1-1.7 - Use fred talk to read some nonsense words - Read red words: put, the, of, I, no, my, in isolation - Read simple phrases and sentences using fred talk - Recognise some set 2 special friends in isolation: ay ee igh ow oo oo oy ou air ir or ar - Read simple phrases and sentences including some red words - Begin to recall some simple green words and read them in sentences (or fred in their head)
	Vocab	sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds	Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,
	How it is covered		
		<i>Golden Rules Puppet supports children to understand how to look after property and to handle books carefully</i> <i>Daily name reading for self-registration</i> <i>Autumn: Phase 1 activities – developing listening and attention skills. Focus on sound discrimination</i> <i>Rhymes and stories – discriminate between sounds</i> <i>Spring: Introduce Set 1 sounds</i> <i>Rhymes and stories – clap syllables and spot and suggest rhymes, her initial sounds</i> <i>Summer: Continue Set 1 sounds. Begin to identify initial sounds and develop oral blending/segmenting skills for cvc words</i>	<i>Golden Rules Puppet supports children to understand how to look after property and to handle books carefully</i> <i>Autumn: Introduce RWI set 1 individual sounds and special friends</i> <i>Word time sessions with magnetic letters and green cards</i> <i>Reading cvc/ccvc/cvcc words</i> <i>Spring: Introduce set 2 special friends</i> <i>Introduce red words</i> <i>Guided reading - reading simple sentences with set 1 sounds</i> <i>Summer: consolidation of Set 1 and 2</i> <i>Consolidation of red words and reading green words ccvc/cvcc words</i> <i>Guided reading - reading simple sentences with set sounds and red words</i> <i>Ditties to bridge between colour bands</i>

Writing	Knowledge & Skills	● Large scale movements: sensory tracing, outdoor painting, bear walk, obstacle course - lifting -ongoing ● Copying vertical and horizontal lines ● Making continuous circular lines- anticlockwise movement to support writing ● Colouring, painting to fill spaces using different lines ● Pincer work – tweezers, large triangular crayons, paint brushes for larger movement ● Ascribe meaning to marks and make marks during play ● Looking at letters in their name ● RWI Sound of the week begging- learn visual and verbal cues ● Copying adult models to form letters ● Tracing different letter shapes using fingers - gel filled, silicone, rice ● Using stampers in different materials - playdough or paint stampers to look at letters ● Matching letters ● Isolating initial sounds to practise and find the letter to copy ● Begin to form recognisable letters such as those in their name or those from sound of the week activities - when labeling pictures ● Introduction of simple cvc words e,g mum dad to use for cards ● Learn to write their name ● Progress towards holding a pencil with a modified tripod grip to show increasing control ●	● Progress towards holding a pencil with a modified tripod grip to show increasing control ● Begin to form recognisable letters and form them correctly ● Segment words they hear into initial, medial and final sounds and write the corresponding letters ● Talk about writing words vs writing letters to go with sounds ● Write lists and labels (cvc words) using the letters that match the sounds they hear ● Introduce simple sentences and talk about sentences vs. words. ● Model the sentence structure and practise holding a sentence ● Write simple repeated sentences - dictated writing ● Spell words by identifying the sounds they can hear and then recording the sound with a letter or letters (longer words are phonetically plausible and use the special friends they know) ● Introduce full stops at the end of sentences ● Write short sentences with words with known GPCs that can be read by others ● Practise re-reading their own sentences and fixing errors ● Talk about and model capital letters for names and beginning of sentences
	Vocabulary	straight lines, diagonal lines, circles, spirals, clockwise and anticlockwise movements	Lower-case, capital letters, formation, finger spaces, full stops, special friends,, letter, word, phrase, sentence, tripod grip
	How it is covered		

