

**Communication and Language: Preschool**

Development Matters 3-4 year olds

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<p><b><u>Listening, Attention and Understanding</u></b> Children will know how to listen to a story and begin to enjoy listening to longer stories.</p> <p>Children can stop what they are doing and listen to an instruction.</p> <p><b><u>Speaking</u></b> Children will know the nursery rhymes/ songs:</p> <ul style="list-style-type: none"> <li>- Baa Baa Black Sheep</li> <li>- The Wheels on the Bus</li> <li>- Twinkle Twinkle Little Star</li> <li>- Wind the Bobbin Up</li> </ul>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'who' questions.</p> <p>Children will understand two-part instructions.</p> <p><b><u>Speaking</u></b> Children will know the nursery rhymes/ songs:</p> <ul style="list-style-type: none"> <li>- 1,2,3,4,5, Once I Caught a Fish Alive</li> <li>- Hickory Dickory Dock</li> <li>- Incy Wincy Spider</li> <li>- Ring a Ring a Roses</li> </ul>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'what' questions.</p> <p><b><u>Speaking</u></b> Children will know and be able to talk about many familiar books, including some traditional tales.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'where' questions.</p> <p><b><u>Speaking</u></b> Children will know and be able to talk about many familiar books, including some traditional tales.</p> <p>Children will use a wider range of vocabulary.</p> <p>Children will form sentences of 4-6 words.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'when' questions.</p> <p><b><u>Speaking</u></b> Children will know and retell stories with repeated refrains.</p> <p>Children can use the words 'because' and 'and' to join up sentences.</p> <p>Children will share their point of view.</p> <p>Children will continue a conversation with an adult.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'why' questions.</p> <p><b><u>Speaking</u></b> Children will know and retell stories with repeated refrains.</p> <p>Children will continue a conversation with a peer.</p> <p>Children will use talk to organise themselves and their play.</p>

**Observation checkpoint**

Can the children shift from one task to another if you fully obtain their attention, for example, by using their name? Do the children use sentences of four to six words? Can the children use sentences joined up with words like 'because', 'or', 'and'? Do the children use the future and past tense? Can the children answer simple 'why' questions?

**Communication and Language: Reception**

Development Matters: Reception

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b><u>Listening, Attention and Understanding</u></b> Children will listen carefully and engage in storytimes.</p> <p>Children will understand how to listen carefully and why it is important.</p> <p>Children will answer and ask who, what, when and where questions.</p> <p><b><u>Speaking</u></b> Children will develop social phrases.</p> <p>Children will engage in 1:1 conversations with adults.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will join in with repeated refrains in a story.</p> <p>Children will answer and ask 'why' questions.</p> <p>Children will listen to rhymes and songs, paying attention to how they sound.</p> <p><b><u>Speaking</u></b> Children will describe events taking place in the school routine.</p> <p>Children will perform collaboratively alongside KS1 in the school nativity.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will talk about key events in a story.</p> <p>Children will answer and ask 'how' questions.</p> <p>Children will engage in non-fiction books.</p> <p><b><u>Speaking</u></b> Children will describe events in detail.</p> <p>Children will use new vocabulary in different contexts.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will link events in a story to their own experiences.</p> <p>Children will ask questions to find out more and to check they understand what has been said to them.</p> <p><b><u>Speaking</u></b> Children will use a range of connectives to join their ideas.</p> <p>Children will use talk to help work out problems and organise thinking and activities.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will make comments about what they have heard and ask questions to clarify their understanding.</p> <p><b><u>Speaking</u></b> Children will speak in whole class scenarios to share their experiences and interests.</p> <p>Children will offer explanations for why things might happen.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Children will hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b><u>Speaking</u></b> Children will express ideas using past and present tense, in full sentences.</p>

