



Early Years Curriculum Coverage 2023-2024



Area of Learning	Busy Bees Birth – 3 years Objectives 3-4 years Objectives			Reception		
PSED	Autumn 1 Use that engagement to achieve a goal for example gesture towards a cup to say they want a drink. Look back as they crawl or walk from their key person Feel strong enough to express a range of emotions Find way to calm themselves through being calmed and comforted by their key person Select and use resources with help when needed this helps them to achieve a goal they have chosen or one which is suggested to them See themselves as a valuable individual Find ways of managing transitions for example from their parent to their key person Thrive as they develop self-assurance	Spring 1 Begin to show effortful control for example waiting for a turn and resisting strong impulse to grab what they want or push their way to the front Select and use resources with help when needed this helps them to achieve a goal they have chosen or one which is suggested to them Establish their sense of self Express preferences and decisions. They also try new things and start establishing their autonomy Feel confident when taken out and about the local neighbourhood and enjoy exploring new places with their key person Managing their own needs	Summer 1 Be increasingly able to talk about and manage their emotions Develop their sense of responsibility and membership of community Identify and moderate their own feelings socially and emotionally Safely explore emotions beyond their normal range through play and stories Increasingly follow rules understanding why they are important Show resilience and perseverance in the face of challenge Engage with others through gesture gaze and talk Play with one or more children extending and elaborating play ideas Talk with others to solve conflict Build constructive and respectful relationships	Autumn 1 Manage their own needs. See themselves as a valuable individual.	Spring 1 Express their feelings and consider the feelings of others.	Summer 1 Identify and moderate their own feelings socially and emotionally.

	<p>Become more outgoing with unfamiliar people in the safe context of their setting Managing their own needs Develop friendships with other children Engage with others through gesture gaze and talk.</p> <p>Play with one or more children extending and elaborating play ideas.</p>	<p>Develop friendships with other children Talk about their feelings using words such as happy sad or worried Express their feelings and consider the feelings of others</p>				
	<p>Autumn 2 Look for clues about how to respond to something interesting</p> <p>Select and use resources with help when needed this helps them to achieve a goal they have chosen or one which is suggested to them</p> <p>See themselves as a valuable individual</p> <p>Play with increasing confidence on their own and with other children because they know their key worker person is nearby and available</p>	<p>Spring 2 Be increasingly able to talk about and manage their emotions</p> <p>Notice and ask questions about differences such as skin colour types of hair gender special needs and disabilities</p> <p>Select and use resources with help when needed this helps them to achieve a goal they have chosen or one which is suggested to them</p> <p>See themselves as a valuable individual</p>	<p>Summer 2 Be increasingly able to talk about and manage their emotions</p> <p>Develop their sense of responsibility and membership of community</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Are able to talk about their feelings more elaborated ways such as I'm sad because</p> <p>Do not always need an adult to remind them of a rule Develop appropriate ways of being assertive</p>	<p>Autumn 2 Builds constructive and respectful relationships</p>	<p>Spring 2 Show resilience and perseverance in the face of challenge.</p>	<p>Summer 2 Think about the perspectives of others.</p>

	<p>Thrive as they develop self-assurance</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting</p> <p>Managing their own needs</p> <p>Develop friendships with other children</p> <p>Play with one or more children extending and elaborating play ideas</p> <p>Build constructive and respectful relationships</p>	<p>Safely explore emotions beyond their normal range through play and stories</p> <p>Show confidence in new social situations</p> <p>Managing their own needs</p> <p>Develop friendships with other children</p> <p>Talk about their feelings using words such as happy sad or worried</p> <p>Express their feelings and consider the feelings of others</p>	<p>Show resilience and perseverance in the face of challenge</p> <p>Help to find solutions to conflict and rivalries for example accepting that everyone can be spiderman in a game, Begin to understand how others might be feeling</p> <p>Build constructive and respectful relationships</p> <p>Think about the perspective of others</p>			
CL	<p>Autumn 1</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue.</p> <p>Make eye contact for longer periods.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Learn new Vocabulary</p>	<p>Spring 1</p> <p>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>Understand simple instructions like "give to mummy" or "stop".</p> <p>Recognise and point to objects if asked about them.</p> <p>Can become frustrated when they can't make themselves understood.</p>	<p>Summer 1</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?".</p> <p>Understand how to listen carefully and why it is important to listen</p> <p>Use new vocabulary in different contexts.</p>	<p>Autumn 1</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Develop social phrases.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Engage in story times.</p>	<p>Spring 1</p> <p>Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Summer 1</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>

