

**Eynesbury Church of England Primary School**  
**EYFS Development, Knowledge and Skills progression Map.**

Notes

This document links to the LongTerm Plan for the EYFS.  
The document is not exhaustive, it is a working document and is reviewed regularly.

We recognise that each child is an individual and their learning journey will be influenced by their interests and experiences.  
The actual learning of young children is not so neat and orderly. (DFE, 2023)

Core Books and Rhymes are listed but all areas of learning are supported through a wider range, and linked wherever appropriate.

Children join our pre -school at 3 entry points throughout the year so progress is not divided into terms.  
Some areas are divided into termly progress for reception where appropriate.

**AJC/2023**

## Communication and Language

Communication and Language		
<p><b>Development Matters Summary</b></p>	<p><b>Pre - School</b></p> <ul style="list-style-type: none"> <li>-Use a wider range of vocabulary. --</li> <li>Understand a question or instruction that has two parts.</li> <li>-Understand 'why' questions.</li> <li>-Sing a large repertoire of songs.</li> <li>- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>-Develop their communication but may continue to have problems with irregular tenses and plurals.</li> <li>-Develop their pronunciation but may have problems saying:</li> <li>-Use longer sentences of four to six words.</li> <li>-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.</li> <li>-Start a conversation with an adult or a friend and continue it for many turns.</li> <li>-Use talk to organise themselves and their play.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Understand how to listen carefully and why listening is important.</li> <li>-Learn new vocabulary.</li> <li>-Use new vocabulary through the day.</li> <li>-Ask questions to find out more and to check they understand what has been said to them.</li> <li>-Articulate their ideas and thoughts in well-formed sentences.</li> <li>-Connect one idea or action to another using a range of connectives.</li> <li>-Describe events in some detail.</li> <li>-Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>-Develop social phrases.</li> <li>-Engage in story times.</li> <li>-Listen to and talk about stories to build familiarity and understanding.</li> <li>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>-Use new vocabulary in different contexts.</li> <li>-Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>-Learn rhymes, poems and songs</li> <li>-Engage in non-fiction books.</li> <li>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<p><b>Core Books.</b></p>	<p>Nursery Rhyme Props/Pictures and puppets.</p>	<p>Rhyme and Poetry books. Story books throughout the year including those linked to learning and topics. Information and Fact books – Autumn/Winter/Spring Summer. Animals/Transport/ Easter/Christmas. Atlas/Encyclopaedia/Dictionary.</p>

Skills Progression	Pre - School	Reception
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Have mostly clear speech and can be easily understood. Uses key words and simple sentences.</li> <li>• Asks lots of questions – why, what, where, who.</li> <li>• Can communicate basic needs to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to a range of stories, rhymes and poems.</li> <li>• Using story language</li> <li>• Re-tell short stories in order</li> <li>• Using most speech sounds and can be understood easily</li> <li>• Recognise and join in core nursery rhymes using props to perform them.</li> <li>• Begin to widen vocabulary in response to exposure to during topic learning.</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Follow 2 part instructions in everyday routines such as tidy up time.</li> <li>• Recognise and join in core nursery rhymes and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions in response to what they have heard</li> <li>• Use well-formed sentences that can be understood</li> <li>• Answer How questions.</li> <li>• Making up stories of their own</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Answer questions about why something has happened/what might happen next. <ul style="list-style-type: none"> <li>• Describe events that have already happened.</li> </ul> </li> <li>• Using longer sentences and linking ideas. Repeats vocabulary they have been introduced to.</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns in much longer conversations.</li> <li>• Understand a longer list of instructions</li> <li>• Building their bank of words and asking meaning of new words and trying to use in context</li> <li>• Understands spoken instructions and can listen without stopping what they are doing</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Explain an idea or plan.</li> <li>• Use talk to organise themselves.</li> <li>• Enjoy make believe play and use talk to organise their story lines.</li> <li>• Listen to longer stories and answer questions immediately afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Take a turn to show and tell the contents of the mystery box, answer questions from their peers. Answer clue type questions. e.g Is it something with a pattern on it?</li> <li>• Engages in conversations with peers without adult support.</li> </ul>
<b>Summer 1</b>		<ul style="list-style-type: none"> <li>• Understands past, present and future</li> <li>• Understanding more complex language including prepositions, sequencing, time.</li> </ul>
<b>Summer 2</b>		<ul style="list-style-type: none"> <li>• Use talk to take on different roles during imaginative play</li> <li>• Use talk to work out problems and organise thinking</li> <li>• Using talk to develop and maintain good friendships</li> </ul>