**Listening, Attention and Understanding ELGs:** 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.

**Speaking ELGs:** 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.

**Personal, Social and Emotional Development: Preschool**

Development Matters: 3-4 year olds

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b><u>Self-Regulation</u></b> Children will separate from main carer to come into preschool.</p> <p>Children will know what happy means.</p> <p><b><u>Managing Self</u></b> Children will know the class rules: Kind hands, indoor voices, walking inside, sharing with friends.</p> <p>Children will know how to use resources in the environment, with help when needed.</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p> <p><b><u>Building Relationships</u></b> Children will know how to play alongside each other.</p>	<p><b><u>Self-Regulation</u></b> Children will know what adults can help them at preschool.</p> <p>Children will know what sad means.</p> <p><b><u>Managing Self</u></b> Children will know how to look after resources, including tidying away.</p> <p>Children will know to drink water to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will know how to play partner games.</p>	<p><b><u>Self-Regulation</u></b> Children will show confidence in asking adults for help.</p> <p>Children will know what worried means.</p> <p><b><u>Managing Self</u></b> Children will know examples of healthy food.</p> <p>Children will know to exercise to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will share resources and play in a group.</p>	<p><b><u>Self-Regulation</u></b> Children will enjoy the responsibility of carrying out small tasks and welcome praise for what they have done.</p> <p>Children will know what angry means.</p> <p><b><u>Managing Self</u></b> Children will increasingly follow rules, understanding why they are important.</p> <p><b><u>Building Relationships</u></b> Children will take turns whilst playing and waiting patiently to have a go.</p>	<p><b><u>Self-Regulation</u></b> Children will show more confidence in new social situations.</p> <p>Children will know what calm means.</p> <p><b><u>Managing Self</u></b> Children will know how to calm themselves by stopping and taking deep breaths.</p> <p>Children will know to brush their teeth to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will begin to find solutions to conflicts and rivalries, with some support from adults.</p>	<p><b><u>Self-Regulation</u></b> Children will develop their sense of responsibility and membership of a community.</p> <p>Children will know what tired means.</p> <p><b><u>Managing Self</u></b> Children will know how to independently use the toilet.</p> <p>Children will remember rules without needing an adult to remind them.</p> <p><b><u>Building Relationships</u></b> Children will know how to listen to a friend and agree a compromise.</p> <p>Children will understand gradually how others might be feeling.</p>

**Observation Checkpoint**

Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?

**Personal, Social and Emotional Development: Reception**

Development Matters: Reception

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<p><b><u>Self-Regulation</u></b> Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Children will express their feelings and consider the feelings of others.</p> <p><b><u>Managing Self</u></b> Children will learn what effective learning looks like.</p> <p><b><u>Building Relationships</u></b> Children will know how to identify their feelings, using books such as 'The Colour Monster'.</p> <p>Children will see themselves as a valuable individual.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to be helpful by taking on classroom jobs.</p> <p>Children will learn strategies to work through challenging feelings.</p> <p><b><u>Managing Self</u></b> Children will show resilience and perseverance in the face of challenge.</p> <p><b><u>Building Relationships</u></b> Children will know to listen with respect.</p> <p>Children will build constructive and respectful relationships in the school community.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to make the right choice and the consequences of not doing so.</p> <p>Children will learn to think about and consider the perspectives of others.</p> <p><b><u>Managing Self</u></b> Children will know how to keep themselves safe inside, outside and online, including sensible amounts of 'screen time'.</p> <p><b><u>Building Relationships</u></b> Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p> <p>Children will know how to express their feelings and consider the feelings of others.</p>	<p><b><u>Self-Regulation</u></b> Children will know the effects of their behaviour on others.</p> <p>Children will identify and moderate their own feelings socially and emotionally.</p> <p><b><u>Managing Self</u></b> Children will be independent in leading hygiene routines, understanding why personal hygiene is important (eg, washing hands after going to the toilet or before mealtimes).</p> <p><b><u>Building Relationships</u></b> Children will be able to describe what makes a good friend; such as listening and sharing.</p>	<p><b><u>Self-Regulation</u></b> Children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><b><u>Managing Self</u></b> Children will know about the importance of a good sleep routine for their health.</p> <p>Children will know the importance of regular physical activity and healthy eating for their health and wellbeing.</p> <p>Children will know the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b><u>Building Relationships</u></b> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p> <p>Children will show sensitivity to their own needs and the needs of others'.</p>	<p><b><u>Self-Regulation</u></b> Children will set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Children will be able to give focused attention to what the teacher says, responding appropriately, and show an ability to follow instructions involving several ideas or actions.</p> <p><b><u>Managing Self</u></b> Children will manage their own basic hygiene and personal needs.</p> <p>Children will know how to be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b><u>Building Relationships</u></b> Children will know how to resolve a problem by talking it through with a friend or adult.</p>