		• A range of tools available within the environment throughout the week both indoors and outdoors • Mark making activities available daily in Continuous Provision • Handwriting as part of RWI with visual and verbal prompts • Daily name writing practice as appropriate as part of self-registration • Autumn: Focus on movements and fine-motor skills required for writing such as straight lines in different directions, clockwise and anticlockwise motions for curved lines, discussion of vocabulary for straight line and curves – Mat man • Spring: specific letter formation taught as part of RWI/phonics as 'Sound of the Week' with home learning tasks • Summer: specific letter formation taught as part of RWI • Opportunities to record letter strings and ascribing meaning to marks – Sound of the Week continues • Beginning to record some sounds in sequence	• Mark making activities available daily in Continuous Provision • Handwriting as part of RWI with visual and verbal prompts • Daily name writing practise in literacy and self-registration • Morning fine motor activities leading into word writing/sentence writing activities • Autumn: Word building using the magnetic letters and green cards from word time RWI individual letter formation and then writing cvc words (dictated) • Spring: RWI ditties and simple phrases (dictated) linked to ditties/text Creative writing opportunities linked to texts /make own books • Summer: RWI simple sentence writing linked to text and independent writing Creative writing opportunities linked to texts • Role play and story re-telling opportunities including story maps and sequencing activities
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Mathematics			
		Nursery	Reception
	Knowledge & Skills	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Count accurately beyond 5 • Touch-count accurately within 5 • Know that the last number reached when counting a small set of objects tells you how many there are in total • Represent numbers on fingers up to 5 • Links numerals to amounts within 5 • Solve real-world problems with numbers to 5 • Compare quantities using 'more than', 'less than' • Explore representing numbers through marks as well as numerals	• Count objects, actions and sounds • Subitise to 5 and extend to 10 • Link numerals to their cardinal value • Accurately count beyond 10 • Compare numbers within 10 using the language of 'more than', 'less than', 'fewer', 'the same as', 'equal to'. • Find one more and one less than a given number within 10 • Explore the composition of numbers to 10 • Recall number bonds to 5 (including subtraction facts) • Recall most number Bonds to 10 • Recall doubles to double 5
	Vocabulary	numbers, 1 2 3 4 5, count, more, less, big, small, total, add,	subitise, numeral, equal, add, subtract, more than, less than, the same, fewer, numbers 0-10 and beyond.
	How it is covered		

Nu me rica l Pat ter ns		- Autumn: - Develop fast recognition of up to 3 objects - Recognise numbers to 3 in different pictorial representations, count accurately to 5 and touch count 3 objects accurately including counting out from a larger group, link numerals to amounts to 3 - Spring: Develop fast recognition of up to 5 objects - Recognise numbers to 5 in different pictorial representations, count accurately to 10 and touch count 5 objects accurately including counting out from a larger group, link numerals to amounts to 5 - Represent numbers to 5 with fingers - Compare two quantities within 5 recognising which has more and which has less - Summer: - Begin to compare two quantities within 10 recognising which has more and which has less - Solve real world problems using numbers to 5 - Begin to represent numbers beyond 5 with pictorial representations and fingers - Explore counting backwards from 5 - Use key language – total, altogether when combining amounts within 5 - Start to represent numbers in mark making	- Autumn: subitising, ordering numbers to 10, exploring the value of numbers to 10, addition within 10, exploring number bonds to 5, one more, one less, comparing groups - More than/less than/equal to activities in continuous provision - cardinality - one to one correspondence with magic counting wands - Puppet role plays - Ncatm Reception number mastering lessons - Relevant Numberblocks clips with appropriate questioning - Spring: subitising, number bonds to 10, addition within 10, more than, fewer than, equal, accurately count beyond 10 forwards and backwards - Summer: doubles facts, subtraction within 10
	Know le dge & Skill s	- Count accurately beyond 5 - Compare quantities using more than and less than	- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
	Voca b	more than, less than	pattern, even, odd, less, more, same, equal
	How it is covered		
		- Autumn: counting accurately within 5 - Spring: Counting accurately to 10 - Use more and less to compare groups within 5 - Summer: Explore counting to 10 and beyond - Use more and less to compare numbers within 10	- Autumn: recognise the pattern of the counting system within 10 Begin to compare quantities using greater than, less than, same with groups - Spring: compare quantities using greater than, less than, same and equal to using number balances and addition - Recognise the pattern of the counting system beyond 10 - Summer: Odd and Even numbers Doubles - Sharing between two and three equal groups. Recognising groups that are not equal

