

EYFS- Nursery & Reception

Skills and Knowledge Progressive Curriculum



			Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Main Themes			I wonder.... What is special about me?		I wonder... How do people celebrate?		I wonder...What is out there?		I wonder... How can we get there?		I wonder...What happened before?		I wonder.... What will happen next?	
Communication and Language	Nursery & Reception	Development Matters - 3-4 years and Reception	Nursery Listening, Attention and Understanding To enjoy short stories in one-to-one interactions. To respond to short, familiar stories by pointing out objects and pictures in a story. Speaking To respond to a friend or adult. To communicate wants and needs using simple talk and actions. To use vocabulary which is familiar and relevant to them. To listen to songs and rhymes and show awareness of the tune.	Reception Listening, Attention and Understanding To understand how to listen carefully during a story e.g. looks at the speaker. To begin to recognise when someone else is speaking. Speaking To have a conversation that links sentences. To learn new vocabulary from practical experiences, adult led opportunities, and some books. To communicate through longer sentences to share their ideas and thoughts. To learn new rhymes, songs and poems.	Nursery Listening, Attention and Understanding To enjoying listening to longer stories, remembering small parts of what happens. To understand 'what' questions. Speaking To start a conversation with a friend or adult. To communicate using short phrases. To use vocabulary which is familiar and relevant to them. To know some songs and rhymes and begin to join in as a group.	Reception Listening, Attention and Understanding To engage by joining in with discussions during a story. To show awareness of basic listening behaviours. Speaking To have a conversation that links sentences. To learn new vocabulary from practical experiences, adult led opportunities, and some books. To begin to use conjunctions such as 'and' 'but' 'so' to connect their ideas. To learn new rhymes, songs and poems and show confidence to join in.	Nursery Listening, Attention and Understanding To enjoying listening to longer stories, remembering some of what happens. To understand 'where' questions. Speaking To start a conversation with a friend or adult and continue it. To communicate using short phrases. To begin to build new vocabulary based on their experiences. To know some songs and rhymes and begin to join in as a group.	Reception Listening, Attention and Understanding To join in with repeated refrains in a story. To attempt to listen for short periods. Speaking To have a conversation that links sentences, involving active listening. To learn new vocabulary from a range of opportunities. To begin to use conjunctions such as 'and' 'but' 'so' to connect their ideas. To learn new rhymes, songs and poems and show confidence to join in.	Nursery Listening, Attention and Understanding To enjoying listening to longer stories, remembering much of what happens. To understand 'when' questions. Speaking To start a conversation with a friend or adult and continue it. To begin to communicate through sentences of up to four words. To begin to build new vocabulary based on their experiences. To know songs and rhymes and sing these independently in play and within a group.	Reception Listening, Attention and Understanding To talk about key and important events in a story. To ask a question. To follow simple listening expectations independently. Speaking To have a conversation that links sentences, involving active listening. To learn new vocabulary from a range of opportunities. To begin to use the correct tense during conversation. To learn new rhymes, songs and poems and begin to share these confidently to peers and teachers.	Nursery Listening, Attention and Understanding To understand an instruction. To understand 'who' questions. To know that we use our ears to listen/ hear. Speaking To express a point of view and debate when they disagree with a friend or adult. To begin to communicate through longer sentences of four to six words. To use some of their new vocabulary. To know many songs and rhymes, sharing these to peers and teachers.	Reception Listening, Attention and Understanding To identify the main characters in a story and talk about their feelings. To ask a relevant question. To demonstrate understanding of why listening matters. Speaking To hold a conversation with a friend or adult, switching topics, providing more detail to events. To apply new vocabulary to different contexts. To articulate their ideas and thoughts in well-formed sentences. To use their experiences to express themselves through songs, poems and rhymes and share these with others.	Nursery Listening, Attention and Understanding To understand and follow independently, an instruction or question which has two parts. To understand and answer 'why' questions. To look at the person who is talking. (good looking and good listening) Speaking To express a point of view and debate when they disagree with a friend or adult, using actions and words. To begin to communicate through longer sentences of four to six words. To use some of their new vocabulary. To know many songs and rhymes, sharing these to peers and teachers.	Reception Listening, Attention and Understanding To link events in a story to their own experiences. To ask an array of questions about the story to clarify their understanding. To apply careful listening in different situations. Speaking To hold a conversation with a friend or adult, switching topics, providing more detail to events. To apply new vocabulary to different contexts. To articulate their ideas and thoughts in well-formed sentences. To use their experiences to express themselves through songs, poems and rhymes and share these with others..
			End of Nursery Goals: I can sing a favourite nursery rhyme or song. I can retell stories in my own words.		I can start a conversation and take it in turns to speak. I can understand and respond to a simple instruction.		I can listen to songs, stories and rhymes and respond by joining in. I can speak in sentences of 4-6 words.							