		<ul style="list-style-type: none"> <li>• Understands humour</li> </ul>
<b>Early Learning Goals</b>	<p><b>Communication and Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b> Children at the expected level of development will: - 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><b>ELG: Speaking</b> Children at the expected level of development will: - 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>	
<b>Vocabulary</b>	Rhymes, question, answer, conversation Retell, rhymes, turn-taking, conversations instruction, attention	question, answer, retell, sentence, vocabulary, conversation Retell, conjunctions, question, sentence, tense instruction, strengths, qualities, attention, distraction
<b>Core Books and Rhymes</b>	Lift the flap books.	Nursery Rhyme books Inkpen Books Body Poems

## Personal, Social and Emotional

### Development Matters Summary

#### Pre - School

- Select and use activities and resources, with help when needed.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
  
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices

#### Reception

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
- Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

	about food, drink, activity and toothbrushing	
<b>Skills Progression</b>	<b>Pre - School</b>	<b>Reception</b>
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Come into pre-school happily and separates positively from main carer.</li> <li>• Finds name and puts it on board.</li> <li>• Knows daily routine</li> <li>• Will have a go with all activities</li> <li>• Develops good bonds with key adults in school</li> <li>• Enjoys being part of the wider aspect of school – assemblies, parties</li> <li>• Hang belongings in cloakroom and find their own items</li> <li>• Tidies away toys and clears away things that have been used <ul style="list-style-type: none"> <li>• Help an adult when asked</li> </ul> </li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Separating positively from main carer and coming into class happily.</li> <li>• Recognises and responds to familiar adults within class and around school.</li> <li>• Makes friendships.</li> <li>• Aware of daily routines.</li> <li>• Will have a go at activities <ul style="list-style-type: none"> <li>• Shows preferences with activities and can say why.</li> </ul> </li> <li>• Will tidy away items safely.</li> <li>• Understanding who are our safe adults.</li> <li>• Follows routines for self care, may need support.</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Say please and thank you</li> <li>• Ask to go to the toilet</li> <li>• Wait for their turn to talk</li> <li>• Hold hands with an adult around school</li> <li>• Take turns when playing</li> <li>• Share toys</li> <li>• Can express feelings</li> <li>• Can agree or disagree with an adult using words and gestures</li> <li>• Enjoys imaginative play</li> </ul>	<ul style="list-style-type: none"> <li>• Will offer to help others</li> <li>• Say please and thank you and respond to others in conversations</li> <li>• Ask to go to the toilet when needed but is able to identify times to use the toilet during the day.</li> <li>• Increased independence with self care.</li> <li>• Can organise themselves in the environment – class, cloakroom, lunchtime</li> <li>• Walk around schools in single file lines</li> <li>• Will wait their turn and put hands up to talk</li> <li>• Can talk about feelings, linking to the Colour Monster story.</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Can play with peers when a game led by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Play co-operatively and look after toys</li> <li>• Can identify and explain factors regarding self care and a healthy lifestyle.</li> </ul>

		<ul style="list-style-type: none"> <li>• Can wait for longer periods and regulate their behaviour during this time.</li> <li>• Can recognise the feelings of other, including characters in stories.</li> </ul>
<b>Spring 2</b>		<ul style="list-style-type: none"> <li>• Organising and cooperating with other children</li> <li>• Shows awareness of others</li> </ul>
<b>Summer 1</b>		<ul style="list-style-type: none"> <li>• Can express and identify feelings – begins to recognise how feelings may be characterised.</li> <li>• Find resolutions without conflict</li> <li>• Is involved in more complex imaginative play with changing roles</li> <li>• Can wait, and can seek support from peers.</li> </ul>
<b>Summer 2</b>		<ul style="list-style-type: none"> <li>• Can recognise the school Captains behaviours - resilience, resourcefulness etc</li> <li>• Can play a game in a small group of peers without adult direction.</li> <li>• Demonstrates an awareness of the feelings of others, can celebrate their success.</li> </ul>
<b>Early Learning Goals</b>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Children at the expected level of development will: - 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>	
<b>Vocabulary</b>	rules, voice, feelings – happy, sad, worried, angry, tired, scared	respect, rules, perseverance, resilience, hygiene, feelings, independent Relationships, problems, cooperative, sensitive,

