

St Chad's C.E Primary School

Early Years Progression of Skills & Curriculum Overview 2022-23

Cycle A

Topic	Autumn 1 - Happily Ever After	Autumn 2 - Jesus is the Reason for the Season	Spring 1 - Life's A Journey	Spring 2 - God's Wonderful World	Summer 1 - Commotion in the Ocean	Summer 2 - Nature's Kitchen
Other Possible Themes/ Calendar Events	Settling in Welcome Service for Reception Harvest Time Black History Month - 1 st October	Autumn Diwali Hanukkah Nursery Rhyme Week Christmas Remembrance Day Bonfire Night Road Safety Children in Need Anti- Bullying Week	Valentine's Day Chinese New Year Pancake Day Story Telling Week - Whole school? Random Acts of Kindness Week Internet Safety Day	Easter St Chad's Day World Book Day Mother's Day National Recycling Day - 23 rd March	National Storytelling Week - Whole School Mystery Reader? National Ocean and Seas Week - looking after the ocean Pentecost Day (50 days after Easter)	<i>Transition Focus</i> World Music Day Sports Day Transition to R/Y1 Father's Day Heathy Eating Week World Environment Day
Enrichment Activities	Organise birthday lists - make birthday cards for when it is somebody's birthday to give out/ send photo on DOJO to celebrate Farm to Fork experience? Parents invited in - homemade pumpkin/carrot soup and homemade bread? Autumn Trail Gingerbread baking	Nursery Rhyme Week Diwali Party? Nativity Performance Christmas Jumper/Dinner Day Christmas craft week - Mrs Comley (Chair of Governors to help)	Chinese New Year Parade Pancake making and pancake race Sending Valentine's day cards to those they love Invite our new vicar - Jay - to talk about the church/ walk to the church	Trip - Trentham Gardens and to do the Barefoot Sensory Walk/ Sensory garden? Butterfly Garden Parents invited in to plant seeds in the outdoors Tadpoles/ Caterpillars? Chicks? Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads David Attenborough documentaries World Book Day Science Focus - Weather/ Seasons Easter Bonnet Parade/ Easter egg hunt Mother's Day Assembly	Trip - Sealife Centre /Blue Planet Aquarium / Castaway? Fossil hunting Map work - Find the Treasure Ramadan Eid	Trip - Fire Station? Father's Day Picnic and Sports/ Reading Activities? People who help us visitors Food tasting - different cultures Transition Activities Transition Picnic (of fruit and vegetables)? Things to remember crib sheet for parents of children starting N/R
Assessment Intervention Transition Performance Management	Baselines - National Baseline - school Stoke Speaks Out EYFS team meeting Phonic Intervention groups to begin SSO Intervention to begin <u>Phonics</u> 6 weekly phonics assessment Review reading and phonics ready to change groups	Pupil Focuses based on baseline/ intervention SSO Intervention EYFS team meeting - questionnaire to reflect our dept and practice In house moderation Analysis of Autumn data Reading Assessment Parents Meetings SEN meetings - APDR Transition with Y1 - assemblies/ Songs of Praise/ Christmas plays Performance Management <u>Phonics</u> 6 weekly phonics assessment Review reading groups	GLD Ongoing informal assessments SSO Intervention Continue Pupil Focus - Review/measure Intervention MAT moderation EYFS team meeting - review actions based on questionnaire Reading Assessment Transition with Y1 assemblies/ Songs of Praise/ story time in Y1 class <u>Phonics</u> 6 weekly phonics assessment Review reading groups	EYFS team meetings - data Review Pupil Progress SSO Intervention In house moderation with Year 1 incl. data share Analysis of Spring Data Reading Assessment SEN Meetings - APDR Transition with Y1 - assemblies/ Songs of Praise/ story time in Y1 class/ play time on KS1 playground and with Y1 current pupils Review Performance Management <u>Phonics</u> 6 weekly phonics assessment Review reading groups	Measure GLD SSO Intervention EYFS team meetings Reading Assessment Transition with Y1 <u>Phonics</u> 6 weekly phonics assessment Review reading groups	Review SSO Pupil progress meetings with SLT EYFS team meetings Transition with Year 1 Complete EYFS Profile End of year reports to parents Pupil EYFSP discussion with Y1 Reflection of Summer data outcomes in preparation for 2022 Handover Meetings <u>Phonics</u> Little Wandle Placement Tracker for Year 1 6 weekly phonics assessment Review reading groups
Parental Involvement	EYFS Curriculum Meeting	EYFS Nativity production	Mystery Reader	Mystery Reader/ Stay and Read	Mystery Reader	Nursery and Reception New Starter