	<u>End of Reception Goals (ELG)</u> To 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 To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems when appropriate	To hold conversation when engaged in back and forth exchanges with their teachers and peers To participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary To make comments about what they have heard and ask questions to clarify understanding
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			Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Main Themes			I wonder.... What is special about me?		I wonder... How do people celebrate?		I wonder...What is out there?		I wonder... How can we get there?		I wonder...What happened before?		I wonder.... What will happen next?	
Personal, Social and Emotional Development	Nursery & Reception	Development Matters - 3 -4 years and Reception	Nursery Self-Regulation To separate from main carer to come into nursery.	Reception Self-Regulation To see themselves as unique by sharing their hobbies and interests.	Nursery Self-Regulation To know which adults can help them in nursery.	Reception Self-Regulation To know how to be helpful by taking on jobs such as serving snack and washing up.	Nursery Self-Regulation To become more confident with visitors in nursery.	Reception Self-Regulation To know how to make the right choice and the consequences of not doing so.	Nursery Self-Regulation To show confidence walking around our local area to the library.	Reception Self-Regulation To know the effects of their behaviour on others.	Nursery Self-Regulation To show confidence on a school trip to the cafe.	Reception Self-Regulation To know to use the calm corner when they are feeling upset/angry.	Nursery Self-Regulation To show confidence in different situations.	Reception Self-Regulation To know how to overcome challenges.
			To talk about feelings.	To continue to develop a wider awareness of their own feelings such as 'worried', 'frightened'.	To recognise when they might be feeling a certain way.	To recognise when they might feel a wider range of feelings such as 'worried', 'frightened'.	To respond appropriately to some of their feelings.	To respond appropriately to a wider range of feelings.	To begin to understand how others might be feeling.	To understand that their actions have a consequence.	To consider the feelings of others in stories.	To recognise when and how they need to respond to a friend, showing sensitivity when needed.	To begin to understand how others might be feeling and offer comfort when others are distressed.	To offer reasons for how a person is feeling.
			Managing Self To begin to develop an awareness of the classroom rules and routines.	Managing Self To begin to develop an awareness of the classroom rules and routines.	Managing Self To begin to develop an awareness of the classroom rules and routines.	Managing Self To take responsibility for setting up snack for their peers.	Managing Self To know how to look after resources by tidying up at tidy up time.	Managing Self To take responsibility for spillages at snack time.	Managing Self To support others to look after resources.	Managing Self To take responsibility for keeping their classroom welcoming and tidy.	Managing Self To remember and follow the classroom rules.	Managing Self To take responsibility for keeping their classroom welcoming and tidy.	Managing Self To remember and follow the classroom rules.	Managing Self To support and remind others to take responsibility for managing the classroom.
			To begin to learn to wash and dry their hands before eating and after using the toilet.	To know and act on the importance of hand washing.	To begin to learn to wash and dry their hands before eating and after using the toilet.	To dispose of their used plates/ bowls/ cups and food waste correctly after snack.	To wash and dry hands before eating and use the toilet with more independence.	To know what a sensible amount of screen time is and why this is important for their health.	To wash and dry hands before eating and use the toilet with more independence.	To know how regular teeth brushing is important for their health.	To wash and dry hands before eating and use the toilet independently.	To support new starters with their snack choices.	To wash and dry hands before eating and use the toilet independently.	To know how to be a safe pedestrian and why this is important.
			To be supported to make their snack choice.	To dispose of their used plates/ bowls/ cups and food waste correctly after snack.	To be supported to make their snack choice.	To know how regular exercise is important for their health.	To make their snack choice independently.	To have an awareness of why we need to follow the school and classroom rules.	To make their snack choice independently.	To have an awareness of why we need to follow the school and classroom rules.	To know how often they need to brush their teeth to keep them clean and be healthy.	To know about the importance of a good sleep routine for their health.	To know how to be able to remind friends of the rules when needed.	To be able to remind friends of the rules when needed.
			To know that drinking water/ milk helps them to be healthy.	To know how healthy eating is important for their health.	To know that fruit is healthy.	To know how regular exercise is important for their health.	To know where to go for their toileting needs and ask for help when needed.	To know what a sensible amount of screen time is and why this is important for their health.	To know how to keep their teeth clean and healthy.	To know how regular teeth brushing is important for their health.	To know how often they need to brush their teeth to keep them clean and be healthy.	To know about the importance of a good sleep routine for their health.	To know how to be able to remind friends of the rules when needed.	To be able to remind friends of the rules when needed.
			To know where to go for their toileting needs.	To know the school and classroom rules and follow these.	To know where to go for their toileting needs.	To know the school and classroom rules and follow these.	To know where to go for their toileting needs and ask for help when needed.	To have an awareness of why we need to follow the school and classroom rules.	To keep themselves safe by roads.	To understand why we must be safe around strangers.	To know how to independently use the toilet.	To know how to independently use the toilet.	To know how to independently use the toilet.	To know how to resolve a problem by talking it through with a friend or adult.
			Building Relationships To know how to play alongside each other.	Building Relationships To know how healthy eating is important for their health.	Building Relationships To know how regular exercise is important for their health.	Building Relationships To know how regular exercise is important for their health.	Building Relationships To know where to go for their toileting needs and ask for help when needed.	Building Relationships To know what a sensible amount of screen time is and why this is important for their health.	Building Relationships To know how to keep their teeth clean and healthy.	Building Relationships To know how regular teeth brushing is important for their health.	Building Relationships To know how often they need to brush their teeth to keep them clean and be healthy.	Building Relationships To know about the importance of a good sleep routine for their health.	Building Relationships To know how to be able to remind friends of the rules when needed.	Building Relationships To know how to resolve a problem by talking it through with a friend or adult.