**Self-Regulation ELGs:** 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.

**Managing Self ELGs:** 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.

**Building Relationships ELGs:** 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.

### Physical Development: Preschool

Development Matters: 3-4 year olds

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<p><b>Gross Motor</b> Children will know how to ride a balance bike.</p> <p>Children will know how to roll ball.</p> <p><b>Fine Motor</b> Children will explore large muscle movements to develop 'cross the mid-line' movements. (P27)</p> <p>Children will begin to learn how to put on their coat.</p> <p>Children will know how to use loop scissors to make snips in card.</p> <p>Children will know how to squeeze, push and pull.</p>	<p><b>Gross Motor</b> Children will know how to ride a scooter.</p> <p>Children will know how to throw a ball.</p> <p>Children will remember and perform sequences and patterns of movements which are related to music and rhythm.</p> <p><b>Fine Motor</b> Children will begin to learn how to zip up their coat.</p> <p>Children will know how to use loop scissors to make snips in paper.</p>	<p><b>Gross Motor</b> Children will know how to ride a tricycle.</p> <p>Children will know how to catch a ball.</p> <p>Children will take part in group games.</p> <p><b>Fine Motor</b> Children will know how to use hammers to hit a large headed nail.</p> <p>Children will know how to use spring loaded scissors to make snips in card.</p> <p>Children will know how to use peg boards, inset jigsaws, build towers, scoop and pour.</p>	<p><b>Gross Motor</b> Children will know how to climb using alternate feet.</p> <p>Children will know how to stand on one leg and hop.</p> <p><b>Fine Motor</b> Children will know how to use spring loaded scissors to make snips in paper.</p> <p>Children will know how to thread beads, pasta, cotton reels and buttons.</p>	<p><b>Gross Motor</b> Children will know how to skip, hop and stand on one leg.</p> <p>Children will know how to skip.</p> <p><b>Fine Motor</b> Children will know how to twist a pipe cleaner to make a knot.</p> <p>Children will know how to use scissors to make snips in card.</p>	<p><b>Gross Motor</b> Children will know how to work together to carry large items such as planks of wood.</p> <p><b>Fine Motor</b> Children will show preference for a dominant hand.</p> <p>Children will use a pencil with good control when making marks.</p> <p>Children will know how to use scissors to make snips in paper.</p>

**Observation Checkpoint**

Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?

**Physical Development: Reception**

## Development Matters: Reception

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<p><b>Gross Motor</b> Children will know how to hop, skip and jump.</p> <p>Children will begin to learn how to negotiate space when travelling in different ways.</p> <p><b>Fine Motor</b> Children will know the correct pencil grip and posture for writing.</p> <p>Children will be able to use scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters in their name.</p>	<p><b>Gross Motor</b> Children will use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Children will progress towards a more fluent style of moving, with developing control and grace.</p> <p><b>Fine Motor</b> Children will be able to cut along straight lines using scissors.</p> <p>Children will know how to correctly form all letters.</p> <p>Children will know how to correctly form numerals 0 – 9.</p>	<p><b>Gross Motor</b> Children will combine different movements with ease and fluency.</p> <p>Children will be able to complete various moves as part of a dance routine.</p> <p><b>Fine Motor</b> Children will know how to use a knife and fork to cut.</p> <p>Children will be able to cut along wavy lines using scissors.</p>	<p><b>Gross Motor</b> Children will know how to safely jump off of gymnastics equipment.</p> <p><b>Fine Motor</b> Children will begin to develop the foundations of a hand writing style which is fast, accurate and efficient.</p>	<p><b>Gross Motor</b> Children will know how to throw and catch different sized balls.</p> <p>Children will know how to kick and pass different sized balls.</p> <p><b>Fine Motor</b> Children will be able to cut along zig-zag lines using scissors.</p> <p>Children will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p><b>Gross Motor</b> Children will know how to bat and aim using different sized balls.</p> <p>Children will know how to move safely and energetically, negotiating space and obstacles, when travelling at speed.</p> <p><b>Fine Motor</b> Children will be able to cut around various shapes using two-hole scissors.</p> <p>Children will know how to correctly form capital letters.</p> <p>Children will begin to show accuracy, detail and care when drawing.</p>