	Home learning expectations Reading pledge for parents to sign	Maths/Phonics/Reading workshop Parents Meeting/SEN meeting Mystery Reader	Stay and Read session	Session SEN Meetings Parents to help plant Mother's Day Assembly	Stay and Read session Class Assembly Nursery and Reception Admission	meeting - same night New Nursery Visit New Reception visit Parents of current Reception to look around Father's Day Lunch Parents evening Sports Day Graduation assembly?
<p>Communication and Language</p>  <p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, phonics sessions, reading opportunities, story time sessions, circle times, singing, and speech and language interventions where appropriate</p>	<p>3- 4 year olds Begin to know some rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns</p>	<p>3- 4 year olds Enjoy listening to longer stories Use longer sentences of four to six words Know some rhymes and can join in with these/ recite them Use a wider range of vocabulary Can start a conversation with an adult or a friend</p>	<p>3- 4 year olds Knows many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns</p>	<p>3- 4 year olds Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)</p>	<p>3- 4 year olds Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play</p>	<p>3- 4 year olds Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play</p>
	<p>Reception Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Listen carefully to rhymes paying attention to how they sound Engage in story times Engage in non-fiction books</p> <p>Speaking Develop social phrases Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p>Reception Listening, Attention and Understanding Children will begin to understand how and why questions. Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Engage in story times Engage in non-fiction books.</p> <p>Speaking Learn new vocabulary</p>	<p>Reception Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Speaking Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail</p>	<p>Reception Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding</p> <p>Speaking Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Learn rhymes, poems and songs</p>	<p>Reception Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how.</p> <p>Speaking Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition</p>	<p>Reception Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Express their feelings/experiences using a range of tenses</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>Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						

<p>Personal, Social and Emotional Development</p>  <p>Children develop their personal, social and emotional skills throughout the year through circle time sessions, diversity stories - see document for separate list, accessing the indoor and outdoor provision which is differentiated accordingly throughout the year, meal times, snack times</p>	<p>3- 4 year olds Select and use activities and resources, with help when needed Play with one or more other children, extending and elaborating play ideas Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>3- 4 year olds Play with one or more other children, extending and elaborating play ideas. Develop their sense of responsibility and membership of a community Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>3- 4 year olds Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting. Be increasingly independent in meeting their own care needs, e.g. brushing their teeth, using the toilet, washing and drying their hands.</p>	<p>3- 4 year olds · Increasingly follow rules, understanding why they are important. · Develop appropriate ways of being assertive.</p>	<p>3- 4 year olds Show more confidence in new social situations Understand gradually how others might be feeling · Make healthy choices about food, drink, and activity</p>	<p>3- 4 year olds Talk with others to solve conflicts. Find solutions to conflicts and rivalries</p>
	<p>Reception Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities. Managing Self Children will learn to wash their hands independently. Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults</p>	<p>Reception Self-Regulation Children will talk about how they are feeling and to consider others feelings. Managing Self Children will understand the need to have rules. Building Relationships Children will begin to develop friendships.</p>	<p>Reception Self-Regulation Children will be able to focus during longer whole class lessons. Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Building Relationships Children will be able to use taught strategies to support in turn taking.</p>	<p>Reception Self-Regulation Children will identify and moderate their own feelings socially and emotionally. Managing Self Children will develop independence when dressing and undressing. Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Reception Self-Regulation Children will be able to control their emotions using a range of techniques. Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently. Building Relationships Children will learn to work as a group.</p>	<p>Reception Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. Building Relationships Children will have the confidence to communicate with adults around the school.</p>
	<p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>					
<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, PE sessions such as gymnastics, dance, and ball skills</p>	<p>3-4 year olds Gross Motor Skills I can climb confidently Fine Motor I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)</p>	<p>3-4 year olds Gross Motor Skills I can run, jump and hop I can climb stairs using alternate feet Fine Motor I can start to eat using a knife and fork I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)</p>	<p>3-4 year olds Gross Motor Skills Start taking part in some group activities which they make up for themselves, or in teams Fine Motor I can show a preference for a dominant hand</p>	<p>3-4 year olds Gross Motor Skills I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc Fine Motor I can start to eat using a knife and fork I can start to manage zips, putting on coats etc.</p>	<p>3-4 year olds Gross Motor Skills Collaborate with others to manage large items, such as moving a long plank safely I can use large scale muscle movements Fine Motor I can use one handed tools confidently</p>	<p>3-4 year olds Gross Motor Skills I can balance (bikes, scooters, climbing) I can skip, hop and stand on one leg Increasingly able to remember sequences of movements which are related to music and rhythm Fine Motor I can use a comfortable grip with good control when using pencils</p>
<p>Reception Gross Motor Children will learn to move safely in a space. Fine Motor Children will begin to use a tripod grip when using mark making tools.</p>	<p>Reception Gross Motor Children will explore different ways to travel using equipment. Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>Reception Gross Motor Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb. Fine Motor</p>	<p>Reception Gross Motor Children will jump and land safely from a height. Fine Motor Children will use cutlery appropriately.</p>	<p>Reception Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement. Fine Motor</p>	<p>Reception Gross Motor Children will be able to play by the rules and develop coordination. Fine Motor Children will form letters correctly using a tripod grip.</p>	