									play in a group.				agree a compromise.	
End of Nursery Goals I can talk about my feelings and begin to recognise others feelings I can sit at the table with my friends and enjoy snack and a conversation I can share and take turns I can follow the classroom rules I can use the toilet independently and wash and dry my hands I can keep myself safe from strangers, water and roads.														
End of Reception Goals (ELG) To manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices, teeth brushing and exercise To give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions To form positive attachments to adults and friendships with peers To explain the reasons for rules, know right from wrong and try to behave accordingly To show sensitivity to their own and others needs To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate To be confident to try new activities and show independence, resilience and perseverance in the face of challenge To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly To work and play cooperatively and take turns with others To keep myself safe from strangers and articulate the reason behind this To keep myself safe from water and articulate the reason behind this														

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Main Themes			I wonder.... What is special about me?		I wonder... How do people celebrate?		I wonder...What is out there?		I wonder... How can we get there?		I wonder...What happened before?		I wonder.... What will happen next?	
Physical Development	Nursery & Reception	Development Matters - 3-4 years and Reception	Nursery Gross Motor To roll a large ball. To know how to walk around a space. To attempt to ride a scooter, trike or balance bike. Fine Motor To know how to hang up their coat onto their peg. To find a comfortable grip to mark make. To pour milk from jug (with lid) into cup for snack.	Reception Gross Motor Complete PE playing through games To explore different ways of playing with equipment. To understand why we need to play with equipment safely. To be able to work with a partner and take turns. Fine Motor To begin to develop a modified tripod grip for writing. To use scissors to cut. To know how to take their jumper or cardigan off. To know how to correctly form some Phase 2 letters.	Nursery Gross Motor To throw a large ball/ beanbag with both hands. To know how to run around a space. To attempt to ride a scooter, trike or balance bike. Fine Motor To pull clothing up and down for the toilet. To begin to put my coat on independently. To explore scissors. To pour milk from jug (with lid) into cup for snack.	Reception Gross Motor Complete PE – Games for understanding To understand why it is important to take turns when playing a game. To understand why games have rules and understand the consequences if the rules of the game are not followed. To understand the importance of keeping the score in a game. Fine Motor To use scissors to cut with more control. To put their coat on themselves and attempt to zip up. To know how to correctly form all Phase 2 letters.	Nursery Gross Motor To catch a large ball/ beanbag. To know how to jump around a space. To know to climb using alternate feet. To ride a scooter, trike or balance bike with some balance and control. Fine Motor To know how to put on their coat. To find a comfortable grip to mark make and begin to show some control. To use a spoon to scoop.	Reception Gross Motor Complete PE – Dance To show awareness of space. To move safely and in time with the music. To know how to add movements together to form a sequence. To know how to create different movements using different parts of the body. Fine Motor To use scissors to cut with more control. To dress and undress myself (PE). To know how to correctly form all Phase 2 and some Phase 3 letters.	Nursery Gross Motor To kick a large ball. To know how to skip and hop around a space. To ride a scooter, trike or balance bike with some balance and control. Fine Motor To know how to put on their coat. To use scissors to cut. To use a knife to cut.	Reception Gross Motor Complete PE – Ball skills hands To know different ways of pushing, rolling, and bouncing a ball. To know how to throw different sized balls at given targets, from longer distances. To know how to catch different sized balls from longer distances. Fine Motor To write using a tripod grasp in their dominant hand. To use two-hole scissors to cut straight. To put their coat on themselves and zip it up. To know how to correctly form all Phase 2 and all Phase 3 letters.	Nursery Gross Motor To kick a large ball a target. To know how to march around a space. To know how to stand on one leg and hold a pose. To ride a scooter, trike or balance bike with control. Fine Motor To know how to zip up their coat once it has been started. To show a preference for a dominant hand when mark making. To peel their own fruit at snack.	Reception Gross Motor Complete PE – Locomotion walking and jumping To know how to walk using different body parts in different directions, at different levels and at different speeds. To know how to adjust their speed and change direction to avoid other pupils. Fine Motor To dress and undress myself confidently e.g. role play. To begin to form my letters so that they are uniform. To know how to correctly form all Phase 2 and all Phase 3 letters.	Nursery Gross Motor To dance to music they like. To create their own dance moves in line with the music they can hear. To know how to work together to carry large items such as planks of wood. To ride a scooter, trike or balance bike with control. Fine Motor To know how to zip up their coat once it has been started. To show control when mark making and making snips. To help younger peers at snack time e.g. pouring milk, cutting up foods etc.	Reception Gross Motor Complete PE – Ball skills feet To kick (dribble) a ball with increasing control. To dribble with their dominant foot. To move into spaces avoiding other pupils. To kick (pass) a ball with increasing control. Fine Motor To begin to form my letters so that they are uniform. To put my shoes on the correct feet after PE. To confidently form all of my letters correctly.
			End of Nursery Goals: I can use scissors to make snips in paper I can move in different ways- run, jump, hop, skip, climb		I can kick a ball I can hold a pencil comfortably to make marks		I can put on my own coat and finish my zip once it has it been started I can pour my own milk and get my own snack							