	problems, feelings, confidence,	
<b>Core Books and Rhymes</b>	The Colour Monster The Fire Fighter	Invisible String Perfectly Norman The Colour Monster My Body Miss Polly
<b>Physical Skills</b>		
<b>Development Matters Summary</b>	<p><b>Pre - School</b></p> <ul style="list-style-type: none"> <li>-Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>-Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>-Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>-Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>-Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>-Match their developing physical skills to tasks and activities in the setting.</li> <li>-Choose the right resources to carry out their own plan.</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing</li> <li>-Progress towards a more fluent style of moving, with developing control and grace.</li> <li>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical - disciplines including dance, gymnastics, sport and swimming.</li> <li>-Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>-Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>-Combine different movements with ease and fluency</li> <li>-Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>-Develop overall body-strength, balance, co-ordination and agility.</li> <li>-Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>-Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>

	<ul style="list-style-type: none"> <li>-Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>-Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>-Use a comfortable grip with good control when holding pens and pencils.</li> <li>- Show a preference for a dominant hand.</li> <li>-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>-Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> </ul> </li> </ul>
<b>Skills Progression</b>	<b>Pre - School</b>	<b>Reception</b>
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Hold pencil with a tripod grip and is developing a hand preference</li> <li>• Put on socks and shoes</li> <li>• Put arms into coat</li> <li>• Do up a zip to the top once started</li> <li>• Fasten buttons</li> <li>• Eat with a fork and spoon and trying to use a knife. <ul style="list-style-type: none"> <li>• Pour a drink</li> </ul> </li> <li>• Try different foods • Wash hands independently</li> <li>• Go to the toilet independently and is able to wipe themselves clean</li> <li>• Use the stairs handrail</li> <li>• Use scissors to cut paper and hold scissors correctly</li> <li>• Paint with correct strokes</li> </ul>	<ul style="list-style-type: none"> <li>• Holds pencil with an effective tripod grip and holds paper with other hands</li> <li>• Can get changed and unchanged with very little support</li> <li>• Can put coat on independently.</li> <li>• Uses a knife and fork competently</li> <li>• Knows what food they like / dislike</li> <li>• Go to the toilet independently and is able to wipe themselves clean</li> <li>• Can walk up and down stairs one foot per stair</li> <li>• Uses scissors competently to cut out shapes</li> <li>• Can walk on a narrow line</li> <li>• Climb a ladder</li> <li>• Can stand on one leg for 8-10 seconds</li> <li>• Can hop on either foot</li> <li>• Can walk on heels</li> <li>• Active and skilful in climbing, swinging, digging, sliding</li> <li>• Skips on alternate feet</li> <li>• Bends and touches toes with legs straight</li> <li>• Plays all variety of ball games – can kick, catch and throw a ball</li> <li>• Can copy a sequences of actions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can sit stable on a chair and cross legs on carpet</li> <li>• Can climb a ladder</li> <li>• Can walk, run and stand on tiptoe</li> <li>• Can stand on one leg for 3-5 seconds</li> <li>• Can hop on a preferred foot</li> <li>• Can stand / walk on heels when shown</li> <li>• Can copy actions of others</li> <li>• Engages in messy play</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in PE lessons.</li> <li>• <i>Shares their extra curricular learning with the class at Tapestry times. E.g dancing/gym</i></li> </ul>
<b>Early Learning Goals</b>	<p><b>Physical Development</b></p> <p><b>ELG: Gross Motor Skills</b> Children at the expected level of development will: - 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><b>ELG: Fine Motor Skills</b> Children at the expected level of development will: - 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>	
<b>Vocabulary</b>	walk, hop, crawl, travel, stop, start, balance, turn, direction snip, cut, turn, grip, control problems, feelings, confidence	Direction, speed, control, space, exercise, health, obstacle, balance, throw, catch, aim, roll, control, coordination Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture, Relationships, problems, cooperative, sensitive,
<b>Core Books and Rhymes</b>	Head, shoulders, Knees and Toes.	One Finger, One Thumb Keep Moving

