

Reception EYFS: Autumn Term Mark Making	Reception EYFS: Spring Term Mark Making	Reception EYFS: Summer Term Mark Making
Term Focus: In the Autumn Term, Reception children will engage in a wide range of mark making experiences inspired by seasonal changes. These activities aim to develop fine motor skills, encourage creativity, and foster an early love of writing through play and exploration.	Term Focus: In the Spring Term, Reception children will build upon their autumn experiences by developing more refined mark making skills. Activities will incorporate greater independence, emerging phonics knowledge, and imaginative expression, linked to seasonal themes like growth, weather, and new life.	Term Focus: In the Summer Term, Reception children consolidate their mark making skills and transition into more confident, purposeful writing. Activities are designed to support sentence construction, storytelling, and independent writing, while continuing to develop fine motor skills and creativity.
Aims: • Introduce a variety of mark making tools and surfaces. • Encourage independent and imaginative mark making. • Develop fine motor control and coordination. • Support phonics learning through writing sounds and letters. • Promote expressive language and descriptive vocabulary.	Aims: • Strengthen fine motor control through varied mark making tools and techniques. • Encourage meaningful mark making linked to phonics and story development. • Explore new textures, materials, and sensory experiences. • Expand expressive language and use of descriptive vocabulary.	Aims: • Strengthen writing stamina and sentence-level work. • Promote independent writing for different purposes. • Reinforce phonics and handwriting knowledge. • Support self-expression and creativity through extended mark making.
Key Vocabulary: • Autumn, leaf, tree, branch • Colours: red, orange, yellow, brown • Muddy, crunchy, soft, smooth, rough • Lines, shapes, letters, scribble, draw • Write, mark, pattern, swirl • Conker, acorn, pumpkin, windy, harvest	Key Vocabulary: • Spring, blossom, bud, bloom, flower • Rain, sunshine, windy, cloudy, puddle • Grow, plant, seed, root, stem • Caterpillar, butterfly, frog, chick, lamb • Line, curve, letter, sentence, sound, blend, write	Key Vocabulary: • Summer, sunshine, hot, warm, beach, picnic, holiday • Ice cream, sandcastle, sunhat, sunglasses, sea, shells • Story, sentence, full stop, capital letter, finger space • Write, draw, label, describe, explain, retell, imagine