	End of Reception Goals (ELG) To use a range of small tools completely and confidently e.g. scissors paint brushes, cutlery To move energetically, such as running, jumping, dancing, hopping, skipping and climbing To be able to catch, kick, throw To hold a pencil effectively in preparation for writing (nearly always tripod grip) To form a range of letters correctly and confidently	To negotiate space and obstacles safely, with consideration for themselves and others To begin to show accuracy and care when drawing To demonstrate strength, balance and co-ordination To put on their own coat and zip this up To get dressed and undressed independently
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			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Main Themes			I wonder.... What is special about me?	I wonder... How do people celebrate?	I wonder...What is out there?	I wonder... How can we get there?	I wonder...What happened before?	I wonder.... What will happen next?						
Literacy	Nursery & Reception	Development Matters - 3 -4 years and Reception	Nursery Comprehension To listen to a range of stories.	Reception Comprehension To engage in extended conversations about stories, the characters, and settings.	Nursery Comprehension To listen to stories and comment on some key events and characters.	Reception Comprehension To sequence a familiar story using images or objects.	Nursery Comprehension To begin to build new vocabulary gained from books.	Reception Comprehension To tell a story to another person using their own words.	Nursery Comprehension To learn new vocabulary from books and narratives.	Reception Comprehension To answer open retrieval questions.	Nursery Comprehension To learn new vocabulary from books and narratives.	Reception Comprehension To retell a story using new vocabulary.		
			To find and explore the names of different parts of a book – focus front cover	To learn new vocabulary from a range of sources- books, poems, teacher talk.	To find and explore the names of different parts of a book – focus front cover	To learn new vocabulary from a range of sources- books, poems, teacher talk.	To know and explore the names of different parts of a book – focus title	To try out new vocabulary, not necessarily in the correct context.	To know how to turn the pages of a book carefully.	To try out new vocabulary, not necessarily in the correct context.	To know that the words on a page tell us the story.	To use language from a story within role play and discussions.	To find and explore the names of different parts of a book – focus author.	To use language from a story within role play and discussions.
			Word Reading To recognise their name from a small selection of name cards.	To know why books, have titles.	To recognise their name from a larger selection of name cards.	To know why books, have pictures.	Word Reading To begin to recognise letters.	To know what an Author is.	To find and explore the names of different parts of a book – focus title	To know what an illustrator is.	To find and explore the names of different parts of a book – focus author.	To know that a book has an author and illustrator.	Word Reading To know familiar words with the same initial sound such as mum and milk.	To know that a book has an author and illustrator.
			To enjoy listening to stories.	Word Reading To read individual letters by saying the sounds for them – some of Phase 2.	To enjoy choosing their own books.	Word Reading To read individual letters by saying the sounds for them – all of Phase 2.	Word Reading To begin to identify when two letters make one sound (digraph) and read some of these (Phase 3)	To begin to identify when two letters make one sound (digraph) and read some of these (Phase 3)	Word Reading To begin to recognise letters.	To identify when three letters make one sound (trigraph) and read all of these (Phase 3)	To know familiar words with the same initial sound such as mum and milk.	To read simple sentences using their phonics sound knowledge.	To know familiar words with the same initial sound such as mum and milk.	To read simple sentences using their phonics sound knowledge, spotting capital letters, finger spaces and full stops.
			Writing To know how to draw lines.	To hear and identify initial sounds in words.	Word Reading To clap the syllables in their name.	To orally segment and blend known sounds in words.	Writing To know how to draw diagonal lines.	To read some Phase 3 harder to read and spell words.	To recognise their name from a larger selection of book bags.	To read simple captions using their phonics sound knowledge.	To recognise their name in different contexts.	To read Phase 4 harder to read and spell words.	To recognise their name in different contexts.	To read some sentences using their phonics sound knowledge, spotting capital letters, finger spaces and full stops.
				To read some Phase 2 harder to read and spell words.	Writing To know how to draw circles.	To read all Phase 2 harder to read and spell words.		To orally segment and blend known sounds in words.	Writing To begin to show an interest in writing letters.	To read all Phase 3 harder to read and spell words.	To orally segment and blend known sounds in words.	To orally segment and blend known sounds in words.	To orally segment and blend known sounds in words.	To read some sentences using their phonics sound knowledge, spotting capital letters, finger spaces and full stops.
				Writing To know how to write their first name.		To read all Phase 2 harder to read and spell words.		To orally segment and blend known sounds in words.		To read all Phase 3 harder to read and spell words.	To orally segment and blend known sounds in words.	To orally segment and blend known sounds in words.	To orally segment and blend known sounds in words.	To read some sentences using their phonics sound knowledge, spotting capital letters, finger spaces and full stops.
				To know how to correctly form some Phase 2 letters.		To read all Phase 2 harder to read and spell words.		To orally segment and blend known sounds in words.		To read all Phase 3 harder to read and spell words.	To orally segment and blend known sounds in words.	To orally segment and blend known sounds in words.	To orally segment and blend known sounds in words.	To read some sentences using their phonics sound knowledge, spotting capital letters, finger spaces and full stops.
				To know how to write initial sounds in words.		To read all Phase 2 harder to read and spell words.		To orally segment and blend known sounds in words.		To read all Phase 3 harder to read and spell words.	To orally segment and blend known sounds in words.	To orally segment and blend known sounds in words.	To orally segment and blend known sounds in words.	To read some sentences using their phonics sound knowledge, spotting capital letters, finger spaces and full stops.
				To know how to write some Phase 2 harder to read and spell words.		To read all Phase 2 harder to read and spell words.		To orally segment and blend known sounds in words.		To read all Phase 3 harder to read and spell words.	To orally segment and blend known sounds in words.	To orally segment and blend known sounds in words.	To orally segment and blend known sounds in words.	To read some sentences using their phonics sound knowledge, spotting capital letters, finger spaces and full stops.