**Gross Motor ELGs:** 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.

**Fine Motor ELGs:** 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.

**Literacy: Preschool**

Development Matters: 3-4 year olds / Little Wandle Foundations Scheme

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<p><b><u>Comprehension</u></b> Children will know the logos for local supermarkets and shops.</p> <p><b><u>Word Reading</u></b> Children will spot and suggest rhymes.</p> <p><b><u>Writing</u></b> Children will know how to draw horizontal lines, vertical lines and circles.</p>	<p><b><u>Comprehension</u></b> Children will know a range of signs including bus stop, parking, and stop sign.</p> <p><b><u>Word Reading</u></b> Children will know the LW pictures for s,a,t,p,i,n,m.</p> <p><b><u>Writing</u></b> Children will know how to draw diagonal lines, squares and triangles.</p>	<p><b><u>Comprehension</u></b> Children will know print has different purposes by exploring menus, magazines, newspapers, labels.</p> <p><b><u>Word Reading</u></b> Children will know the LW pictures for d,g,o,c,k,e.</p> <p><b><u>Writing</u></b> Children will explore writing letters in sensory materials using LW pictures.</p>	<p><b><u>Comprehension</u></b> Children will know how to turn the pages of a book carefully.</p> <p><b><u>Word Reading</u></b> Children will know the LW pictures for u,r,h,b,f,l.</p> <p>Children will begin to hear initial sounds in words.</p> <p><b><u>Writing</u></b> Children will write the initial sound in their name.</p> <p>Children will explore writing letters in sensory materials using LW pictures.</p>	<p><b><u>Comprehension</u></b> Children will know how to read from left to right and top to bottom.</p> <p><b><u>Word Reading</u></b> Children will know the LW pictures for j,v,w,y,z,qu,ch.</p> <p><b><u>Writing</u></b> Children will explore writing sounds with a pencil on paper.</p> <p>Children will use some of their print and letter knowledge in their early writing (eg, writing a pretend shopping list or labelling their drawing with initial sounds).</p>	<p><b><u>Comprehension</u></b> Children will know the names of different parts of a book including the cover, title, and author.</p> <p><b><u>Word Reading</u></b> Children will know the LW pictures for ck,x,sh,th,ng,nk.</p> <p>Children will be able to blend words following a CVC pattern.</p> <p><b><u>Writing</u></b> Children will write some or all of their name.</p>

**Observation Checkpoint**

Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?

**Literacy: Reception**

Development Matters: Reception / Little Wandle

<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<p><b><u>Comprehension</u></b> Children will identify key events in a known story.</p> <p><b><u>Word Reading</u></b> Children will read the sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l.</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will blend sounds into words (oral blending).</p> <p>Children will know the tricky words is, l, the.</p> <p><b><u>Writing</u></b> Children will write their name.</p> <p>Children will correctly form the letters in their name.</p> <p>Children will hold their pencil correctly.</p>	<p><b><u>Comprehension</u></b> Children will retell a known story.</p> <p><b><u>Word Reading</u></b> Children will read all phase 2 sounds.</p> <p>Children will decode and blend short words (CVC).</p> <p>Children will know phase 2 tricky words.</p> <p>Children will begin reading phase 2 reading books.</p> <p><b><u>Writing</u></b> Children will use their fingers to sound out CVC words to write.</p> <p>Children will know all rhymes to support correct letter formation.</p>	<p><b><u>Comprehension</u></b> Children will engage in discussion around non-fiction books.</p> <p><b><u>Word Reading</u></b> Children will decode and shorter words containing digraphs.</p> <p>Children will read phase 2 reading books.</p> <p>Children will read simple phrases and sentences made up of words with known GPCs and some tricky words.</p> <p>Children will know the tricky words was, you, they, my.</p> <p><b><u>Writing</u></b> Children will independently write CVC words.</p> <p>Children will write a short phrase.</p> <p>Children will form most letters correctly.</p>	<p><b><u>Comprehension</u></b> Children will use vocabulary in context learned in literacy sessions.</p> <p><b><u>Word Reading</u></b> Children will read all phase 3 sounds.</p> <p>Children will read phase 3 books.</p> <p>Children will know phase 3 tricky words.</p> <p><b><u>Writing</u></b> Children will independently write words containing digraphs.</p> <p>Children will write a short phrase with independence.</p> <p>Children will write a short sentence using a capital letter and a full stop.</p> <p>Children will form all letters correctly.</p>	<p><b><u>Comprehension</u></b> Children will be able to answer questions about a given story.</p> <p><b><u>Word Reading</u></b> Children will read words containing double consonant sounds.</p> <p>Children will read phase 3 books.</p> <p>Children will know the tricky words said, when, what, have.</p> <p><b><u>Writing</u></b> Children will write a short sentence using a capital letter and a full stop with independence.</p> <p>Children will learn how to sequence their sentences when retelling familiar stories through writing.</p>	<p><b><u>Comprehension</u></b> Children will engage in discussion around poems.</p> <p><b><u>Word Reading</u></b> Children will read compound words.</p> <p>Children will read phase 4 books.</p> <p>Children will know most tricky words taught over the year.</p> <p><b><u>Writing</u></b> Children will correctly form capital letters.</p> <p>Children will know how to order their ideas to support sentence stacking and short narrative writing.</p> <p>Children will read what they have written to check it makes sense.</p>

**Comprehension ELGs:** 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 ELGs:** 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 ELGs:** 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.