Mark Making Activities & Resources: 1. Leaf Pattern Drawing <i>Resources:</i> Autumn leaves, crayons, coloured pencils, pastels, paper <i>Activity:</i> Children observe and trace around different leaves, then decorate using lines, dots and swirls. <i>Focus:</i> Shape recognition, pattern making, pencil control 2. Nature Brushes & Mud Painting <i>Resources:</i> Twigs, leaves, grass, mud, water, paper or fabric <i>Activity:</i> Children create their own brushes using natural materials and paint with mud outdoors. <i>Focus:</i> Sensory experience, creativity, gross and fine motor development 3. Salt/Sand Tray Letter Tracing <i>Resources:</i> Trays, coloured salt or sand, letter cards, fingers or sticks <i>Activity:</i> Children use fingers or tools to form letters and patterns in trays. <i>Focus:</i> Tactile mark making, letter formation, phonics link 4. Autumn Colour Painting <i>Resources:</i> Paints (red, yellow, orange, brown), sponges, rollers, paper <i>Activity:</i> Explore colour mixing and painting scenes using autumn colours. <i>Focus:</i> Colour recognition, expressive mark making, coordination 5. Pumpkin Drawing and Marking <i>Resources:</i> Pumpkins, markers, crayons, stickers, paper for observational drawings	Mark Making Activities & Resources: 1. Flower Petal Writing <i>Resources:</i> Flower templates, coloured paper, felt tips, phonics mats <i>Activity:</i> Children write high-frequency words or sounds on flower petals to build words or names. <i>Focus:</i> Letter formation, phonics application, segmenting and blending <i>Linked ELG:</i> Literacy – Writing; Physical Development – Fine Motor Skills 2. Rainy Day Water Writing <i>Resources:</i> Water spray bottles, paintbrushes, chalkboards or playground slabs <i>Activity:</i> Children write names, letters or CVC words using water on outdoor surfaces. <i>Focus:</i> Gross motor movement, outdoor literacy, name recognition <i>Linked ELG:</i> Physical Development – Gross Motor Skills; Literacy – Writing 3. Growing Journals <i>Resources:</i> Mini booklets, pencils, seed packets, photographs of plant growth <i>Activity:</i> Children draw and write about the progress of a growing plant they are observing. <i>Focus:</i> Observation, sequencing, mark making for purpose <i>Linked ELG:</i> Understanding the World – The Natural World; Literacy – Writing 4. Mini-Beast Trail Mark Making <i>Resources:</i> Clipboards, pencils, bug hunt sheets, magnifying glasses <i>Activity:</i> Children explore the outdoor area and record mini-beasts they find through drawings or tallies. <i>Focus:</i> Real-world writing, observation, information	Mark Making Activities & Resources: 1. Holiday Postcards <i>Resources:</i> Postcard templates, pencils, markers, travel-themed word mats <i>Activity:</i> Children write short messages or sentences to describe an imaginary or real holiday. <i>Focus:</i> Sentence writing, purposeful writing, imagination <i>Linked ELG:</i> Literacy – Writing; Communication and Language – Speaking 2. Ice Cream Menu Writing <i>Resources:</i> Menu templates, clipboards, pens, role play ice cream shop <i>Activity:</i> Children create menus or take orders in the role play area. <i>Focus:</i> Functional writing, phonics application, vocabulary extension <i>Linked ELG:</i> Literacy – Writing; Expressive Arts and Design – Creating with Materials 3. Beach Scene Story Maps <i>Resources:</i> Large paper, crayons, sequins, shells, story prompt cards <i>Activity:</i> Children draw and label a story map for a beach-themed narrative. <i>Focus:</i> Story sequencing, early composition, mark making through drawing <i>Linked ELG:</i> Literacy – Writing; Communication and Language – Listening, Attention and Understanding 4. My Favourite Summer Memory Booklets <i>Resources:</i> Mini booklets, pencils, stickers, photos (optional) <i>Activity:</i> Children create a short book about their favourite summer experiences using drawings and sentences.
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<i>Activity:</i> Children decorate pumpkins and draw what they see. <i>Focus:</i> Shape, observation, fine motor skills 6. Chalk Drawing Outdoors <i>Resources:</i> Large chalk, playground or paving areas, stencils, natural objects <i>Activity:</i> Children create large-scale marks, shapes and drawings outdoors. <i>Focus:</i> Gross motor movements, imaginative mark making, teamwork	recording <i>Linked ELG:</i> Communication and Language – Speaking; Understanding the World – The Natural World 5. Spring Story Scribing <i>Resources:</i> Story prompts, adult scribes, puppets, story dice <i>Activity:</i> Children create spring-themed stories with support, developing sentences orally and through drawings. <i>Focus:</i> Narrative building, speaking in sentences, imaginative expression <i>Linked ELG:</i> Communication and Language – Speaking; Literacy – Writing 6. Patterned Egg Decorating <i>Resources:</i> Egg templates, pastels, crayons, fine liners <i>Activity:</i> Children create repeated patterns and simple shapes on Easter egg templates. <i>Focus:</i> Pattern recognition, pencil control, creativity <i>Linked ELG:</i> Expressive Arts and Design – Creating with Materials; Physical Development – Fine Motor Skills	<i>Focus:</i> Recount writing, drawing for meaning, sequencing ideas <i>Linked ELG:</i> Literacy – Writing; Understanding the World – Past and Present 5. Sunflower Growth Diary <i>Resources:</i> Diaries, sunflower seeds, rulers, photos, pencils <i>Activity:</i> Children record the growth of their sunflower using drawings, numbers and sentences. <i>Focus:</i> Observational writing, sentence structure, life cycle understanding <i>Linked ELG:</i> Understanding the World – The Natural World; Literacy – Writing 6. Chalk Story Trails <i>Resources:</i> Outdoor chalks, story starters, character cards <i>Activity:</i> Children create large outdoor stories using pictures and simple sentences along a chalk trail. <i>Focus:</i> Collaborative storytelling, gross motor mark making, creativity <i>Linked ELG:</i> Physical Development – Gross Motor Skills; Literacy – Writing; Expressive Arts and Design – Being Imaginative and Expressive
Enhancements for Continuous Provision: • Writing Area: Autumn-themed paper, word mats, stencils, chunky pencils • Role Play Area: Themed props and clipboards for shopping lists or recipes (Autumn café, market) • Creative Area: Leaf rubbings, printing stations, collage materials	Enhancements for Continuous Provision: • Writing Area: Spring-themed word mats, name cards, phonics flashcards, envelopes, writing frames • Creative Area: Collage materials, printing tools, natural spring objects • Outdoor Area: Chalk writing trails, water brushes, natural mark making with mud or petals	Enhancements for Continuous Provision: • Writing Area: Summer-themed writing prompts, alphabet strips, postcards, sentence starters • Creative Area: Storyboard templates, summer collage materials, character props • Role Play Area: Travel agents, beach shop, ice cream stand with lists, labels, and clipboards