	<p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Make sounds to get attention in different ways.</p> <p>Babble, using sounds like 'ba- ba', 'mamama'.</p> <p>Constantly babble and use single words during play.</p> <p>Sing a large repertoire of songs.</p> <p>Describe events in some detail.</p>	<p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Use new vocabulary during the day.</p> <p>Learn rhymes, poems and songs</p> <p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Start to develop conversation, often jumping from topic to topic.</p> <p>Use longer sentences of four to six words.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Engage in non-fiction books.</p> <p>Are usually still learning to pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as 'banana' and 'computer.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>			
	<p>Autumn 2</p> <p>Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction.</p>	<p>Spring 2</p> <p>Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</p>	<p>Summer 2</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand simple questions about 'who',</p>	<p>Autumn 2</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Spring 2</p> <p>Use talk to work out problems and organise thinking and activities, explain how things work and why they might happen.</p>	<p>Summer 2</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Retell the story, once they have developed a deep familiarity with the</p>

	<p>Understand single words in context – ‘cup’, ‘milk’, ‘daddy’. Watch someone’s face as they talk. Can find it difficult to pay attention to more than one thing at a time.</p>	<p>Listen to other people’s talk with interest, but can easily be distracted by other things.</p> <p>Use a wider range of vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops.’</p> <p>Use the speech sounds p, b, m, w. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed for swam’.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>‘what’ and ‘where’ (but generally not ‘why’).</p> <p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’</p> <p>Be able to express a point of view and to disagree with and adult or a friend, using words as well as actions. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non fiction to develop a deep familiarity with new vocabulary and knowledge.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p>	<p>text; some as exact repetition and some in their own words.</p>
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		Develop social phrases.				
PD	<p>Autumn 1</p> <p>Continue to develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills.</p> <p>Revise and refine the fundamental movement skills they have acquired:</p> <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing <p>Eat finger food and develop likes and dislikes.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Spring 1</p> <p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Clap and stamp to music.</p> <p>Skip, hop, stand on one leg and hold and pose for a game like musical statues</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Progress towards a more fluent style of moving with developing control and grace</p> <p>Build independently with a range of appropriate resources.</p>	<p>Summer 1</p> <p>Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings)</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Further develop and refine a range of ball skills including:</p> <p>Throwing Passing, Kicking,Batting,catching and aiming</p> <p>Learn to use the toilet with help, and then independently.</p> <p>Use large and small motor skills to do things independently, for</p>	<p>Autumn 1</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> -rolling -crawling -walking -jumping -running -hopping -skipping -climbing <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> -lining up and queuing -mealtimes -personal hygiene <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>Spring 1</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency.</p>	<p>Summer 1</p> <p>Develop overall body strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>

		<p>Develop manipulation and control.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>example manage buttons and zips, and pour drink</p> <p>Show a preference for a dominant hand. Be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy eating - Tooth brushing - Sensible amounts of 'screen time' - Having a good sleep routine - Being a safe pedestrian 			
	Autumn 2	Spring 2	Summer 2	Autumn 2	Spring 2	Summer 2