		Children will handle scissors, pencil and glue effectively.		Children will hold scissors correctly and cut out small shapes.	
<p>Gross Motor: 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: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					

<p>Literacy including Phonics</p> 	<p>3-4 year olds <u>Reading</u> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p><u>Writing</u> Use some of their print and letter knowledge in their early writing</p>	<p>3-4 year olds <u>Reading</u> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p><u>Writing</u> Use some of their print and letter knowledge in their early writing</p>	<p>3-4 year olds <u>Reading</u> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p><u>Writing</u> Use some of their print and letter knowledge in their early writing Write some or all of their name</p>	<p>3-4 year olds <u>Reading</u> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p><u>Writing</u> Use some of their print and letter knowledge in their early writing Write some or all of their name</p>	<p>3-4 year olds <u>Reading</u> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Writing</u> Use some of their print and letter knowledge in their early writing Write some letters accurately</p>	<p>3-4 year olds <u>Reading</u> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary</p> <p><u>Writing</u> Use some of their print and letter knowledge in their early writing Write some letters accurately</p>
	<p>Reception <u>Comprehension</u> Children will independently look at a book, hold it the correct way and turn pages.</p> <p><u>Word Reading</u> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter- sound correspondences</p> <p><u>Writing</u> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly</p> <p>Phonics - Little Wandle L&S Revised N: Phase 1 R: Phase 2 Children will read books matched to their phonics ability</p>	<p>Reception <u>Comprehension</u> Children will engage and enjoy an increasing range of books.</p> <p><u>Word Reading</u> Children will read books matched to their phonics ability Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter- sound correspondences Read a few common exception words matched to our school's phonics programme</p> <p><u>Writing</u> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense</p> <p>Phonics - Little Wandle L&S Revised N: Phase 1 R: Phase 2 Children will read books matched to their phonics ability</p>	<p>Reception <u>Comprehension</u> Children will act out stories using recently introduced vocabulary.</p> <p><u>Word Reading</u> Children will read books matched to their phonics ability Blend sounds into words, so that they can read short words made up of known letter- sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to our school's phonics programme</p> <p><u>Writing</u> 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</p> <p>Phonics - Little Wandle L&S Revised N: Phase 1</p>	<p>Reception <u>Comprehension</u> Children will be able to talk about the characters in the books they are reading.</p> <p><u>Word Reading</u> Children will read books matched to their phonics ability Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme</p> <p><u>Writing</u> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense</p> <p>Phonics - Little Wandle L&S Revised N: Phase 1 R: Phase 3 Children will read books matched to their phonics ability</p>	<p>Reception <u>Comprehension</u> Children will retell a story using vocabulary influenced by their book Children will be able to answer questions about what they have read</p> <p><u>Word Reading</u> Children will read books matched to their phonics ability Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to our school's phonics programme</p> <p><u>Writing</u> Form lower-case and capital letters correctly 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</p> <p>Phonics - Little Wandle L&S Revised N: Phase 1 R: Phase 4 Children will read books matched to their phonics ability</p>	<p>Reception <u>Comprehension</u> Children will be able to answer questions about what they have read</p> <p><u>Word Reading</u> Children will read books matched to their phonics ability Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme</p> <p><u>Writing</u> 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</p> <p>Phonics - Little Wandle L&S Revised N: Phase 1 R: Phase 4 Children will read books matched to their phonics ability</p>