## Mathematics

### Development Matters Summary

#### Pre - School

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts to 5
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes
- Understand position through words alone  
–
- Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity
- Talk about and identify the patterns around them

#### Reception

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

	<ul style="list-style-type: none"> <li>- Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>-Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>-Notice and correct an error in a repeating pattern.</li> <li>-Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> <li>-Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>-Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> </ul>	
<b>Skills Progression</b>	<b>Pre - School</b>	<b>Reception</b>
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>●Count to 5 and begin to work towards 10</li> <li>● Recognise numbers to 5 <ul style="list-style-type: none"> <li>● Place 1 to 5 in order</li> </ul> </li> <li>● Link numerals 1-5 to objects.</li> <li>● Interest in counting objects, movements, claps</li> <li>● Interest in numbers in the environment</li> <li>● Solves a simple jigsaw</li> <li>● Can stack 5 or more objects on a post in order</li> <li>● Can match shapes in a game</li> </ul>	<ul style="list-style-type: none"> <li>● Counting 1:1 correspondence to 10 and beyond.</li> <li>●Link numerals 1-10 to objects.</li> <li>● Match objects and identify that they are the same or not the same.</li> <li>● Sort by category -shape/size/colour</li> <li>●Compare quantities.</li> <li>● Begin to subitise to 5.</li> <li>●Create and correct an AB Pattern.</li> <li>● Measure size using tapes/rulers/units.</li> <li>●Measure Capacity using continuous provision.</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>● Can play snap games</li> <li>●Create an AB pattern.</li> </ul>	<ul style="list-style-type: none"> <li>● Number bonds to 5</li> <li>● Begin simple Problem solving</li> <li>● Number sequences to 10 forwards and backwards</li> </ul>

		<ul style="list-style-type: none"> <li>• Begin to identify coins to 10 pence.</li> <li>• Identify 2d shapes and their features. #</li> <li>• Create and correct an ABC Pattern.</li> <li>• Use 2d shapes to create a picture or pattern.</li> <li>• Use 2d shapes to create a picture or pattern.</li> </ul> <p>To order days of the week</p> <ul style="list-style-type: none"> <li>• Measure size and length/height using tapes/rulers/units.</li> </ul>
<b>Spring 1</b>		<ul style="list-style-type: none"> <li>• Number sequences to 15 forwards and backwards</li> <li>• Spot a missing number – reorder numbers</li> <li>• Number bonds to 10</li> <li>• Use 2d shapes to create a picture or pattern.</li> <li>• Measure weight using scales/hands.</li> </ul>
<b>Spring 2</b>		<ul style="list-style-type: none"> <li>• Pairs/doubles</li> <li>• Count in 2's Combine 2 numbers</li> <li>• Explore number sentences.</li> <li>• <i>To include subtract.</i></li> <li>• Explore 3d shapes and their features.</li> <li>• To order months of the year/seasons/calendars.</li> <li>• Time - Recognise different times of day/clocks.</li> <li>• Measure time using stopwatches/clocks/timers.</li> </ul>
<b>Summer 1</b>		<ul style="list-style-type: none"> <li>• Odd and even numbers</li> <li>• Count forwards and backwards in 2s to 20</li> <li>• Count forwards and backwards to 20 from any given numbers</li> <li>• Recognise numbers to 20</li> <li>• Order numbers to 20</li> <li>• One more or one less to 20</li> <li>• Use 3d shapes to create a picture or pattern.</li> </ul>

<b>Summer 2</b>		<ul style="list-style-type: none"> <li>• Write digits 0-9 accurately</li> <li>• Count in 2's</li> <li>• Count forwards and backwards in 10s to 100</li> <li>• <i>Money - Begin to identify coins below £1</i></li> <li>• <i>Time - Recognise different times of day/o clock/half past</i></li> </ul>
<b>Early Learning Goal.</b>	<p><b>Mathematics</b>  <b>ELG: Number</b> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; 14 - 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.  <b>ELG: Numerical Patterns</b> Children at the expected level of development will: - 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>	
<b>Vocabulary</b>	count, number, numeral, more than, less than, total, altogether more than, less than 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	Number, numeral, number sentence, more, less, same, equal, add, plus, total, altogether, take away, subtract, fewer, double, number bond pattern, even, odd, less, more, same, equal 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
<b>Core Books</b>	Ten in the Bed The Great Pet Sale Ten Black Dots  Ten Fat Sausages 5 currant Buns 5 Little Speckled Frogs 10 Green Bottles	

