



Early Years Progression Document

Moor First School

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Communication and Language	Nursery	Development Matters (3-4 years)	<p><u>Listening, Attention and Understanding</u> Children will point out objects/pictures in a story.</p> <p><u>Speaking</u> Children will know and retell The Three Little Pigs’.</p> <p>Children will know and use vocabulary linked to their theme ‘Once Upon a Time’/ ‘Marvellous Me!’ including family, home, and friends, fairy tale, traditional tale.</p>	<p><u>Listening, Attention and Understanding</u> Children will understand ‘what’ questions.</p> <p><u>Speaking</u> Children will know and retell ‘The Little Red Hen’</p> <p>Children will know and use vocabulary linked to their theme ‘Let’s Celebrate!’ / ‘Antarctica’ including celebrate, decoration, Diwali, Christmas, Antarctic, ice, freezing.</p>	<p><u>Listening, Attention and Understanding</u> Children will understand ‘where’ questions.</p> <p><u>Speaking</u> Children will know and retell. ‘The Gingerbread Man. Children will know and use vocabulary linked to their theme ‘Dinosaurs, Dragons and Magic-Land before Time!’ / ‘Space- Out of this World’ including astronaut, transport, travel, solar system, planet, magic, spell, past.</p>	<p><u>Listening, Attention and Understanding</u> Children will understand ‘when’ questions.</p> <p><u>Speaking</u> Children will know and retell ‘Jack and the Beanstalk’</p> <p>Children will know and use vocabulary linked to their theme ‘Amazing Africa!’ / ‘Mad about Minibeasts!’ including desert, hot climate, landscape, safari, life cycles, insects.</p>	<p><u>Listening, Attention and Understanding</u> Children will understand ‘who’ questions.</p> <p><u>Speaking</u> Children will know and retell ‘The Princess and the Pea’.</p> <p>Children will know and use vocabulary linked to their theme ‘People who help us- Helping Hands!’/ ‘Ready, Steady, Grow!’ including seeds, beans, fruit, vegetables, public, heroes, doctor, vet, fire, police.</p>	<p><u>Listening, Attention and Understanding</u> Children will understand and answer ‘why’ questions.</p> <p><u>Speaking</u> Children will know and retell ‘Hansel and Gretel’.</p> <p>Children will know and use vocabulary linked to their theme ‘On the Farm’/ ‘Travel and Transport- Ticket to Ride’ including vehicle, transport, animals, food, vehicle, transport, and public.</p>
	<p><u>Observational Checkpoint:</u> Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using ‘because’, ‘or’, ‘and’. Can children use future and past tense? Can children answer a simple ‘why’ question?</p>							
	Reception	Development Matters (Reception)	<p><u>Listening, Attention and Understanding</u> Children will listen carefully to a story.</p> <p>Children will ask ‘what’ questions.</p> <p><u>Speaking</u> Children will know and retell ‘The Three Little Pigs’.</p> <p>Children will know and use vocabulary linked to their theme ‘Once Upon a Time’/ ‘Marvellous Me! Including special, unique, similar, and different, family, home, and friends, fairy tale, traditional tale, beginning, middle, end.</p> <p>Children will express ideas using past and present tense.</p>	<p><u>Listening, Attention and Understanding</u> Children will join in with repeated refrains in a story.</p> <p>Children will ask ‘who’ questions.</p> <p><u>Speaking</u> Children will know and retell ‘The Little Red Hen’.</p> <p>Children will know and use vocabulary linked to their theme ‘Let’s Celebrate!’ / ‘Antarctica’ including celebrate, decoration, tradition, Hanukkah, religion. Diwali, Christmas, Antarctic, ice, freezing, melting.</p>	<p><u>Listening, Attention and Understanding</u> Children will talk about key events in a story.</p> <p>Children will ask ‘when’ questions.</p> <p><u>Speaking</u> Children will know and retell ‘The Gingerbread Man’.</p> <p>Children will know and use vocabulary linked to their theme ‘Dinosaurs, Dragons and Magic-Land before Time!’ / ‘Space- Out of this World’ including astronaut, transport, travel, solar system, planet, magic, spell, pre-historic, past.</p> <p>Children will express ideas using past and present tense.</p>	<p><u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will ask ‘where’ questions.</p> <p><u>Speaking</u> Children will know and retell ‘Jack and the Beanstalk’</p> <p>Children will know and use vocabulary linked to their theme ‘Amazing Africa!’ / ‘Mad about Minibeasts!’ including desert, hot climate, landscape, safari, life cycles, insects, life cycles, nocturnal, hibernate, ecosystem.</p>	<p><u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences.</p> <p>Children will ask ‘why’ questions.</p> <p><u>Speaking</u> Children will know and retell ‘The Princess and the Pea’.</p> <p>Children will know and use vocabulary linked to their theme ‘People who help us- Helping Hands!’/ ‘Ready, Steady, Grow!’ including seeds, beans, fruit, vegetables, public, heroes, doctor, vet, fire, police, recycling, environment, and wild plants.</p>	<p><u>Listening, Attention and Understanding</u> Children will ‘hot seat’ characters from a story.</p> <p><u>Speaking</u> Children will know and retell ‘Hansel and Gretel’.</p> <p>Children will know and use vocabulary linked to their theme ‘On the Farm’/ ‘Ticket to Ride!’ Including vehicle, transport, animals, food, beach, sea, seaside, and coast, travel, public, vehicle, historic, present.</p> <p>Children will express ideas using past and present tense.</p>
<p style="text-align: center;"><u>ELG:</u></p> <p><u>Listening, Attention and Understanding:</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking:</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>								