• Outdoor Area: Chalkboards, large brushes with water, drawing in soil or mud	• Role Play Area: Garden centre, weather station or mini-vet clinic with clipboards and labels	• Outdoor Area: Chalkboards, water writing, large-scale story settings
Assessment Opportunities: • Observe grip and control when using tools • Note children using autumn-themed vocabulary in context • Track engagement in independent mark making • Record evidence of emergent writing or drawing in play	Assessment Opportunities: • Monitor grip, stamina and tool use • Track ability to form letters and write phonetically plausible words • Record storytelling or scribed sentences • Observe confidence and independence in writing for a purpose	Assessment Opportunities: • Observe use of sentence structure and punctuation • Track ability to write independently for different purposes • Monitor vocabulary choice and descriptive language • Identify progress in stamina and confidence when writing
EYFS Areas of Learning Covered: • Physical Development: Control and coordination with mark making tools • Communication and Language: Vocabulary development and expression • Literacy: Introduction to letter shapes and sounds, emergent writing • Expressive Arts and Design: Exploring textures, colours, and artistic expression • Understanding the World: Observing and discussing seasonal changes	EYFS Areas of Learning Covered: • Physical Development: Further developing fine and gross motor control • Communication and Language: Expanded vocabulary and expressive storytelling • Literacy: Progression from letter sounds to simple word and sentence writing • Expressive Arts and Design: Creative patterning and design using varied tools • Understanding the World: Observing life cycles, weather, and seasonal change	EYFS Areas of Learning Covered: • Literacy: Independent writing with developing accuracy and fluency • Physical Development: Sustained fine and gross motor control in mark making • Communication and Language: Storytelling, retelling, and purposeful speech • Expressive Arts and Design: Imaginative responses and storytelling through mark making • Understanding the World: Exploring summer themes, growth, and change
Prompts and Questions for Adults During Mark Making in EYFS		
General Encouragement • “Tell me about what you’re drawing/writing.” • “Can you show me how you’re doing that?”		

- “What shapes or lines are you making?”
- “I like the marks you’re making — what do they mean to you?”

Exploring Materials and Techniques

- “What happens when you use this tool/colour?”
- “Can you make a big/small line?”
- “What happens if you press hard/soft?”
- “What else could you use to make marks?”
- “How does that colour feel when you draw with it?”

Encouraging Storytelling and Meaning

- “Can you tell me a story about your picture?”
- “Who is in your drawing?”
- “What is happening in your picture?”
- “What are you writing or drawing about?”
- “Is there a title for your work?”

Supporting Writing Skills

- “Can you write your name or some letters here?”
- “What sound does this letter make?”
- “Can you tell me the letters you know?”
- “Would you like to try writing a word?”
- “How many letters are in that word?”

Developing Observation and Description

- “What colours are you using?”
- “Can you find something else that is that colour?”
- “How many shapes can you see in your drawing?”
- “Is your picture telling me about something you saw or did?”

Encouraging Problem Solving and Planning

- “What will you draw next?”
- “How can you make that shape bigger/smaller?”
- “What do you want to add to your picture?”
- “How will you start your drawing?”

Reception EYFS: Autumn Term Number	Reception EYFS: Spring Term Number	Reception EYFS: Summer Term Number
Term Focus: In the Autumn Term, Reception children begin to explore numbers to 5, with an emphasis on counting, recognition, and comparison. The focus is on developing early mathematical language, one-to-one correspondence, and number representation through hands-on experiences.	Term Focus: In the Spring Term, Reception children build on their understanding of numbers to 5 and extend their learning to numbers up to 10. They explore number composition, develop early addition and subtraction concepts, and deepen their understanding of numerical patterns through practical experiences.	Term focus: Consolidate and deepen knowledge and skills for Year 1.
Aims: • Recognise and count numbers up to 5. • Understand one-to-one correspondence. • Develop early number sense using practical resources. • Begin to subitise small quantities.	Aims: • Count, recognise, and order numbers to 10. • Explore number bonds to 5 and begin to understand number composition within 10. • Compare and order sets of objects using mathematical vocabulary. • Use manipulatives to represent addition and subtraction stories.	Aims • Develop confident counting skills up to 10. • Recognise, order, and represent numbers 1 to 10. • Understand and use the concepts of 'more', 'less', 'one more', and 'one less'. • Begin to add and subtract within 10 using practical resources. • Develop mathematical language related to number and quantity. • Encourage problem-solving and reasoning using numbers to 10.
Key Vocabulary: • Number, count, how many, total, altogether • One, two, three, four, five • More, fewer, same, match, sort, group • Subitise, pair, compare	Key Vocabulary: • Number, count, add, subtract, more, fewer, same • One, two, three... ten • Total, altogether, part, whole, equal, difference • Number sentence, number bonds, take away, left	Key Vocabulary • Number names: one, two, three, four, five, six, seven, eight, nine, ten • Count, count on, count back • More, less, fewer • One more, one less • Add, plus, altogether • Take away, subtract, left, minus • How many? • Total