<b>Literacy</b>		
<b>Development Matters Summary</b>	<b>Pre - School</b>  <ul style="list-style-type: none"> <li>-Understand the five key concepts about print: <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> </li> <li>-Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>-Engage in extended conversations about stories, learning new vocabulary</li> <li>-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.</li> </ul>	<b>Reception</b>  <ul style="list-style-type: none"> <li>-Read a few common exception words matched to the school's phonic programme.</li> <li>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>-Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>-Form lower-case and capital letters correctly.</li> <li>-Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>-Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>-Re-read what they have written to check that it makes sense.</li> </ul>

<b>Skills Progression</b>	<b>Pre - School</b>	<b>Reception</b>
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>•Exhibit skills an understanding linked to Phase 1 Phonics</li> <li>• Recognise name and initial letter</li> <li>• Finds name and puts it on board.</li> <li>• Enjoys stories and can join in with repeating phrases</li> <li>• Can give a favourite story and talk about it</li> <li>• Can hold a book the correct way up</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures to tell stories</li> <li>• Sequence a simple story</li> <li>• Look at a book independently.</li> <li>• Draw a person</li> <li>• Make diagonal and line marks</li> <li>• To recognise their name and be able to write some of the letters or copy from the card.</li> <li>• To recognise taught Phase 2 phonemes. ELS</li> <li>• To begin to blend CVC words from taught phonemes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Will look at books independently</li> <li>• Copy and write name</li> <li>• Draw a face</li> <li>• Colour in carefully</li> <li>• Make marks on paper – crosses</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise Harder to read and spell words. ELS - Autumn 1</li> <li>• Begin to blend sounds in words to read short words containing taught GPCs</li> <li>• Copy taught graphemes.</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Listen carefully and discriminate between sounds</li> <li>• Recognise that print has meaning and that it can be used for different purposes <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> <li>• 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 cat and cup</li> <li>• Begin to identify some initial sounds in response to Introduction to Phase 2 phonics.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in story time and answer questions.</li> <li>• Identify a non – fiction book from a fiction book.</li> <li>• Explore poetry and rhyme books.</li> <li>• Find taught HRSW in books.</li> <li>• To recognise taught Phase 2/3 phonemes.</li> <li>• To begin to blend CVC words from taught phonemes.</li> <li>• Recognise Harder to read and spell words. ELS - Autumn 2</li> <li>• Begin to blend sounds in words to read short words containing taught GPCs</li> <li>• To read books matching their phonic knowledge</li> <li>• Copy taught graphemes.</li> <li>• Write name independently.</li> <li>• Can copy shapes – triangles, circles, squares</li> </ul>
<b>Spring 1</b>		<ul style="list-style-type: none"> <li>• Act out stories</li> <li>• Predict what might happen next in a story.</li> <li>• To recognise taught Phase 2/3/4/ phonemes.</li> <li>• To begin to blend CVC/CVCC words from taught phonemes.</li> <li>• Recognise Harder to read and spell words. ELS – Spring 1</li> <li>• Blend sounds in words to read words, captions and sentences containing taught GPCs</li> <li>• To read books matching their phonic knowledge</li> <li>• Can write on a line</li> <li>• Copy a picture from instructions.</li> </ul>