	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Revise and refine the fundamental movement skills they have acquired:</p> <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing <p>Try a wider range of foods with different tastes</p> <p>Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. and textures</p> <p>Use one handed tools and equipment, for example, making snips in paper and scissors.</p> <p>Develop their small motor skills so they can use a range of tools competently, safely and confidently.</p>	<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Combine different movements with ease and fluency.</p>	<p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - Regular physical activity - Healthy eating 	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Know and talk about different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> -Regular physical activity, -healthy eating -toothbrushing -sensible amounts of screen time -having a good sleep routine -being a safe pedestrian <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>
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		<p>Explore different materials and tools</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on a doing up zips.</p> <p>Further develop the skills they need to manage the school day successfully</p> <ul style="list-style-type: none">- Lining up and queuing- Meal times- Personal hygiene	<ul style="list-style-type: none">- Tooth brushing- Sensible amounts of 'screen time'- Having a good sleep routine- Being a safe pedestrian			
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LIT	<p>Autumn 1</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes.</p> <p>Understand the five key concepts about print: - Print has meaning</p> <p>Enjoy sharing books with an adult.</p> <p>Develop their phonological awareness so that they can: Spot and suggest rhymes Count or clap syllables in a word</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known-letter sound correspondences.</p> <p>Copy finger movements and other gestures.</p>	<p>Spring 1</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories.</p> <p>- Print can have different purposes - We read English text from left to right and from top to bottom.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Recognise words with the same initial sound, such as money and mother</p> <p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.</p>	<p>Summer 1</p> <p>Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props.</p> <p>- The names of the different parts of a book - Page sequencing</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Read simple phrases and sentences made up of words with known-letter sound correspondences and where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Make marks on their picture to stand for their name.</p>	<p>Autumn 1</p> <p>Read individual letters by saying the sounds for them.</p> <p>Form lower case and capital letters correctly.</p>	<p>Spring 1</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Summer 1</p> <p>Form lower case and capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>
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	<p>Enjoy drawing freely.</p> <p>Use some of their print knowledge in their early writing. For example, writing a pretend shopping list.</p> <p>Form lower-case and capital letters correctly</p>	<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Write letters accurately.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Write some or all off their name</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>			
	<p>Autumn 2</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - Print has meaning <p>Enjoy sharing books with an adult.</p> <p>Develop their phonological awareness so that they can:</p> <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables in a word 	<p>Spring 2</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Recognise words with the same initial sound, such as money and mother</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p>	<p>Summer 2</p> <p>Ask questions about the book.</p> <p>Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <ul style="list-style-type: none"> - The names of the different parts of a book - Page sequencing. <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Read simple phrases and sentences made up of words with known-letter sound correspondences and</p>	<p>Autumn 2</p> <p>Blends sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and says sounds for them.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Spring 2</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Summer 2</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>

	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known-letter sound correspondences.</p> <p>Copy finger movements and other gestures. Enjoy drawing freely.</p> <p>Use some of their print knowledge in their early writing. For example, writing a pretend shopping list.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Write letters accurately.</p> <p>Form lower-case and capital letters correctly.</p>	<p>where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Make marks on their picture to stand for their name.</p> <p>Write some or all off their name</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>			
Mathematics	<p>Autumn 1</p> <p>Take part in finger rhymes with numbers</p> <p>Complete Inset Puzzles.</p> <p>Show finger numbers up to 5</p> <p>Count objects, actions and sounds.</p> <p>Subitise</p>	<p>Spring 1</p> <p>Count in everyday contexts, sometimes skipping numbers - 1235'</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Compare numbers</p> <p>Link the number symbol with its</p>	<p>Summer 1</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Experiment with their own symbols and marks as well as numerals.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p>	<p>Autumn 1</p> <p>Cardinality and Counting</p> <p>Counting objects, actions and sounds</p> <p>Subitising</p> <p>Linking the numeral with its value.</p>	<p>Spring 1</p> <p>Number Composition</p> <p>Explore the composition of numbers to 10.</p> <p>Recall number bonds to 10</p>	<p>Summer 1</p> <p>Count beyond ten.</p> <p>Compare numbers.</p>