Activities & Resources: 1. Autumn Object Counting Tray - Resources: Conkers, leaves, acorns, pinecones, number cards - Activity: Children match numbers 1–5 with quantities of natural objects. - ELG Link: Mathematics – Number 2. Five Frames with Loose Parts - Resources: Five frames, pebbles, buttons, counters - Activity: Children place the correct number of objects in the five frame and describe what they see. - ELG Link: Mathematics – Number 3. Number Rhymes and Songs - Resources: Song props (e.g., ducks, frogs), number puppets - Activity: Engage in daily counting rhymes to develop oral counting and awareness of number order. - ELG Link: Communication and Language – Listening and Attention; Mathematics – Number 4. Matching Numerals to Quantities - Resources: Pegboards, number cards, pom-poms	Activities & Resources: 1. Number Bonds to 5 Using Numicon - Resources: Numicon, part-part-whole models, counters - Activity: Children explore how numbers to 5 can be composed of two parts. - ELG Link: Mathematics – Number 2. Addition Story Mats - Resources: Themed story mats (e.g. farm, zoo), small world figures, number cards - Activity: Create addition stories using characters and record simple number sentences. - ELG Link: Mathematics – Number; Communication and Language – Speaking 3. Comparing Quantities - Resources: Teddy bear counters, balance scales, sorting trays - Activity: Children compare groups using language such as more than, fewer than, equal to. - ELG Link: Mathematics – Numerical Patterns 4. Subtraction Bowling - Resources: Skittles, ball, number cards, whiteboards - Activity: Knock down pins and subtract from 10 to find how many are left.	Activities & Resources: 1. Number Matching Game - Resources: Number cards 1-10, counters - Activity: Match numeral cards to groups of objects - ELG Link: Mathematics Number 2. Number Line Walk - Resources: Number line tape or cards - Activity: Create a large number line on the floor, children jump to numbers called out - ELG Link: Mathematics Number and Communication and Language – Speaking 3. One more / one less than game - Resources: Counters, number cards - Activity: Use blocks or counters to add or remove one and say the new number - ELG Link: Mathematics Number 4. Simple Addition Stories - Resources: Toy fruits, animals, story mats - Activity: Use objects to tell simple addition stories (“3 apples + 2 apples”) - ELG Link: Mathematics Number 5. Take Away Games - Resources: Toy cars, counters
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• <i>Activity:</i> Match written numerals to sets of objects. • <i>ELG Link:</i> Mathematics – Number 5. Number Hunt and Ordering • <i>Resources:</i> Outdoor laminated numbers, baskets, chalk • <i>Activity:</i> Children find numbers hidden in the environment and order them on a number line. • <i>ELG Link:</i> Mathematics – Number; Physical Development – Gross Motor Skills 6. Sorting and Grouping Autumn Objects • <i>Resources:</i> Sorting trays, natural materials, labels • <i>Activity:</i> Children sort objects by type, size or number and describe their groups. • <i>ELG Link:</i> Mathematics – Numerical Patterns	• <i>ELG Link:</i> Mathematics – Number; Physical Development – Gross Motor Skills 5. Ten Frame Challenges • <i>Resources:</i> Ten frames, double-sided counters, challenge cards • <i>Activity:</i> Children use ten frames to solve visual number problems. • <i>ELG Link:</i> Mathematics – Number 6. Sorting and Grouping by Number • <i>Resources:</i> Sorting trays, number labels, objects • <i>Activity:</i> Sort sets of objects into groups of a given number and explain thinking. <i>ELG Link:</i> Mathematics – Numerical Patterns; Communication and Language	• <i>Activity:</i> Remove objects from a set and count how many remain • <i>ELG Link:</i> Mathematics Number 6. Number Rhymes and Songs • <i>Resources:</i> Audio recordings, lyric cards • <i>Activity:</i> Sing songs like “5 Little Ducks” and “Ten Green Bottles” • <i>ELG Link:</i> Mathematics Number and speaking and listening / communication 7. Number Puzzles • <i>Resources:</i> Number puzzles • <i>Activity:</i> Complete puzzles with numbers 1 to 10 • <i>ELG Link:</i> Mathematics Number and speaking and listening / communication 8. Sorting and Grouping • <i>Resources:</i> Various small objects • <i>Activity:</i> Sort objects by quantity and count groups • <i>ELG Link:</i> Mathematics Number
Continuous Provision Enhancements: • Number books and counting stories in the reading corner • Tactile number shapes and number formation cards in the writing area • Natural loose parts and counting tools in the maths area	Continuous Provision Enhancements: • Magnetic numbers and whiteboards in the writing area • Bead strings and number pegs in the maths area • Number puzzles and counting games in small world and construction areas	4. Continuous Provision Enhancements • Add number labels and counting trays in the maths area with objects in quantities 1 to 10. • Provide number puzzles and matching games accessible during free play. • Incorporate number books and storybooks about counting and numbers.