Shape Space & Measure	Knowledge & Skills	- Understand key words that can describe their position – prepositions (off, up, down, under, above, besides) - Describe a short, familiar route using positional language - Extend and create ABAB patterns - Use some sequencing language to describe an event ‘first, ‘next’, ‘last’ - Combine shapes to create new ones – a rectangle and a semicircle to create an arch - Make simple comparisons between objects relating to size, length, weight and capacity using key language to compare two or three items - Recognise and name 2D shapes in different orientations – triangle, circle, square and rectangle. Know how many corners they have - Recognise that 3D shapes are solid.	- Select, rotate and manipulate shapes in order to develop spatial reasoning skills recognising how several shapes can be combined - Compose and decompose shapes - Discuss the properties of common 2D shapes – circle, triangle, square, rectangle, pentagon, semi circle - Recognise and name common 3D shapes and begin to discuss their properties – pyramid, sphere, cube, cuboid, cylinder - Continue, copy and recreate patterns with different rules (ABAB, ABBA, AABB, ABBC) - Compare length, weight and capacity using key language. Order 4 or more objects by length, weight or capacity
	Vocabulary	off, up, down, under, above, besides, direction, pattern, first, next, last, 2d Shapes, circle, triangle, rectangle, square, corners, 3D, longest, shortest, heaviest, lightest, empty, full	Length, long(er/est), short, weight, heavy, light, capacity, full, empty, half full, nearly empty, nearly full pattern, repeating, 2D, flat, corners, sides, straight, curved, 3D, solid, face, edges, vertices
	How it is covered		
		<i>Autumn: Explore shapes through play and combine shapes to make new shapes</i> <i>Explore length and compare two objects using key language</i> <i>Spring: 2D shapes and their properties. Explore combining shapes to make new shapes and describe</i> <i>Explore repeating patterns</i> <i>Summer: capacity – empty and full Weight – heaviest and lightest</i> <i>Using prepositional language and describing a familiar Route</i> <i>Explore 3D shapes e.g. cones, cubes, sphere</i>	<i>Autumn: continue and complete repeating patterns</i> <i>Spring: capacity, weight, 2D shapes and their properties</i> <i>Summer: doubles facts, subtraction within 10</i>

Understanding the World			
		Nursery	Reception
Past & Present	Knowledge & Skills	- Begin to make sense of their own life-story and family history - Begin to explore how we change from a baby to a child. What can you do now that you couldn't do before? - To learn about significant people from the past.	Talk about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling.
	Vocab	family, change, growth, baby, toddler, child, adult	past, present, change, time, timeline
	How it is covered		
		<i>Visits – Opportunities to share events in children's recent past e.g. visit to the church, visit to the school hall, start of school</i> <i>Family Trees, vocabulary linked to family</i> <i>Autumn: Children share photos of themselves and their families including their baby photos. Children discuss who they live with including pets and how they have changed as they've grown. Children learn about remembrance. Taking part in the Christmas nativity, teaching the Nativity story and children role playing different characters. Links to provision. Teacher to read the Nativity story and talk about God, Jesus, Mary, Joseph. Learn the names of body parts "me being in my own world."</i> <i>Spring: Visits from family members to share stories or events within their history/culture e.g. Diwali, Eid, Berkhamsted now and then. Introduce historical people including St. David and St George through teacher inputs, baking and dressing up in traditional outfits.</i> <i>Summer: Changing me - Transition into Reception.</i> <i>Ongoing throughout the year: Children to share their experiences and memories via Tapestry. Children come to the front to speak in front of the class and classmates to generate questions. Teachers read a variety of books to challenge stereotypical family set ups e.g - All kinds of families, Heather has two mummies, what makes me a me.</i>	<i>Autumn: Remembrance - thinking about people who helped us in the past, remembering people in our lives</i> <i>Spring: Looking lifecycles - changes and growth in ourselves and animals/plants - change along a timeline</i> <i>Summer: Trips to london</i>