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Personal, Social and Emotional	Nursery	Development Matters (3-4 years)	<p>Self-Regulation Children will separate from main carer to come into nursery.</p> <p>Managing Self Children will know the class rules: - Looking eyes - Listening ears - Hands in lap</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p> <p>Building Relationships Children will know how to play alongside each other.</p>	<p>Self-Regulation Children will know what adults can help them.</p> <p>Managing Self Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'.</p> <p>Children will know to drink water to be healthy.</p> <p>Building Relationships Children will know how to play partner games.</p>	<p>Self-Regulation Children will become confident with visitors in nursery.</p> <p>Managing Self Children will know examples of healthy food.</p> <p>Building Relationships Children will share resources and play in a group.</p>	<p>Self-Regulation Children will show confidence walking around our school.</p> <p>Managing Self Children will know to exercise to be healthy.</p> <p>Building Relationships Children will take turns whilst playing and waiting patiently to have a go.</p>	<p>Self-Regulation Children will show confidence when visiting a place on a school trip.</p> <p>Managing Self Children will know how to calm themselves by stopping and taking deep breaths.</p> <p>Children will know to brush their teeth to be healthy.</p> <p>Building Relationships Children will consider the feelings of others in stories such as Llama Llama Time to Share.</p>	<p>Self-Regulation Children will show confidence in visiting the local church.</p> <p>Managing Self Children will know how to independently use the toilet.</p> <p>Building Relationships Children will know how to listen to a friend and agree a compromise.</p>	
	<p>Observational Checklist: Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?</p>								
	Reception	Development Matters (Reception)	<p>Self-Regulation Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Managing Self Children will know how regular exercise is important for their health.</p> <p>Building Relationships Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p>	<p>Self-Regulation Children will know how to be helpful by taking on jobs such as tidying up and washing up.</p> <p>Managing Self Children will know the school rules.</p> <p>Children will know how healthy eating is important for their health.</p> <p>Building Relationships Children will know how to listen to others with respect.</p>	<p>Self-Regulation Children will know how to make the right choice and the consequences of not doing so.</p> <p>Managing Self Children will know how regular teeth brushing is important for their health.</p> <p>Building Relationships Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p>Self-Regulation Children will know the effects of their behaviour on others.</p> <p>Managing Self Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p>Building Relationships Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p>Self-Regulation Children will know to use the calm corner when they are feeling upset/angry.</p> <p>Managing Self Children will know about the importance of a good sleep routine for their health.</p> <p>Building Relationships Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p>Self-Regulation Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p> <p>Managing Self Children will know how to be a safe pedestrian and why this is important.</p> <p>Building Relationships Children will know how to resolve a problem by talking it through with a friend or adult.</p>	
<p>ELG:</p> <p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>									