							To know how to write some Phase 3 harder to read and spell words.		To know how to write all Phase 3 harder to read and spell words.		To know how to write some Phase 4 harder to read and spell words.		showing awareness of some basic punctuation – capital letters, finger spaces, full stops. To know how to read what they have written to check it makes sense. To know how to write some Phase 5 harder to read and spell words.
End of Nursery Goals: I can recognise my name I can write most of my first name with most letters formed correctly I can give meaning to the marks I make I can hear the initial sounds in some words I can use story language and new vocabulary in my play I can identify my favourite story/ rhyme and articulate why													
End of Reception Goals (ELG) To write all of the letters in the alphabet, forming these correctly To identify key sounds in words and represent these with the correct letter correspondence To write simple phrases and sentences that can be read by themselves and others To demonstrate an understanding of what has been read by retelling stories & narratives using own words and new vocabulary							To anticipate key events in stories To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play To say a sound for each letter and at least 10 digraphs To read words consistent with their phonic knowledge by sound blending. To read simple sentences in books that are consistent with their phonic knowledge, including some common exception words						

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Main Themes			I wonder.... What is special about me?		I wonder... How do people celebrate?		I wonder...What is out there?		I wonder... How can we get there?		I wonder...What happened before?		I wonder.... What will happen next?	
Mathematics	Nursery & Reception	Development Matters - 3-4 years and Reception	Nursery To recite numbers to 3. recognise and name different colours. To match objects which are the same. To sort by colour, size and object. To join in with number songs. To explore a 5 frame.	Reception <u>Subitising</u> To perceptually subitise within 3. To identify sub-groups in larger arrangements. To create their own patterns for numbers within 4. To practise using their fingers to represent quantities which they can subitise. To experience subitising in a range of contexts, including temporal patterns made by sounds. <u>Cardinality, Ordinality and counting</u> To relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set. To have a wide range of opportunities to develop their knowledge of the counting sequence through rhyme and song. To have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting. To have opportunities to develop an understanding that anything can be counted, including actions and sounds. To explore a range of strategies which	Nursery To recite numbers to 5. To perceptual subitise up to 2 (noticing) To know and recognise the numerals 1 and 2. To represent 1 and 2 in different ways. To understand the composition of 2. To spot and notice patterns in the environment. To copy an ABABAB pattern. To extend an ABABAB pattern. To recite numbers to 5 within number songs. To know the name of the recognise a circle shape. To know what a 5 frame is.	Reception <u>Subitising</u> To subitise within 5, perceptually and conceptually depending on the arrangements. <u>Cardinality, Ordinality and counting</u> To continue to develop their counting skills. To explore cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand. To begin to count beyond 5. To begin to recognise numerals, relating these to quantities they can subitise and count. <u>Composition</u> To explore the concept of wholes and parts by looking at a range of objects. To explore the composition of numbers to 5. <u>Comparison</u> To compare sets using a variety of strategies, including 'just by looking' by subitising and matching. To compare sets by matching, seeing that when every object in a set can be matched to one in another set, they contain the same number and are equal amounts. <u>Space, Shape and Measure</u> To recognise language associated with 2D shapes,	Nursery To recite numbers past 5. To say the number name for each item in order. To know that the last number reached when counting is the total. To perceptual subitise up to 3 (noticing) To confidently subitise up to 3 within a 5 frame. To know and recognise the numerals 1,2 and 3. To represent 1, 2 and 3 in different ways. To know the name of and recognise a triangle shape. To use simple vocabulary such as tall/short, long/short, heavy/light, big/small. To talk about the differences between objects in terms of height, weight and length.	Reception <u>Subitising</u> To increase their confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. To explore a range of patterns made by some numbers greater than 5. To experience patterns which show a small group and 1 more. To continue to match arrangements to finger patterns. <u>Cardinality, Ordinality and counting</u> To continue to develop verbal counting to 20 and beyond. To continue to develop object counting skills using a range of strategies to develop accuracy. To continue to link counting to cardinality including using fingers to represent quantities. To order numbers, linking cardinality and ordinal representations of number. <u>Composition</u> To continue to explore composition of 5 and practise recalling missing or hidden parts for 5. To explore the composition of 6, linking this into familiar patterns.	