**Maths: Preschool**

Development Matters: 3-4 year olds / Master the Curriculum

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b><u>Number</u></b> Children will join in with number songs.</p> <p><b><u>Numerical Patterns (inc, Shape, Space &amp; Measure)</u></b> Children will sort objects by colour.</p> <p>Children will sort objects by shape.</p> <p>Children will sort objects by size.</p>	<p><b><u>Number</u></b> Children will subitise to 2.</p> <p>Children will link numeral and amounts to 2.</p> <p><b><u>Numerical Patterns (inc, Shape, Space &amp; Measure)</u></b> Children will describe what they see in AB patterns.</p> <p>Children will continue AB patterns.</p> <p>Children will describe what they see in ABC patterns.</p> <p>Children will continue ABC patterns.</p>	<p><b><u>Number</u></b> Children will subitise to 3.</p> <p>Children will count in correspondence to 5.</p> <p>Children will link numeral and amounts to 5.</p> <p>Children will explore the composition of numbers to 5 using numicon.</p> <p><b><u>Numerical Patterns (inc, Shape, Space &amp; Measure)</u></b> Children will know that a triangle is a 2D shape that has 3 sides.</p> <p>Children will know that squares and rectangles are 2D shapes that have 4 sides.</p> <p>Children will know that pentagons are 2D shapes that have 5 sides.</p>	<p><b><u>Number</u></b> Children will subitise to 5.</p> <p>Children will count in correspondence to 6.</p> <p>Children will represent 6 on a 10-frame.</p> <p><b><u>Numerical Patterns (inc, Shape, Space &amp; Measure)</u></b> Children will compare the height of objects using the word 'tall' or 'short'.</p> <p>Children will compare length using the word 'long' or 'short'.</p> <p>Children will compare mass and recognise which object is heavier or lighter.</p> <p>Children will explore capacity (fill or empty).</p>	<p><b><u>Number</u></b> Children will identify when a set has more or fewer than another.</p> <p><b><u>Numerical Patterns (inc, Shape, Space &amp; Measure)</u></b> Children will sequence events from their daily routine.</p> <p>Children will explore positional language (on, under, in, out, in front, behind).</p> <p>Children will identify circles, triangles and rectangles.</p> <p>Children will recognise cubes, cuboids, cylinders and spheres.</p>	<p><b><u>Number</u></b> Children will know the composition of numbers to 5.</p> <p>Children can order numerals to 5.</p> <p>Children can jump forwards and backwards on a number line to find what comes before and what comes after a given number.</p> <p>Children can identify a missing number within 5 by counting.</p> <p>Children can count forwards and backwards to 5.</p> <p><b><u>Numerical Patterns (inc, Shape, Space &amp; Measure)</u></b> Children will describe patterns made up of 2D and 3D shapes.</p>
<p><b><u>Observation Checklist</u></b> Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?</p>					

## Maths: Reception

### Development Matters: Reception

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b><u>Number</u></b> Children will subitise to 3.</p> <p>Children will compose numbers to 5 using different resources.</p> <p>Children will match numerals and representations to 5.</p> <p>Children will order numbers to 5.</p> <p><b><u>Numerical Patterns (inc, Shape, Space &amp; Measure)</u></b> Children will count in correspondence to 5.</p> <p>Children will identify one more and one less within 5.</p> <p>Children will identify and describe circles, triangles and squares.</p> <p>Children will talk about significant times of the day (eg, lunch, home, bedtime).</p>	<p><b><u>Number</u></b> Children will subitise to 5.</p> <p>Children will compose numbers to 10 using different resources.</p> <p>Children will match numerals and representations to 10.</p> <p>Children will order numbers to 10.</p> <p>Children will form numerals 0-9</p> <p><b><u>Numerical Patterns (inc, Shape, Space &amp; Measure)</u></b> Children will count in correspondence to 10.</p> <p>Children will identify and describe rectangles, pentagons and hexagons.</p> <p>Children will identify one more and one less within 10.</p>	<p><b><u>Number</u></b> Children will compose numbers to 10 on a 10 frame and in a part-whole model.</p> <p>Children will know number bonds to 5.</p> <p>Children will know that you can add two numbers together to make a bigger number.</p> <p>Children will know that you can subtract numbers from one another to make a smaller number.</p> <p>Children will know how to write and addition and subtraction sentence.</p> <p><b><u>Numerical Patterns (inc, Shape, Space &amp; Measure)</u></b> Children will make AB patterns and talk about patterns they notice around them.</p> <p>Children will identify equal and unequal groups.</p> <p>Children will identify and describe spheres and cubes.</p>	<p><b><u>Number</u></b> Children will know <math>5+5=10</math>, <math>0+10=10</math>.</p> <p>Children will show number bonds to 10 on a 10-frame and in a part-whole model.</p> <p>Children will begin counting to 20.</p> <p><b><u>Numerical Patterns (inc, Shape, Space &amp; Measure)</u></b> Children will identify and describe cuboid, cones and pyramids.</p> <p>Children will continue and make ABB/AAB repeated patterns.</p> <p>Children will notice and correct an error in a repeating pattern.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will make pairs.</p> <p>Children will equally share into two groups.</p>	<p><b><u>Number</u></b> Children will explore fact families within 10 on a 10-frame and in a part-whole model.</p> <p>Children will double within 10.</p> <p>Children will begin to add and subtract within 20.</p> <p><b><u>Numerical Patterns (inc, Shape, Space &amp; Measure)</u></b> Children will build and identify numbers to 20.</p> <p>Children will identify even and odd numbers within 10.</p> <p>Children will explore length and height.</p> <p>Children will sequence familiar events using words such as first, then, before, after, yesterday, tomorrow.</p>	<p><b><u>Number</u></b> Children will automatically recall number bonds to 5 and some to 10.</p> <p>Children will know <math>10-5=5</math>, <math>10-0=10</math>.</p> <p>Children will efficiently recall 1 more and 1 less within 10.</p> <p><b><u>Numerical Patterns (inc, Shape, Space &amp; Measure)</u></b> Children will verbally count beyond 20</p> <p>Children will know the days of the week and say them in order.</p> <p>Children will compare mass and capacity.</p>