			R: Phase 3 Children will read books matched to their phonics ability			
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Comprehension: 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.

Word Reading: 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.

Writing: 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.

Pathways to Write Text Focus and 'Super 6' Reads

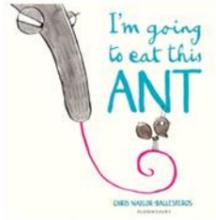
We use Pathways to Write as a tool to support and enrich our learning environment. We use the cross curricular high quality texts to support all areas of the EYFS curriculum but specifically to drive our pupils' communication and language skills and vocabulary as well as develop their Literacy skills such as reading and writing. We also apply Little Wandle: Letters and Sounds Revised phonics programme as the foundations to our children's phonemic awareness, and to develop their segmenting/ blending skills in order to be confident readers and writers.

PtW: The Gingerbread Man - (traditional tale)



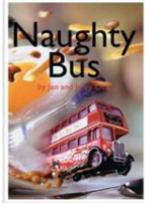
The Rainbow Fish - Marcus Pfister
Whatever Next - Jill Murphy
The Little Red Hen- Traditional Tale
The Ugly Duckling - Traditional Tale
Each Peach Pear Plum - Janet and Allan Ahlberg (poetry)
The Scarecrow's Wedding - Julia Donaldson
The Rhyming Rabbit - Julia Donaldson (N)

PtW: I'm Going to Eat This Ant!



The Jolly Postman at Christmas - Janet and Allan Ahlberg
The Christmas Story - Ian Beck
Twas the Night Before Christmas - Clement Moore
Dear Santa - Rod Campbell
We're Going on an Elf Chase - Martha Mumford
Stickman - Julia Donaldson

PtW: The Naughty Bus



Mrs Armitage on Wheels - Quentin Blake
Mr Grumpy's Motor Car - John Burningham
All Aboard for the Bobo Road - Stephen Davies
The Way Back Home - Oliver Jeffers
Beegu - Alexis Deacon
Mr Wolf's Pancakes - Jan Fearnley

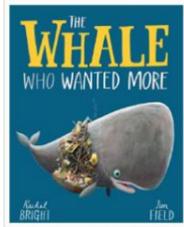
PtW: The Journey Home by Hattie Peck



Jack and the Beanstalk
All Are Welcome - Alexandra Penfold
Swirl by Swirl - Joyce Sidman (poetry)
Superworm - Julia Donaldson
Billy's Sunflower - Nicola Moon
We're Going on an Easter Hunt - Martha Mumford (Easter focus)

Other books:
Lifecycles NF
World Atlases - NF

PtW: The Whale Who Wanted More by Rachel Bright



Tiddler - Julia Donaldson
Sharing a shell - Julia Donaldson
Barry the Fish with Fingers - Sue Hendra
Commotion in the Ocean - Giles Andreae
Snail and the whale - Julia Donaldson
Shark in the Park - Nick Sharratt

PtW: Supertato by Sue Hendra



The Very Hungry Caterpillar - Eric Carle
Super Duper You - Sophy Henn
What makes me a me? - Ben Faulks
A Superhero like you - Dr Ranj Singh
The skin you live in - Michael Tyler
Ready Steady Mo - Mo Farah