Nursery To recite numbers past 5. To say the number name for each item in order. To know that the last number reached when counting is the total. To know and recognise the numerals 1,2 and 3 and 4. To know the name of and recognise a square and rectangle shape. To represent 1, 2, 3 and 4 in different ways. To use simple vocabulary such as tall/short, long/short, heavy/light, big/small. To talk about the differences between objects in terms of height, weight and length. To copy an ABABAB pattern. To extend an ABABAB pattern.	Reception <u>Subitising</u> To explore symmetrical patterns in which each side is a familiar pattern, linking this to doubles. <u>Cardinality, Ordinality and counting</u> To continue to consolidate their understanding of cardinality, working with larger numbers within 10. To become familiar with the counting pattern beyond 20. <u>Composition</u> To explore the composition of odd and even numbers, looking at the shape of these numbers. To begin to link even numbers to doubles. To begin to explore the composition of numbers with 10. <u>Comparison</u> To compare numbers, reasoning about which is more using both an understanding of the 'howmanyness' of numbers and it's position in the number sequence. <u>Space, Shape and Measure</u> To be able to use the language 'empty', 'full' and 'half full' to describe how much is in a container. To be able to describe and compare different capacities.	Nursery To explore prepositions. To compare quantities – more/ less/ fewer. To know and recognise the numerals 1-5. To represent 5 in different ways. To know that a full five frame represents 5. To recite numbers past 5 within number songs. To notice and describe shapes in the environment and talk about the properties using words such as 'straight/flat/round/ curved'.	Reception <u>Subitising</u> To continue to practise increasingly familiar subitising arrangements. To use subitising skills to enable them to identify when patterns show the same number but in a different arrangement. To subitise structured and unstructured patterns, including those which show numbers within 10. To be encouraged to identify when it is appropriate to count and when groups can be subitised. <u>Cardinality, Ordinality and counting</u> To continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. To continue to develop confidence and accuracy in both verbal and object counting. <u>Composition</u> To explore the composition of 10. <u>Comparison</u> To order sets of objects, linking this to their understanding of the ordinal number system.	Nursery To know the definition of subitising To talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bed time. To use language to describe when things happen e.g. day, night, morning, afternoon, before, after, today, tomorrow. To encourage the vocabulary of first, next, then and possibly last. To explore measuring time. To explore capacity with different materials. To use the language of position and direction.	Reception In this half term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. <u>Space, Shape and Measure</u> To be able to understand the mass of different objects.

			support accurate counting. <u>Composition</u> To see that all numbers can be made of 1s. To compose their own collections within 4. <u>Comparison</u> To understand that sets can be compared according to a range of attributes. To use the language of comparison including more than and fewer than. To compare sets just by looking. <u>Space, Shape and Measure</u> To be able to compare and order by size and length. To talk about time in terms of night and day, days of the week and months of the year. To use language related to time and to be able to sequence events.		specifically triangles and squares. To recognise language associated with 2D shapes, specifically rectangles and circles.		To begin to see that numbers within 10 can be composed of 5 and a bit. <u>Comparison</u> To continue to compare sets using the language of comparison and play games which involve comparing sets To continue to compare sets by matching, identifying when sets are equal. To explore ways of making unequal sets equal. <u>Space, Shape and Measure</u> To understand and use positional language. To be able to measure end-to-end length, compare lengths and use non-standard units of measurement.			<u>Space, Shape and Measure</u> To be able to compose 2D shapes using tangrams and pattern blocks. To be able to recognise 3D shapes and to build with 3D shapes.		
End of Nursery Goals: I can count to 10 out loud. I can touch count slowly and carefully to 5. I can subitise up to 3 objects quickly. I can recognise the numerals 1-5. I can represent numbers 1-5 in different ways e.g. on my fingers I can copy/ continue an ABABAB pattern. I can use positional language to describe where things are. I can discuss mathematical concepts during my choosing time e.g. my pot is full, my tower is tall. I can talk about 2D shapes and know some of their names												
End of Reception Goals (ELG) To have a deep understanding of number to 10, including the composition of each number To subitise (recognise quantities without counting) up to 5 To 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 To verbally count beyond 20, recognising the pattern of the counting system To verbally count to 10 forwards and backwards To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.												

				Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Main Themes				I wonder.... What is special about me?		I wonder... How do people celebrate?		I wonder...What is out there?		I wonder... How can we get there?		I wonder...What happened before?		I wonder.... What will happen next?	
Understanding the World	Nursery & Reception	Development Matters - 3-4 years and Reception	History	Nursery To talk about themselves and their family. To know that my family can be different to my friends.	Reception To identify their family and wider family members.	Nursery To talk about Remembrance Day and Bonfire night. To know that we have a King. To know that we have a headteacher and her name.	Reception To understand why Remembrance Day and bonfire night are important days. To know the King is important and he makes important decisions. To know that we have a headteacher who is in charge and makes important decisions.	Nursery To talk about Lunar New Year. To know that the Great Wall of China is very old.	Reception To understand why Lunar New Year is celebrated. To know the Great Wall of China was built a long time ago. To know who David Attenborough is.	Nursery To identify different occupations. To be introduced to the world transport. To know that we use transport to travel.	Reception To identify similarities and differences between different occupations. To know the definitions of transport. To compare types of transport and why we would use different types to travel.	Nursery To begin to understand the language of today, tomorrow, and yesterday. To understand that they were a baby once and that they are now a young child. To know that there use to be dinosaurs a long time ago.	Reception To know the past is anything before the current day. To understand that they have changed over their life and to be able to discuss these changes. To know that people never existed with the dinosaurs. To understand that you get older every year and you have a birthday to celebrate it.	Nursery To begin to understand that now they attend Nursery but soon they will go to 'Stars'.	Reception To discuss what they look forward to about their future in Year 1. To know about Greta Thunburg.
			Geography	Nursery To know that they live in Runcorn. To know what they live close to e.g., park, shop, school. To know this is our school.	Reception To know that they live in Runcorn and that it is a town. To identify parts of the local community. To know we live in Runcorn town which is in England. To know the name of our school and some of the different areas.	Nursery To explore a globe and world map. To know what the blue and green areas represent on a map/ globe. To know that India is very far away and you can only be visited by plane.	Reception To know that Earth is where we live. To know that the Earth is round not flat. To identify where I live on a world map or globe. To recognise similarities and differences between England and India.	Nursery To know that China is very far away and can only be visited by plane. To know that the Great Wall of China is very long.	Reception To recognise similarities and differences between China and England e.g. The weather. To know there are different countries in the world. To know that the Great Wall of China is the longest wall in the world.	Nursery To know what a post box is. To know that there are other countries far away that we have to travel to by plane.	Reception To understand how post travels from the post box to our homes. To know which transport would be best to travel to different countries in the world.	Nursery To know that animals and plants also live with us. To recognise and name different animals and their habitats.	Reception To know certain animals live in places that have different types of weather (climate) To find and explore where different animals live on a world map/ globe.	Nursery To know why we must put our rubbish in the bin. To know we can reuse things. To recognise the recycling logo. To know that we can walk to places in our local area (shop)	Reception To understand what recycling means and the importance of it. To begin to understand global warming. To know what the recycling logo means. To begin to recognise that a shop is a place we go to buy things.

			Science	Nursery To talk about the changes in the environment (autumn changes). To observe animals and plants around them. To know that apples and pears grow on trees.	Reception To identify Autumn as one of the 4 seasons and discuss the changes. To use the 5 senses to describe when exploring outside. To know that an orchard is where fruit trees grow.	Nursery To know the difference between soft and hard things.	Reception To know that a biscuit changes from soft to hard when heated.	Nursery To talk about the changes in the environment (Winter) changes). To observe animals and plants around them. To know that ice changes when it gets warm (melts)	Reception To identify Winter as one of the 4 seasons and discuss the changes. To use the 5 senses to describe when exploring outside. To know how and why materials change. (ice) To understand the term hibernation.	Nursery To talk about the changes in the environment (Spring) changes). To observe animals and plants around them	Reception To identify Spring as one of the 4 seasons and discuss the changes. To use the 5 senses to describe when exploring outside.	Nursery To know that a tadpole changes into a frog. To explore fossils.	Reception To know the life cycle of a frog. To know that a fossil is made from the bones of a dinosaur. To know who Mary Anning's is.	Nursery To talk about the changes in the environment (Summer) changes). To observe animals and plants around them To know that plants grow. To know that liquids change when they are frozen.	Reception To identify Summer as one of the 4 seasons and discuss the changes. To use the 5 senses to describe when exploring outside. To know the process of planting or growing a plant/ vegetable. To know how to care for plants/ vegetables. To know that liquids become solid when they are frozen.
			RE	Nursery To know that vegetables are grown.	Reception To know how and why we celebrate the Harvest Festival.	Nursery To know that some people celebrate Diwali. To know that some people celebrate Christmas.	Reception To know about the celebration of Diwali and why it is celebrated. To know that Christmas is when Jesus was born (Christian viewpoint).	Nursery To know that some people celebrate Lunar New Year.	Reception To know about the celebration of Lunar New Year and why it is celebrated.	Nursery To know that some people celebrate Easter. To identify a church. To know that some people celebrate pancake day.	Reception To know about the celebration of Easter and why it is celebrated. To understand that the church is a special building where people pray. To know why pancake day is important.			Nursery To take time to reflect on their year and discuss.	Reception To take time to reflect on their year and discuss.