		<ul style="list-style-type: none"> <li>•Can write some HRSW.</li> <li>•Can use correct letter formation for lower case letters.</li> <li>•Knows when to use capital letter.</li> <li>•Begins to use finger spaces and full stops.</li> <li>•Can structure a simple sentence.</li> </ul>
<b>Spring 2</b>		<ul style="list-style-type: none"> <li>•Consider and discuss the experience of a character in a story.</li> <li>•To recognise taught Phase 2/3/4/ phonemes.</li> <li>•To begin to blend CVC/CVCC words from taught phonemes.</li> <li>• Recognise Harder to read and spell words. ELS – Spring 2</li> <li>• Blend sounds in words to read words, captions and sentences containing taught GPCs</li> </ul> <p>To read books matching their phonic knowledge</p> <ul style="list-style-type: none"> <li>•Write words and sentences that are phonetically plausible based on their knowledge.</li> <li>•Remembers to use Capital letter, finger space and full stops.</li> </ul> <p>Read their work back and correct/edit. with support.</p> <ul style="list-style-type: none"> <li>• Can colour in within the lines</li> <li>•<i>Can identify when to use alternative punctuation such as exclamation or question mark.</i></li> </ul>
<b>Summer 1</b>		<ul style="list-style-type: none"> <li>•Answer detailed questions about what they have read.</li> <li>•Use a wider range of vocabulary based on reading experience.</li> <li>•Take part in partner reading.</li> <li>•To recognise taught Phase 2/3/4/ 5phonemes.</li> <li>•To begin to blend CVC/CVCC words from taught phonemes.</li> <li>• Recognise Harder to read and spell words. ELS – Spring 2</li> <li>• Blend sounds in words to read words, captions and sentences containing taught GPCs</li> </ul>

		<ul style="list-style-type: none"> <li>•To read books matching their phonic knowledge</li> <li>•Read their work back and correct/edit.</li> </ul>
<b>Summer 2</b>		<ul style="list-style-type: none"> <li>•Take part in a discussion about what they have read. Explain this to their peers.</li> <li>•Take part in group reads.</li> <li>•To recognise taught Phase 2/3/4/ 5phonemes.</li> <li>•To begin to blend CVC/CVCC words from taught phonemes.</li> <li>• Recognise Harder to read and spell words. ELS – Spring 2</li> <li>• Blend sounds in words to read words, captions and sentences containing taught GPCs</li> <li>•To read books matching their phonic knowledge</li> </ul>
<b>Early Learning Goals</b>	<p><b>Literacy</b></p> <p><b>ELG: Comprehension</b> Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b> Children at the expected level of development will: - 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.</p> <p><b>ELG: Writing</b> Children at the expected level of development will: - 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.</p>	
<b>Vocabulary</b>	<p>stories, opinion, question, answer, refrain sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds</p>	<p>Characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture,</p>

	straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements	Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip
<b>Core Books and Rhymes</b>		Every letter has a name and a sound.
<b>Understanding the world</b>		
<b>Development Matters Summary</b>	<p><b>Pre - School</b></p> <ul style="list-style-type: none"> <li>-Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</li> <li>-Begin to make sense of their own life-story and family's history</li> <li>-Show interest in different occupations.</li> <li>-Explore how things work.</li> <li>-Plant seeds and care for growing plants. --</li> <li>-Understand the key features of the life cycle of a plant and an animal.</li> <li>-Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>-Explore and talk about different forces they can feel.</li> <li>-Talk about the differences between materials and changes they notice.</li> </ul> <p>-Continue developing positive attitudes about the differences between people.</p>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>-Talk about members of their immediate family and community</li> <li>-Name and describe people who are familiar to them.</li> <li>-Comment on images of familiar situations in the past.</li> <li>-Compare and contrast characters from stories, including figures from the past.</li> <li>-Draw information from a simple map.</li> <li>-Understand that some places are special to members of their community.</li> <li>-Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>-Recognise some similarities and differences between life in this country and life in other countries.</li> <li>-Explore the natural world around them.</li> <li>-Describe what they see, hear and feel whilst outside.</li> <li>-Recognise some environments that are different from the one in which they live.</li> <li>-Understand the effect of changing seasons on the natural world around them.</li> </ul>