**Number ELGs:** 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.

**Numerical Patterns ELGs:** 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.

## Understanding the World: Preschool

Development Matters: 3-4 year olds

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
History	<p><b><u>Past and Present</u></b> Children will know they were a baby.</p>	<p><b><u>Past and Present</u></b> Children will know about Remembrance Day and Bonfire Night.</p>		<p><b><u>Past and Present</u></b> Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.</p>		<p><b><u>Past and Present</u></b> Children will begin to understand that at the moment they attend Preschool but soon they will go to 'big school.'</p>
Geography	<p><b><u>People, Culture and Communities</u></b> Children will talk about differences and similarities between themselves and others.</p>	<p><b><u>People, Culture and Communities</u></b> Children will learn how different festivals are celebrated around the world.</p>	<p><b><u>People, Culture and Communities</u></b> Children will taste fruit from different origins around the world, as part of their learning about healthy eating.</p>		<p><b><u>People, Culture and Communities</u></b> Children will learn about people who help us in our community and what their job involves.  Children will show interest in different occupations, following visits from various local visitors.</p>	<p><b><u>People, Culture and Communities</u></b> Children will explore key features of our local area, including the churchyard, whilst on welly walks.</p>
Science	<p><b><u>The Natural World</u></b> Children will know the names of body parts: heads, arms, hands, legs, feet, neck.</p>		<p><b><u>The Natural World</u></b> Children will learn about the importance of healthy eating.  Children will learn about the importance of physical activity for their health and wellbeing.</p>	<p><b><u>The Natural World</u></b> Children will know that a butterfly comes from an egg.  Children will know how to respect and care for living things.  Children will know that seeds can turn into plants.  Children will plant and grow a fruit/veg.  Children will begin to understand how it takes time to grow fruit and vegetables.</p>		
RE	<p><b><u>People, Culture and Communities</u></b> Children will learn about Harvest Festival.</p>	<p><b><u>People, Culture and Communities</u></b> Children will know that some people celebrate Diwali and some people celebrate Christmas.</p>	<p><b><u>People, Culture and Communities</u></b> Children will learn about Chinese New Year.</p>	<p><b><u>People, Culture and Communities</u></b> Children will know some people celebrate Easter.</p>		<p><b><u>People, Culture and Communities</u></b> Children will visit the local church.</p>

### **Observation Checkpoint**

Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?