		End of Nursery Goals: I can talk about my family. I can tell you where I live (Runcorn). I can talk about different celebrations. I can talk about how the environment around me changes. I can talk about how plants and animals change. I can show kindness and respect to others. I can talk about how I have grown and changed. End of Reception Goals To talk about the lives of people around them and their role in society To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class To understand the past through settings, characters and events encountered in books and storytelling To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read. To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps To explore the natural world around them, making observations and drawing pictures of animals and plants To 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 To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Main Themes				Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				I wonder.... What is special about me?	I wonder... How do people celebrate?	I wonder...What is out there?	I wonder... How can we get there?	I wonder...What happened before?	I wonder.... What will happen next?
Expressive Art & Design	Nursery & Reception	Development Matters - 3-4 years and Reception	Music & Role Play	Nursery To know nursery rhymes. To enjoy listening to music. To explore playing some musical instruments. To copy basic movements. To play a range of instruments to express their feelings and ideas. To engage in simple small world set ups in small groups. Reception To know a range of different songs. To begin to move to music. To explore changing the sounds of some musical instruments e.g. loud and quiet. To know the names of some musical instruments e.g. drum, egg shaker, tambourine. To begin to learn very short movements. To talk about how music makes them feel. To begin to create their own songs and dance moves in the provision. To initiate imaginative games using a range of resources and characters.					

		Art	Nursery - To experiment using a paintbrush and different painting tools. - To know to put on a painting apron when choosing to paint. - To use pre-made paints and name the colours they are using. - To explore printing with different body parts and objects. - To experiment drawing using different tools. - To explore drawing different lines and shapes. - To explore drawing on different surfaces. - To explore using different malleable materials. - To experiment with 3D shapes in the junk modelling area. - To explore snipping using scissors. Reception - To learn how to hold and control a paintbrush and other painting tools. - To learn how to wear a painting apron. - To explore what happens when colours are mixed, experimenting to discover 'new' colours. - To know what printing is and explore printing in different ways. - To use different drawing tools with some control. - To explore drawing things from imagination and observation, with meaning. - To seek out their own drawing experiences and experiment on different surfaces. - To experiment with malleable materials and create with purpose. - To experiment with cutting, forming and joining familiar 3D shapes using scissors. - To join materials together e.g. glue, tape. - To cut using scissors with some control.
		DT	Nursery - To explore a variety of foods through taste, smell and touch. - To begin to talk about foods they like and dislike. - To explore different recipes. - To explore and play with paper. - To experiment with moving parts. - To explore joining materials. - To experiment with building using large construction and junk modelling. - To begin to talk about size when building with support e.g. big/ small. - To begin to use simple tools with support. - To explore different fabrics and textures through touch and play. - To practise sticking materials to fabric with support. - To explore mark making on fabric. Reception - To be able to name healthy and unhealthy foods. - To begin to understand that some foods help us grow and stay healthy. - To have awareness of what a recipe is. - To understand the importance of hand washing. - To explore manipulating paper in different ways by curling, bending and tearing. - To name basic joining materials and tools e.g. glue, cellotape. - To create structures from construction and junk modelling. - To explore making a structure taller and shorter. - To explore joining two pieces of material together e.g. bunting. - To explore colouring fabrics using paints and pens. - To explore adding decorations to fabrics such as buttons and beads.

		End of Nursery Goals: I can identify and name my colours. I can sing some nursery rhymes. I can use my imagination to role play. I can create music with instruments. I can experiment with drawing and painting tools to create a piece of art work. I can explore construction and junk modelling resources to create structures. End of Reception Goals To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function To share their creations explaining the processes they have used To make use of props and materials when role playing characters in narratives and stories To invent, adapt and recount narratives and stories with peers and their teacher To sing a range of well-known nursery rhymes and songs To perform songs, rhymes, poems and stories with others and try to move in time to music
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Please see our Whole School Curriculum Overviews to understand how our EYFS curriculum and long-term planning documents align and support a child's whole school curriculum journey at Castle View. At Castle View Primary School, we greatly value the important role that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life as well as preparation for the next stage of education.