	-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	
<b>Skills Progression</b>	<b>Pre - School</b>	<b>Reception</b>
<b>History</b> <b>Science</b> <b>Geography</b>	<ul style="list-style-type: none"> <li>• Understand language of today, tomorrow and yesterday.</li> <li>• Speak about an event which has happened in the past and discuss a future event.</li> <li>• Order a sequence of up to 3 events.</li> <li>• Know that some objects are old and new.</li> <li>• Ask questions about objects, events and animals observed in their environment.</li> <li>• Considers and offers explanations of how things might work</li> <li>• Shows interests in different animals and sound they make</li> <li>• Know names of different fruits and vegetables</li> <li>• Understand light and dark <ul style="list-style-type: none"> <li>• Know parts of the body</li> </ul> </li> <li>• Beginning to understand the seasons</li> <li>• Know parts of a plant (leaf, flower) and what is needed for a plant to grow (sun, water)</li> </ul>	<ul style="list-style-type: none"> <li>• Use language associated with time – today, tomorrow, yesterday, week, month, year</li> <li>• Understand and speak about events in past, present, future.</li> <li>• Order a sequence of up to 5 events.</li> <li>• Discuss why some objects are old and new.</li> <li>• Make observations about objects, events and animals and answer questions.</li> <li>• Find out how things work by observations and experimentation</li> <li>• Understand that animals live in different habitats</li> <li>• Know names of different fruits and vegetable</li> <li>• Know parts of a plant (leaf, flower. stalk, root) and what is needed for a plant to grow (sun, water, soil,)</li> <li>• Understand ideas connected to light and dark – e.g. reflection, nocturnal animals etc</li> <li>• Know what happens within each season and how the weather changes</li> <li>• Know parts of the body and the senses <ul style="list-style-type: none"> <li>• Use descriptive terms such as ‘smooth’, ‘rough’ ‘boiling’ and ‘freezing’, ‘floating and sinking’</li> </ul> </li> <li>• Know about similarities and differences in relation to places, objects, materials and living things</li> <li>• Know how to keep healthy – daily exercise, healthy diet, brushing teeth, enough sleep</li> <li>• Sort a variety of objects into groups – size, colour, texture, function</li> </ul>

	<ul style="list-style-type: none"> <li>• Use descriptive terms, such as ‘fast’, ‘slow’, ‘hot’ and ‘cold’</li> <li>• Look closely at similarities, differences, patterns and changes.</li> <li>• Understand the importance of washing hands, brushing teeth and eating a healthy snack.</li> <li>• Sort objects into groups by size, colour</li> <li>• Understand the concept of the world - nature/creatures.</li> <li>• Know where they live – town</li> <li>• Know who they live with</li> <li>• Talk about the daily weather and link to seasons</li> <li>• Understand modes of transport</li> <li>• Follow simple directions – backwards, forwards</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of the world, nature, creatures and that different people live in different places</li> <li>• Identify similarities and differences in different environment</li> <li>• Develop understanding of locational knowledge – beach, city, river, country</li> <li>• To know where they live – first line of address, house number, town</li> <li>• Develop understanding of transport and make links – e.g. cars –road, train – tracks</li> </ul>
<p><b>Early Learning Goals</b></p>	<p><b>Understanding the World</b>  <b>ELG: Past and Present</b> Children at the expected level of development will: - 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.  <b>ELG: People, Culture and Communities</b>  Children at the expected level of development will: - 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.  <b>ELG: The Natural World</b> Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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>	

<b>Vocabulary</b>	<p>family, change, growth, baby, toddler, child, adult</p> <p>jobs, differences, similarities, countries, world, land, sea</p> <p>Senses, material, natural, change, plants, seeds, water, light, life cycle, young, old, push, pull, stretch, melt, heat, freeze</p>	<p>past, present, change, time, timeline</p> <p>Similar, different, country, world, map, religion, belief, community, celebration, family</p> <p>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</p>
<b>Core Books and Rhymes</b>		<p>Sam and Dave Dig a Hole.</p> <p>Emily Jane’s adventures around the world.</p> <p>Ten Seeds</p> <p>Eddies Garden</p> <p>Jaspers Beanstalk.</p> <p>Fact Books for All topics.</p>

<b>Expressive Arts and Design</b>		
<b>Development Matters Summary</b>	<b>Pre - School</b> <p>-Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>-Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>-Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle</p>	<b>Reception</b> <p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>-Create collaboratively, sharing ideas, resources and skills.</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>-Develop storylines in their pretend play.</p> <p>-Explore and engage in music making and dance, performing solo or in groups.</p>

	<p>and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>-Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</p> <p>-Play instruments with increasing control to express their feelings and ideas.</p>	
<b>Skills Progression</b>	<b>Pre-School</b>	<b>Reception</b>
<p>Art DT Music Drama Computing</p>	<ul style="list-style-type: none"> <li>• Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes</li> </ul>	<ul style="list-style-type: none"> <li>• Use variety of art tools with greater accuracy to include glue spreader/brushes of all sizes/utensils.</li> <li>• Produce recognisable drawings of people and objects</li> </ul>