People, Culture & Communities	Knowledge & Skills	• Show an interest in different occupations and recognise people who can help them – emergency services etc. • Continue to develop positive attitudes about the differences between people • Know that there are different countries in the world and talk about differences they have seen or experienced • Recognise their local environment.	• Recognise some similarities and differences between life in this country and life in other countries. • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Draw information from a simple map. Use a simple key and add features to a map • Understand that some places are special to members of the community • Recognise that people have different beliefs and celebrate special times in different ways
	Vocabulary	jobs, differences, similarities, countries, world, land, sea	• Similar, different, country, world, map, religion, belief, community, celebration, family
	How it is covered		
		• <i>Family and cultural celebrations with visitors:</i> • <i>Autumn: Harvest/Christmas – Rector, Remembrance – Historian/Grandparent, Diwali - Parent, Hanukkah.</i> • <i>Spring: Easter – Rector, Chinese New Year – Parent</i> • <i>Summer: Eid - Parents, people who help us lollipop lady, police officer, invite parents with careers linked to the topic to share their experiences, drawing portraits of their families. Teachers to challenge gender stereotypes during people who help us topic.</i> • <i>Ongoing throughout the year: Children to discuss and celebrate similarities and differences between themselves and their friends.</i>	• <i>Autumn: Learning about different beliefs in our world and within our community: Harvest, Diwali, Christmas, Hanukkah. Parents come in and share traditional and religious clothing, food and artefacts. Visits to church, look at different places that are special.</i> • <i>Compare cold places around the world e.g. arctic regions with UK - look at different animals living in Arctic and Antarctica compared to Berkhamsted (UK).</i> • <i>Spring: Learning about different beliefs in our world and within our community: Chinese New Year, St Davids, St Georges, Eid, Easter. Visitors to come in. Visits to church and compare it to other special places. Berkhamsted compared to Wales</i> • <i>Summer: Eid if not covered above. Discussion about our visits to London or other places around the UK and compare to our local area -Berkhamsted. Multi- sensory approach to differences between London and Berkhamsted. Make a simple map of our room, a road map of London with some features.</i>
The Natural World	Knowledge & Skills	• Use their senses to practically explore natural materials • Explore collections of materials with similar or different properties • Talk about changes to materials • Plant seeds and take care of plants • Understand the key features in the life cycle of a plant and an animal • Recognise the need to care for the natural world • Explore and talk about different forces • To identify seasonal changes	• Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Use their senses to describe the natural world around them • Recognise some environments that are different to the one we live in • Understand the effect of the changing seasons on the world around them including changing states of matter e.g. melting ice

	V o c a b	Senses, material, natural, change, plants, seeds, water, light, life cycle, young, old, push, pull, stretch, melt, heat, freeze, decay, mould	Similar, different, country, world, Earth, senses, touch, taste, sight, hearing, smell, nature, habitat, space, planets, sun, stars, seaside, tides, ocean, seas, shadow, light, freeze, melt
	How it is covered		
		● <i>Autumn:</i> ● <i>Seasonal change e.g. autumn, harvest, colours, names of natural materials, autumn walks, visits to the forest school, foraging and collection of materials, curiosity box</i> ● <i>Seasonal change to winter, ice and snow, melting and freezing</i> ● <i>Spring:</i> ● <i>Seasonal change e.g. spring, new life in spring – taking care of the world around us, start to grow plants, harvest veg in the forest, observe growth, change and decay within natural materials, names of animals and simple life cycles including growing caterpillars and butterflies, looking for frogs in the forest. Digging in the forest school</i> ● <i>Summer:</i> ● <i>Seasonal change e.g. summer, continued life cycles, create a vegetable garden – explore growing seeds such as cress and vegetables. Taking care of plants</i> ● <i>Explore different forces and name simple forces – push, pull e.g. when cycling, digging.