Other books:
People who help us NF

Mathematics



We follow the NCETM Mastering Numberblocks PowerPoint and support materials for Nursery, and the Mastering Number Scheme in Reception which, alongside reactive intervention, allows all children to keep up not catch up, and promotes a real love for maths from an early age. Children are taught to subitise,

3-4 year olds
Number
Number to 5
I can count in my play (sometimes I miss numbers)
Subitise
I can react to changes in amounts e.g. hiding and returning rhymes- two dicky bird
Comparing
I can compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc
Numerical Patterns

3-4 year olds
Number
Number to 5
I can begin to recite numbers to 5 and beyond
Subitise
I am starting to subitise to two
Comparing
I can make comparisons between objects size, length, weight and capacity
Numerical Patterns
Numerical Patterns

3-4 year olds
Number
Number to 5
I can recite numbers to 5 and beyond
Subitise
I am starting to subitise to three
Comparing
I can make comparisons between objects size, **length, weight** and capacity
Numerical Patterns
Numerical Patterns

3-4 year olds
Number
Number to 5
I can say one number name for each item I can show 'finger' numbers to 5
Subitise
I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting
Comparing
I can make comparisons between quantities

3-4 year olds
Number
Number to 5
I can say one number name for each item I can show 'finger' numbers to 5
Subitise
I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting
Comparing

3-4 year olds
Number
Number to 5
I can count, order, recognise and use numbers to 5
Subitise
I can subitise up to 3 objects (recognise up to 3 objects quickly without counting)
Comparing
I can compare quantities using the vocabulary of greater, less, more, fewer and the same
Numerical Patterns

<p>count, recognise numerals, look for patterns in numbers and number facts.</p>	<p>Numerical Patterns I can notice patterns and arrange things in patterns Sequence and Patterns of Time I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds Shape and Space I can combine shapes and objects e.g. stacking blocks/ cups</p>	<p>I can spot patterns and talk about them e.g. stripes on a scarf Sequence and Patterns of Time I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc Shape and Space I can use shapes for building thinking about their properties e.g. flat sides for stacking</p>	<p>I can complete a simple pattern (ABAB) Sequence and Patterns of Time I can use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc Shape and Space I can talk about 2D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>Numerical Patterns Numerical Patterns I can create my own simple patterns (ABAB) I can extend a pattern that has been made Sequence and Patterns of Time I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event Shape and Space I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p>	<p>I can make comparisons between quantities Numerical Patterns Numerical Patterns I can extend a pattern that has been made I can create my own simple patterns (ABAB) Sequence and Patterns of Time I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event Shape and Space I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p>	<p>Numerical Patterns I can talk about patterns and spot errors I can continue and create patterns Sequence and Patterns of Time I can sequence a pattern of events using time language e.g. first, next, then Shape and Space I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>
	<p>Reception Subitising</p> <ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. <p>Cardinality, Ordinality, Counting</p> <ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. <p>Composition</p> <ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. <p>Comparison</p> <ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking' 	<p>Reception Subitising</p> <ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardinality, Ordinality, Counting</p> <ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. <p>Composition</p> <ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. <p>Comparison</p> <ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they 	<p>Reception Subitising</p> <ul style="list-style-type: none"> increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. <p>Cardinality, Ordinality, Counting</p> <ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Composition</p> <ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal <p>Comparison</p> <ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets 	<p>Reception Subitising</p> <ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. <p>Cardinality, Ordinality, Counting</p> <ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. <p>Composition</p> <ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. <p>Comparison</p> <ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<p>Reception Subitising</p> <ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. <p>Cardinality, Ordinality, Counting</p> <ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. <p>Composition</p> <p>explore the composition of 10.</p> <p>Comparison</p> <p>order sets of objects, linking this to their understanding of the ordinal number system.</p>	<p>Reception</p> <p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

			<ul style="list-style-type: none"> continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal 			
<p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						