	<ul style="list-style-type: none"> <li>• Knows same colour words – primary colours</li> <li>• Drawings have some resemblance to people, objects</li> <li>• Choose colour for a purpose</li> <li>• Draw around the outline of a shape</li> <li>• Talk about what they are drawing</li> <li>• Make simple marks based on own experiences <ul style="list-style-type: none"> <li>• Form prints with simple objects – leaf, hand</li> </ul> </li> <li>• Use paints and brushes to make simple marks</li> <li>• Use fingers, hands, cardboard in paint to make marks</li> <li>• Choose and stick different papers to layer • Can cut snips of paper</li> <li>• Build and stack objects and join objects together</li> <li>• Build with a purpose in mind</li> <li>• Experiments with colour and texture.</li> <li>• Use simple tools to shape, assemble and join materials – glue, paste, scissors , tape <ul style="list-style-type: none"> <li>• Carve and make shapes into modelling materials</li> </ul> </li> <li>• Sort materials by colour and effect.</li> <li>• Sing simple rhymes and clap to a song <ul style="list-style-type: none"> <li>• Tap a beat</li> <li>• Move to music</li> </ul> </li> <li>• Uses realistic toys in pretend play</li> <li>• Engages in dramatic play with others</li> </ul>	<ul style="list-style-type: none"> <li>• Draw with precision around the outline of shapes</li> <li>• Articulate what they are drawing to an adult</li> <li>• Develop language of colour (secondary colours) and mix colours to make new colours.</li> <li>• Make marks using shape and pattern on a range of surfaces, and be able to create rubbings.</li> <li>• Develop simple patterns by printing with objects using range of materials</li> <li>• Use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy</li> <li>• Create a simple collage.</li> <li>• Use fabrics to weave.</li> <li>• <b>To recognise an artist's work.</b></li> <li>• To create a simple model with playdough or clay.</li> <li>• Use scissors along straight and curved shape</li> <li>• Build and join 3D structures using a range of materials for a specific purpose <ul style="list-style-type: none"> <li>• Experiments with colour, design, texture and function</li> </ul> </li> <li>• Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving <ul style="list-style-type: none"> <li>• Sort materials by colour and texture and purpose.</li> </ul> </li> <li>• Follow rhymes and patterns using voice and instruments.</li> <li>• Develop musical effects in performances.</li> <li>• Consider different pieces of music and how it makes them feel – interpret this music with their body.</li> <li>• Uses a range of objects (real, pretend, abstract) to imitate play</li> <li>• Act out a drama to an audience.</li> <li>• Use ICT to navigate and complete a short educational game.</li> <li>• Use a range of technological tools, include machines.</li> <li>• Use technological toys to move in various directions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Use and operate simple equipment – camera, CD player</li> <li>• Play with technological toys</li> <li>• Use on/off switches, press buttons for sound and movement</li> </ul>	
<b>Early Learning Goals</b>	<p><b>Expressive Arts and Design</b></p> <p><b>ELG: Creating with Materials</b> Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will: - 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>	
<b>Vocabulary</b>	<p>Join, combine, materials, shapes, lines, detail, feelings, colour mixing, colour, light, dark</p> <p>Instrument, music, song, tune, pitch, quick, fast, retell, imagination, story, characters, songs</p> <p>Song, rhyme, instrument, percussion, tune, lyrics, feelings, story, retell</p>	<p>colour, warm, cool, mix, blend, shade, texture, background, outline, retell, characters, story, music, rhythm, lyrics, dance, movement, beat, retell, characters, story, music, rhythm, lyrics, dance, movement, beat, melody, tempo</p> <p>Rhyme, song, music, retell, quiet, loud, quick, fast, rhythm, tempo, instrument, sounds</p>
<b>Core Books/music/Key Instruments/Resources</b> <b>Key pieces of music.</b>	<p>Claves</p> <p>Triangle</p> <p>Tambourine</p>	<p>The Planets</p> <p>The flight of the Bumble Bee</p> <p>The Pink Panther.</p>