</i> ● <i>Provide opportunities for materials to change state such as through baking via melting and cooling as well as through exploratory play with ice and water.</i> ● <i>Ongoing: Teachers to model observational and investigational skills, modelling language such as “I wonder...” to ignite curiosity. Teachers provide investigative equipment such as magnifying glasses and science pots to enable investigations. Teachers plan opportunities to teach new vocabulary and provide children with opportunities to rehearse this language during their CIL time.</i>	<i>Autumn</i> ● <i>Autumn nature walks using their senses, leaf rubbings etc. Which animals would we find in the forest? Weather detectives - observing seasonal changes in the environment</i> ● <i>Flora spotting class checklist - conkers and changes to leaves</i> <i>Winter</i> ● <i>Winter: winter nature walk, changes in weather</i> ● <i>Fauna spotting class checklist - Big Bird Watch (Winter)</i> ● <i>Comparing cold places outside the UK with UK (as above)</i> ● <i>Explore melting and freezing</i> <i>Spring</i> ● <i>Spring: spring nature walk, signs of spring and changes in weather</i> ● <i>Drawing and labelling pictures of discoveries or flowering plants in the school environment.</i> ● <i>Plant seeds (lettuce, potatoes) and explore how to take care of them to help them to grow as tall as can be - watch them grow and notice changes</i> <i>Summer</i> ● <i>Summer nature walk, noticing changes in weather and environment. Think about places we might visit e.g. seaside – senses. Discuss summertime and different activities that might happen in the summer. Think about places we might have visited in the recent past e.g. children’s experiences of holidays or other countries.</i> ● <i>Frogs & ladybirds - care for babies and notice changes in the lifecycle.</i> ● <i>Space – explore the names of the planets and develop an understanding of the solar system – the sun, moon and stars</i> ● <i>Make shadows using shadow puppets</i>

Expressive Arts & Design			
		Nursery	Reception

Creatin g with Materi als	Know ledge & Skill s	- Join different materials together using tape and glue, paperclips, fasteners etc. - Make choices about which materials to use when creating - Create closed shapes with continuous lines when drawing to represent objects - Begin to include details on their drawings – e.g. an enclosed circle for a face with an attempt at features and emotions - Represent feelings, noises, movements through drawing - Explore colour mixing with paint	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creation and explain the process they have used - Make use of props and materials when role playing characters in narratives and stories. - Begin to refine techniques to express their ideas and feelings - Create collaboratively to share ideas and skills
	Voc ab	Join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark	Colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat,
	How it is covered		
		- Construction, fine motor, creative and role play activities are always available in Continuous Provision to allow pupils to explore a range of materials. - Autumn: - Collage -using different materials including natural materials, to collage, using different ways to join e.g. glue, sellotape. - Painting with different tools e.g. fireworks, autumn leaves, harvest painting - Drawing: circles and lines - Baking: cutting, chopping, peeling, mixing - Playdough: prints, cutters. - Sculpture-pumpkin carving, Diwali pots - Spring: Paint - symmetrical butterflies, explore colour mixing - Collage – Easter eggs–people, - Drawing: simple face - Baking: grating, crushing - Playdough: making shapes, figures - Sculpture: Nests - Summer: - Paint – watercolour/soluble crayons painting flowers - Drawing – pictures with figures and body parts - Sculpture – junk models to represent objects - Baking – pouring, measuring, recipes - Playdough – mixing and making playdough Ongoing: Teachers to plan opportunities for process art to develop skills and embed taught techniques. This is important in the EYFS to encourage creativity and boost confidence via a creative journey as opposed to a final product.	