Number mats, beanbags, and chalk in the outdoor space	- Chalk number lines and jump-to-number games in the outdoor area	- Include natural materials (sticks, stones) for sorting and counting outside. - Set up a role-play shop with prices and money values 1-10. - Use interactive whiteboard or tablets with counting games and apps. - Display a large classroom number line 1-10 for reference.
Assessment Opportunities: - Can the child recognise and count reliably to 5? - Do they use one-to-one correspondence when counting? - Can they subitise small amounts? - Can they match numerals to the correct quantity? - Are they beginning to use number language in play?	Assessment Opportunities: - Can children accurately count to 10 and beyond? - Do they understand and represent number bonds to 5 and 10? - Are they beginning to solve addition and subtraction problems using resources? - Can they compare and describe quantities using correct vocabulary?	Assessment Opportunities - Observe children counting objects accurately and reliably up to 10. - Listen to children explain 'one more' and 'one less' using practical materials. - Use simple addition and subtraction tasks to assess understanding. - Take notes during number games and problem-solving activities. - Use questioning during activities to assess vocabulary use (e.g., "What is one more than 4?"). - Track progress with informal checklists or observation records focusing on the ELG statements
EYFS Areas of Learning Covered: Mathematics: Number recognition, counting, subitising Communication and Language: Listening to and following number stories and rhymes Physical Development: Using hands and fingers for counting and fine motor control	EYFS Areas of Learning Covered: Mathematics: Extending counting, comparing, and calculating with numbers to 10 Communication and Language: Using mathematical vocabulary to explain thinking	Area of the Early Learning Goal (ELG) Covered Mathematics: Number - Children count reliably with numbers from 1 to 10, place them in order, and say which number is one more or one less than a given number.

• Understanding the World: Using seasonal natural materials for counting and grouping • Expressive Arts and Design: Engaging with number through songs and creative play	• Understanding the World: Applying maths in familiar contexts and environments • Expressive Arts and Design: Using props and small world play for number storytelling. • Physical Development: Using hands and whole-body movements for maths games	○ Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. ○ They solve problems, including doubling, halving, and sharing. • Communication and Language: Listening to and following number stories and rhymes
Prompts and Questions for Adults When Children Are Working with Number in EYFS Counting and Number Recognition • “Can you count how many objects there are?” • “What number comes next?” • “Can you find the number 5?” • “How many do you have altogether?” • “Can you point to the number 3 on the number line?” Comparing Quantities • “Which group has more? Which has less?” • “Are these two groups the same or different?” • “How many more do you need to make 10?” • “Can you find a group with fewer objects than this one?” • “Which pile is bigger/smaller?” Addition and Subtraction • “If I have 3 and you give me 2 more, how many do I have now?” • “Can you show me what happens when you take one away?” • “How many will be left if you take away 2?” • “Can you add these two groups together?” • “What’s one more than 4? How can you show me?”		

Understanding Patterns and Sequences

- “What comes after this number?”
- “Can you put these numbers in order?”
- “What happens if you skip count by twos?”
- “Can you make a pattern with your blocks?”
- “What do you notice about these numbers?”

Problem Solving and Reasoning

- “How did you work that out?”
- “Is there another way to solve this?”
- “What do you think will happen if we add one more?”
- “Can you explain your thinking?”
- “How can you check your answer?”

Using Mathematical Language

- “Can you use the word ‘more’ or ‘less’ to describe these groups?”
- “What does ‘altogether’ mean?”
- “What happens when you ‘take away’?”
- “Can you tell me what ‘equal’ means?”
- “What does ‘one less’ mean?”