## Understanding the World: Reception

### Development Matters: Reception

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
History	<p><b>Past and Present</b> Children will know how they have changed from being a baby to being 4/5.</p> <p>Children will talk about their family and community.</p>	<p><b>Past and Present</b> Children will know why we celebrate Bonfire Night.</p> <p>Children will know that on Remembrance Day we wear poppies to remember the soldiers who died in the war.</p> <p>Children will know how Christmas traditions have changed over time.</p>	<p><b>Past and Present</b> Children will learn about dinosaurs, their diets and habitat.</p> <p>Children will know what extinct means.</p> <p>Children will know what a fossil is.</p>	<p><b>Past and Present</b> Children will know who Neil Armstrong is and why he is important.</p>	<p><b>Past and Present</b> Children will be able to name the current King.</p> <p>Children will learn about the late Queen Elizabeth II and key events of her reign.</p>	<p><b>Past and Present</b> Children can describe how pirate ships are different from the boats and ships we see today.</p> <p>Children can discuss things that happened a long time ago, like when pirates sailed the seas.</p>
Geography	<p><b>People, Culture and Communities</b> Children will know what a doctor/nurse does.</p> <p>Children will know what a police officer does.</p> <p>Children will identify people who help us in our community.</p> <p>The children will spot signs of Autumn in our local area.</p>	<p><b>People, Culture and Communities</b> Children will know that some people live in different countries and celebrate different things.</p> <p>Children will be able to look at pictures of celebrations in different countries and talk about what they can see.</p>	<p><b>People, Culture and Communities</b> Children will know that we do not have certain animals in England and will compare with animals found in Greenland.</p> <p>Children will know that in Greenland they have very long winters.</p>	<p><b>People, Culture and Communities</b> Children will know what an astronaut is.</p> <p>Children will recognise that some environments are different from the one in which they live.</p> <p>Children will recognise some similarities and differences between life in this country and life in other countries (including Kenya and Greenland).</p>	<p><b>People, Culture and Communities</b> Children will know what a castle is.</p> <p>Children will be able to compare different castles, recognising things that look similar or different.</p>	<p><b>People, Culture and Communities</b> Children will learn to draw and interpret simple maps.</p> <p>Children will know that the ocean covers 70% of the Earth's surface.</p> <p>Children will know that some beaches are sandy and some are pebbly.</p> <p>Children will be able to name animals that live in the sea.</p> <p>Children will discuss their own experiences of the beach/seaside.</p>
Science	<p><b>The Natural World</b> Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know the 5 senses.</p> <p>Children will know that it is Autumn.</p>	<p><b>The Natural World</b> Children will notice changes in the natural world, including leaves falling off the trees or it getting darker earlier.</p> <p>Children will explore shadows and say what happens when they block the light.</p> <p>Children will investigate which materials let light through and which do not (for lantern making).</p>	<p><b>The Natural World</b> Children will know that it is Winter.</p> <p>Children will know the habitats of different animals.</p> <p>Children will know the life cycle of a frog, butterfly and chicken.</p>	<p><b>The Natural World</b> Children will know that it is Spring.</p> <p>Children will be able to name the planets in the solar system.</p> <p>Children will recall facts about different planets.</p> <p>Children will explore why some things sink and others float.</p>	<p><b>The Natural World</b> Children will be able to name different materials.</p> <p>Children will be able to describe different materials using key vocabulary such as fragile, sturdy, bendy, strong, rough and smooth.</p> <p>Children will test the properties of different everyday materials.</p>	<p><b>The Natural World</b> Children will know that it is Summer.</p> <p>Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will discuss ways in which we care for the world around us.</p> <p>Children will learn about creatures that live in the sea.</p>
RE	<p><b>People, Culture and Communities</b> Children will know what is special to them and their families.</p> <p>Children will know that Christians go to church to worship.</p>	<p><b>People, Culture and Communities</b> Children will know how Diwali is celebrated.</p> <p>Children will know that Christians celebrate Christmas</p> <p>Children will know that the Christian Christmas story centres around the birth of Jesus.</p>	<p><b>People, Culture and Communities</b> Children will know why Christians go to church.</p> <p>Children will learn about Chinese New Year celebrations.</p>	<p><b>People, Culture and Communities</b> Children will know the Easter story.</p>	<p><b>People, Culture and Communities</b> Children will name and explain the purpose of a mosque.</p> <p>Children will know that Muslims believe in Allah and pray 5 times a day.</p> <p>Children will know what Ramadan is.</p>	<p><b>People, Culture and Communities</b> Children will know some bible stories.</p>

Children will know how and why some people celebrate Harvest Festival.					
<p><b><u>Past and Present ELGs:</u></b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities ELGs:</u></b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><b><u>The Natural World ELGs:</u></b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					