<p>Understanding the World</p>  <p>We follow The Lichfield RE syllabus to teach our children about Christianity and other faiths. We provide high quality enhanced provision and texts* in order to expose our children to the diversity needs and issues that arise in our world and how to model inclusive behaviour</p> <p>*please see separate list of these</p>	<p>3-4 year olds</p> <p>I can start to show I know who I am in terms of preferences I can start to notice some of the differences between people I can explore natural and manmade materials</p>	<p>3-4 year olds</p> <p>I can start to show I know who I am in terms of preferences I can talk about myself and my immediate family</p> <p>I can talk about different occupations and job roles I can talk about natural materials using a wide vocabulary linked to all my senses</p>	<p>3-4 year olds</p> <p>I can talk about myself and my immediate family I can talk about different occupations and job roles I can talk about natural materials using a wide vocabulary linked to all my senses</p>	<p>3-4 year olds</p> <p>I can talk about some of the ways I have changed over my life I can name other countries in the world I am positive about the differences between people I can show care for my environment and plant and care for plants</p>	<p>3-4 year olds</p> <p>I can name other countries in the world I am positive about the differences between people I can show care for my environment and plant and care for plants</p>	<p>3-4 year olds</p> <p>I can talk about some of my own and my family's history I can talk about the differences I have seen in people, countries and communities I can talk about the key features of life cycles using key vocabulary I can talk about the world around us observing animals and plants</p>
	<p>Reception History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities Children will know about features of the immediate environment.</p> <p>Science: The Natural World Children will understand the terms 'same' and 'different'.</p> <p>RE: People, Culture and Communities Children will know what Creation teaches Christians about God.</p>	<p>Reception History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p> <p>RE: People, Culture and Communities Children will know what Christians say God is like. Children will know why Christians perform nativity plays.</p>	<p>Reception History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities Children will know that people around the world have different religions.</p> <p>Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.</p> <p>RE: People, Culture and Communities Children will know what the church is and why the local church is linked to our school.</p>	<p>Reception History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities Children will know about people who help us within the community.</p> <p>Science: The Natural World Children will make observations about plants discussing similarities and differences.</p> <p>RE: People, Culture and Communities Children will know why people say sorry. Children will know why Christians put three crosses in an Easter garden. Children will know how Easter Day is different to Good Friday. Children will know why Christians are happy on Easter.</p>	<p>Reception History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Children will know that people in other countries may speak different languages.</p> <p>Science: The Natural World Children will make observations about animals discussing similarities and differences.</p> <p>RE: People, Culture and Communities *****syllabus</p>	<p>Reception History: Past and Present Children will know about the past through settings, characters and events.</p> <p>Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map.</p> <p>Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter.</p> <p>RE: People, Culture and Communities ***** needs to fit with our syllabus</p>

Past and Present: 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.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<p>Expressive Arts and Design</p> 	<p>3-4 year olds I can explore art materials for large and small scale art e.g. drawing, paint, sculpture I enjoy joining in with songs, rhymes and music I can make rhythmic sounds e.g. banging a drum I can express my ideas through play, particularly pretend play</p>	<p>3-4 year olds I can use different art materials and am starting to refine my ways of creating art I can remember and sing a range of familiar songs I can explore the different sounds musical instruments make I can engage in simple pretend play, using some objects to represent others</p>	<p>3-4 year olds Join different materials and explore different textures Sing the pitch of a tone sung by another person ('pitch match'). Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>3-4 year olds I can use self- chosen materials to create my own ideas I can sing my own created songs and follow pitch, melody and tone I can play musical instruments with greater control and purpose I can create more complex small world set ups to adapt and create stories</p>	<p>3-4 year olds Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Respond to what they have heard, expressing their thoughts and feelings Play instruments with increasing control to express their feelings and ideas.</p>	<p>3-4 year olds I can use a range of art materials, joining and colour mixing purposefully and freely I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm I can start to develop my own stories linked to what I know through role & small world play</p>
	<p>Reception Music: Being Imaginative Children will sing and perform nursery rhymes. <i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours.</p>	<p>Reception Music: Being Imaginative Children will experiment with different instruments and their sounds. <i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p>	<p>Reception Music: Being Imaginative Children will create narratives based around stories. <i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p>	<p>Reception Music: Being Imaginative Children will move in time to the music. <i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p>	<p>Reception Music: Being Imaginative Children will play an instrument following a musical pattern. <i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Reception Music: Being Imaginative Children will invent their own narratives, stories and poems. <i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p>
	<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>					
	<p>Being Imaginative: 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.</p>					