- Construction activities are always available during Continuous Provision. Pupils are encouraged to explore their own interests as well as solving challenges linked to focus texts. Pupils are taught to combine materials and explore attaching them in different ways to solve a problem - Autumn: - Drawing -Literacy text scene collaborative drawings - Paint - Colour mixing – shades of green – painting dinosaurs Create a watercolour background blending warm or cool colours Explore printing to create texture – castle images - Mixed Media – make crowns and shields for the king and queen. Explore different ways to fasten them - Sculpture – create knights’ shields and explore techniques for printing patterns and designs - Spring: Mixed media - Jungle scenes – creating a small world jungle play combining materials and exploring attaching materials in different ways – collage, - Meerkats, whales, giraffe - Textiles – make a stick man and add clothes to him/her - Summer: - Making monkey masks and drums using range of binding techniques - Drawing – observational drawings of shells - Paint – blend water colours to represent planets. Explore blow painting - Mixed media – make a pirate ship that will float. Collaborate art to make a desert island - Sculpture – make a clay snail exploring coiling and twisting the clay

Being Imaginative and Expressive	Knowledge & Skills	- Take part in pretend play imagining objects are other things from their experiences - Begin to make their own small worlds to act out storylines - Listen with increasing attention - Respond to what they hear expressing simple feelings and thoughts - Remember and sing entire songs – such as Nursery rhymes, days of the week songs etc. - Sing to match the pitch and tone of another person - Create their own songs or improvise around a song they know - Play instruments to express their feelings and ideas	- Invent, adapt and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. - Listen attentively to music and move their body to express their response - Express their feelings about dance and performance art - Sing in a group or on their own, increasingly matching the pitch and following the melody - Develop storylines in play - Compose music and dance both alone and in a group
	Vocabulary	Instrument, music, song, tune, pitch, quick, fast, retell, imagination, story, characters, songs	Retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo
		Song, rhyme, instrument, percussion, tune, lyrics, feelings, story, retell	Rhyme, song, music, retell, quiet, loud, quick, fast, rhythm, tempo, instrument, sounds
	How it is covered		
		<i>During Continuous Provision, there is always opportunity to develop storylines through play in role play areas, small world areas and construction both indoors and out</i> <i>Autumn:</i> <i>Join in with simple repetitive rhymes and songs</i> <i>Perform songs and dances in a Christmas performance</i> <i>Sing to match the pitch and tone of an adult</i> <i>Spring:</i> <i>Copy simple rhythmic patterns-</i> <i>singing or playing loudly / quietly and quickly / slowly.</i> <i>Explore the sounds that can be made from percussion instruments. Know how to use instruments safely.</i> <i>Practise playing and stopping following teacher signals Make simple percussion instruments</i> <i>Summer: To begin exploring some musical elements</i> <i>Explore creating their own songs using musical accompaniments</i> <i>Move streamers to music</i> <i>Express simple likes and dislikes about a piece of music and how it makes them feel</i>	<i>During Continuous Provision, there is always opportunity to develop storylines through role play areas, small world areas and construction both indoors and out.</i> Listening: <i>Autumn - listen carefully to a variety of rhymes, songs and instrumentals and express their preferences.</i> <i>Spring - as above being able to explain their preferences using simple musical terminology / description words e.g. loud, fast, exciting</i> <i>Summer – Move in response to music, create artwork, talking about how it makes you feel.</i> Performance: <i>Recount narratives through small world representations of the focus story for the week Autumn - using a range of Nursery rhymes accompanied by actions that explore the beat of the music e.g. clapping hands</i> <i>Prepare a Christmas performance for an audience</i> <i>Spring - learn to sing a selection of songs and rhymes. Explore the timbres (different sounds) that can be made by classroom percussion instruments</i> Signing solos: <i>Summer - use voice, body and classroom percussion instruments to accompany a song or instrumental</i> Composition / improvisation: <i>Autumn - copy rhythmic patterns and then experiment with creating own for others to copy (call and response)</i> <i>Spring - select an instrument to represent a character or event from a story e.g. claves as horse's hooves</i> <i>Create a dance to music. Move their bodies to represent the tempo of the music</i> <i>Summer - as above, playing an active role in deciding the type of sounds needed e.g. choosing a tambourine to represent the rain and shaking it as a long sound.</i>