	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Select shapes appropriately (flat surfaces for building, a triangular prism for a roof) Combine shapes to make new ones.</p> <p>Automatically recall number bonds for numbers 0-10.</p>	<p>cardinal number value</p> <p>Build with a range of resources. Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round.</p> <p>Compare length, weight and capacity.</p> <p>Extend and create ABAB patterns- stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>	<p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>React to changes of amount in a group of up to three items. Begin to describe a sequence of events, real or fictional, using words such as first, then. Continue, copy and create repeating patterns.</p>			
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	<p>Autumn 2</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Recite numbers past 5.</p> <p>Count beyond 10</p> <p>Climb and squeezing selves into different types of spaces.</p> <p>Talk about and identify the patterns around them. For example, stripes on clothes. Use informal language like 'pointy', 'spotty', and 'blobs'</p> <p>Compose and decompose shapes so that children recognise that a shape can have other shapes within it, just as numbers can.</p>	<p>Spring 2</p> <p>Take part in finger rhymes with numbers</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Solve real life mathematical problems with numbers up to 5.</p> <p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Compare quantities using language 'more than' and 'fewer than'</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Summer 2</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Link numerals and amounts</p> <p>Fast recognition of up to 3 objects, without having to count them individually (subitising). Experiment with their own symbols and marks as well as numerals.</p> <p>Explore the composition of numbers to 10.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', high/low tall/heavy. Notice patterns and arrange things in patterns.</p> <p>Understand position through words alone with no pointing.</p> <p>Discuss routes, locations, using words like in front and behind Describe a familiar route</p>	<p>Autumn 2</p> <p>Number Comparison</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p>	<p>Spring 2</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within int just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Summer 2</p> <p>Number composition</p> <p>Compare lengths, weight and capacity.</p>
	Autumn 1	Spring 1	Summer 1	Autumn 1	Spring 1	Summer 1