**Expressive Arts and Design: Preschool**

Development Matters: 3-4 year olds

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Music</b>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Baa Baa Black Sheep</li> <li>- The Wheels on the Bus</li> <li>- Twinkle Twinkle Little Star</li> <li>- Wind the Bobbin Up</li> </ul> <p>Children will take part in pretend play.</p>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- 1,2,3,4,5 Once I caught a Fish Alive</li> <li>- Hickory Dickory Dock</li> <li>- Incy Wincy Spider</li> <li>- Ring a Ring a Roses</li> </ul> <p>Children will develop stories using small world equipment.</p>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Humpty Dumpty</li> <li>- One, Two Buckle My Shoe</li> <li>- Miss Polly Had a Dolly</li> <li>- Row, Row, Row Your Boat</li> </ul> <p>Children will play sound matching games.</p> <p>Children will make their own small world scenarios with blocks and other construction kits.</p>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- The Grand Old Duke of York</li> <li>- Down at the Station</li> <li>- Round and Round the Garden</li> <li>- A Sailor Went to Sea</li> </ul> <p>Children will sing the pitch of a tone sung by another person.</p>	<p><b><u>Being Imaginative</u></b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Hey Diddle Diddle</li> <li>- Jack and Jill</li> <li>- Mary Mary Quite Contrary</li> <li>- Pat a Cake</li> </ul> <p>Children will listen to a range of instruments and express their feelings and ideas.</p>	<p><b><u>Being Imaginative</u></b> Children will be able to sing a large repertoire of songs.</p> <p>Children will play their own instruments to express their feelings and ideas.</p>
	<p><b><u>Creating with Materials</u></b> Children will do large scale drawings/paintings.</p> <p>Children will use pencils to free draw.</p> <p>Children will know how to draw horizontal lines, vertical lines and circles.</p> <p>Children will put meaning to the marks they make (such as when creating self-portraits).</p>	<p><b><u>Creating with Materials</u></b> Children will explore a range of materials and decide how to use them to create their own art.</p> <p>Children will use glue and masking tape to join materials.</p> <p>Children will know how to draw diagonal lines, squares and triangles.</p>	<p><b><u>Creating with Materials</u></b> Children will explore colour mixing.</p> <p>Children will use pencils to draw closed shapes such as squares and rectangles.</p> <p>CM10: Children will do observational drawings.</p> <p>Children will use paperclips and split pins to join materials.</p>	<p><b><u>Creating with Materials</u></b> Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p> <p>Children will draw a circle for a face and details of eyes, nose and mouth.</p> <p>Children will use colours in their art to express emotions.</p>	<p><b><u>Creating with Materials</u></b> CM11: Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.</p>	<p><b><u>Creating with Materials</u></b> CM12: Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</p>

**Observation Checkpoint**

Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?

## Expressive Arts and Design: Reception

### Development Matters: Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	<p><b><u>Being Imaginative</u></b> Children will know a large repertoire of nursery rhymes/songs.</p> <p>Children will develop storylines in their pretend play.</p>	<p><b><u>Being Imaginative</u></b> Children will be able to retell familiar stories.</p> <p>Children will watch a pantomime and express their feelings and responses.</p>	<p><b><u>Being Imaginative</u></b> Children will join in with choreographed dances.</p> <p>Children will perform their own dances using steps and techniques that they have learned.</p>	<p><b><u>Being Imaginative</u></b> Children will be able to create their own performance to show the class.</p>	<p><b><u>Being Imaginative</u></b> Children will know how to tap/clap along to a rhythm.</p> <p>Children will know how to match a pitch.</p> <p>Children will listen to a visitor play a range of instruments and identify similarities and differences.</p> <p>Children will experiment with different ways of playing instruments.</p>	<p><b><u>Being Imaginative</u></b> Children will be able to act out characters explored through familiar stories.</p> <p>Children will be able to sing in a group, or on their own.</p>
Art and Design	<p><b><u>Creating with Materials</u></b> Children will know how to draw a person – head, body, arms, legs and facial features.</p> <p>Children will know how to use glue to join.</p> <p>Children will know how to make 2D collages.</p>	<p><b><u>Creating with Materials</u></b> Children will know how to mix primary colours to make secondary colours.</p> <p>Children will know how to use tape to join.</p>	<p><b><u>Creating with Materials</u></b> Children will know how to draw animals.</p> <p>Children will know how to do observational drawings.</p> <p>Children will know which glue or tape to use for their chosen purpose.</p> <p>Children will know how to mold clay.</p>	<p><b><u>Creating with Materials</u></b> Children will know how to do imaginative drawings.</p> <p>Children will know how to use oil pastels.</p> <p>Children will know how to use a treasury tag to join.</p>	<p><b><u>Creating with Materials</u></b> Children will know how to use a split pin to join.</p> <p>Children will know how to print using classroom objects.</p> <p>Children will learn to design and make their story props to use when role-playing.</p>	<p><b><u>Creating with Materials</u></b> Children will know how to make different shades of the same colour.</p> <p>Children will know various methods of joining.</p> <p>Children will be able to recreate art in the style of various artists.</p> <p>Children will know how to use and mix watercolour paints.</p>

**Creating with Materials ELGs:** 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.

**Being Imaginative ELGs:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music