<p>Understanding the World</p>	<p>Notice differences between people.</p> <p><i>Show an interest in different occupations.</i> Continue to develop positive attitudes about the differences.</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Explore natural materials, indoors and outdoors. Explore materials with different properties.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>use all their senses when exploring natural materials. Talk about what they see using a wide vocabulary.</p> <p>Explore the natural world around them.</p> <p><i>Begin to make sense of their own life story and their families history.</i></p>	<p>Notice differences between people</p> <p><i>Show an interest in different occupations.</i> Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Explore natural materials, indoors and outdoors.</p> <p>Explore materials with different properties.</p> <p>Plant seeds and care for growing plants.</p> <p>Explore how things work.</p>	<p>Notice differences between people</p> <p><i>Show an interest in different occupations.</i> <i>Continue to develop positive attitudes about the difference between people.</i></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <p>Explore natural materials, indoors and outdoors.</p> <p>Explore materials with different properties.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p><i>Talk about the differences between materials and changes they notice.</i></p> <p><i>Begin to understand the need to respect and care for the natural environment and all living things.</i></p> <p><i>Understand the key features of the life cycle of a plant and animal.</i></p> <p>Explore and talk about different forces they feel.</p>	<p>.Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>
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	<p><i>Repeat actions that have an effect.</i></p> <p><i>Make connections between the features of their family and other families.</i></p> <p><i>Compare and contrast characters from stories, including figures from the past.</i></p>	<p><i>Explore collections of materials with similar and/or different properties.</i></p> <p><i>Recognise some environments that are different to the one in which they live.</i></p> <p><i>Draw information from a simple map.</i></p> <p><i>Understand that some places are special to members of their community.</i></p> <p><i>Begin to make sense of their own life story and their families history.</i></p> <p><i>Repeat actions that have an effect.</i></p> <p><i>Make connections between the features of their family and other families</i></p> <p><i>Compare and contrast characters from stories, including figures from the past.</i></p>	<p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> <p><i>Describe what they see, hear and feel whilst outside.</i></p> <p><i>Begin to make sense of their own life story and their families history.</i></p> <p><i>Repeat actions that have an effect.</i></p> <p><i>Make connections between the features of their family and other families.</i></p> <p><i>Comment on images of familiar situations in the past.</i></p>			
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	<p>Autumn 2</p> <p>Notice differences between people.</p> <p><i>Show an interest in different occupations.</i></p> <p>Continue to develop positive attitudes about the differences.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Explore natural materials, indoors and outdoors.</p> <p>Explore materials with different properties.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Use all their senses when exploring natural materials.</p> <p>Talk about what they see using a wide vocabulary.</p> <p>Explore the natural world around them.</p>	<p>Spring 2</p> <p>Notice differences between people <i>Show an interest in different occupations.</i></p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Explore natural materials, indoors and outdoors.</p> <p>Explore materials with different properties.</p> <p>Plant seeds and care for growing plants.</p> <p>Explore how things work.</p>	<p>Summer 2</p> <p>Notice differences between people <i>Show an interest in different occupations.</i></p> <p><i>Continue to develop positive attitudes about the difference between people.</i></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <p>Explore natural materials, indoors and outdoors.</p> <p>Explore materials with different properties.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p><i>Talk about the differences between materials and changes they notice.</i></p> <p><i>Begin to understand the need to respect and care for the natural environment and all living things.</i></p> <p><i>Understand the key features of the life cycle of a plant and animal.</i></p>	<p>Autumn 2</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Spring 2</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Summer 2</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p>
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	<p><i>Begin to make sense of their own life story and their families history.</i></p> <p><i>Repeat actions that have an effect.</i></p> <p><i>Make connections between the features of their family and other families.</i></p> <p><i>Compare and contrast characters from stories, including figures from the past.</i></p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p><i>Draw information from a simple map.</i></p> <p><i>Understand that some places are special to members of their community.</i></p> <p><i>Begin to make sense of their own life story and their family's history.</i></p> <p><i>Repeat actions that have an effect.</i></p> <p><i>Make connections between the features of their family and other families</i></p> <p><i>Compare and contrast characters from stories, including figures from the past.</i></p>	<p>Explore and talk about different forces they feel. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p><i>Describe what they see, hear and feel whilst outside.</i></p> <p><i>Begin to make sense of their own life story and their family's history.</i></p> <p><i>Repeat actions that have an effect.</i></p> <p><i>Make connections between the features of their family and other families.</i></p> <p><i>Comment on images of familiar situations in the past.</i></p>			
Expressive Arts and Design	<p>Autumn 1</p> <p>Start to make marks intentionally. Manipulate and play with different materials.</p>	<p>Spring 1</p> <p>Notices patterns with strong contrasts and be attracted by patterns resembling the human face.</p>	<p>Summer 1</p> <p>Express ideas and feelings through making marks, and sometimes giving meanings to marks they make.</p>	<p>Autumn 1</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Spring 1</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Summer 1</p> <p>Develop storylines in their pretend play.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>

	<p>Explore different materials freely, in order to develop ideas about how to use them and what to make.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Show attention to sounds and music.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Listen attentively, move to and talk about music, expressing their</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent others.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Join in with sounds and rhymes, making some sound.</p> <p>Explore colour and colour mixing. Draw with increasing complexity and detail, such as representing a face with a circle and including detail.</p> <p>Sing in a group or on their own increasingly matching the pitch and following the melody</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore a range of sounds makers and instruments and play them in different ways.</p> <p>Enjoy and take part in action songs.</p> <p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>			
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	feelings and responses					
	<p>Autumn 2 Explores paint, using fingers and other parts of their bodies as well as brushes.</p> <p>Join different materials and explore different textures.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Anticipate phrases and actions in rhymes and songs. Move and dance to music.</p> <p>Begin to develop complex stories using small world equipment. Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> <p>Develop storylines in their pretend play</p>	<p>Spring 2 Start to develop pretend play, pretending that one object represents another.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent others.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Sing the melodic shape of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Responds to what they have heard expressing their thoughts and feelings.</p> <p>Sing in a group or on their own</p>	<p>Summer 2 Use imagination as they consider what they can do with different materials. explores different materials using all senses to explore them.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Make simple models which express their ideas.</p> <p>Create their own songs or improvise a song around one they know. Sing the pitch of a tone sung by another person.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>Autumn 2 Explore and engage in music making and dance, performing solo or in groups.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Spring 2 Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Summer 2 Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>

		increasingly matching the pitch and following the melody.				
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