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Physical Development	Nursery	Development Matters (3-4 years)	<p>Gross Motor Children will know how to ride a scooter.</p> <p>Fine Motor Children will explore large mark making to develop cross the mid-line movements.</p>	<p>Gross Motor Children will know how to ride a tricycle.</p> <p>Fine Motor Children will know how to zip up their coat.</p>	<p>Gross Motor Children will know how to throw a ball.</p> <p>Fine Motor Children will know how to use loop scissors to make snips in paper.</p>	<p>Gross Motor Children will know how to climb using alternate feet.</p> <p>Fine Motor Children will know how to use hammers to hit a large headed nail.</p>	<p>Gross Motor Children will know how to skip, hop and stand on one leg.</p> <p>Fine Motor Children will know how to use a comfortable grip when holding a pencil.</p>	<p>Gross Motor Children will know how to work together to carry large items such as planks of wood.</p> <p>Fine Motor Children will show preference for a dominant hand.</p>	
	<p>Observational Checkpoint: Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?</p>								
	Reception	Development Matters (Reception)	<p>Gross Motor Children will know how to hop, skip and jump.</p> <p>Fine Motor Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the letters s, a, t, p, i</p>	<p>Gross Motor Children will know how to ride a balance bike.</p> <p>Fine Motor Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the letters n. m. d. g. o</p>	<p>Gross Motor Children will know how to pull themselves up rope and hang on monkey bars.</p> <p>Fine Motor Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters c, k, e, u, r</p>	<p>Gross Motor Children will know how to kick and pass different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters h, b, f, l, j</p>	<p>Gross Motor Children will know how to throw and catch different sized balls.</p> <p>Fine Motor Children will know how to thread.</p> <p>Children will know how to correctly form the letters v, w, x, y, z</p>	<p>Gross Motor Children will know how to bat and aim using different sized balls.</p> <p>Fine Motor Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to correctly form capital letters.</p>	
<p>ELG: Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>									



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Literacy	Nursery	Development Matters (3-4 years)	<p><u>Comprehension</u> Children will know the logos for local supermarkets.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading</u> Children will spot and suggest rhymes.</p> <p><u>Writing</u> Children will know how to draw horizontal lines.</p>	<p><u>Comprehension</u> Children will know a range of signs including bus stop, parking, stop.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading</u> Children will clap syllables in a word.</p> <p><u>Writing</u> Children will know how to draw vertical lines.</p>	<p><u>Comprehension</u> Children will know print has different purposes by exploring menus, magazines, newspapers, labels.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading</u> Children will know familiar words with the same initial sound such as mum and milk.</p> <p><u>Writing</u> Children will know how to draw circles.</p>	<p><u>Comprehension</u> Children will know the names of different parts of a book including the cover, title, author.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading</u> Children will know the Little Wandle pictures for s, a, t, p, i, n, m, d, g, o, c, k</p> <p><u>Writing</u> Children will know how to draw diagonal lines.</p>	<p><u>Comprehension</u> Children will know how to turn the pages of a book carefully.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading</u> Children will know the Little Wandle pictures for e, u, r, h, b, f, l, j, v, w</p> <p><u>Writing</u> Children will write the initial sound in their name.</p>	<p><u>Comprehension</u> Children will know how to read from left to right and top to bottom.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><u>Word Reading</u> Children will know the Little Wandle pictures for x, y, z. Children will recap the pictures and sounds.</p> <p><u>Writing</u> Children will write their name.</p>
			<p><u>Observational Checkpoint:</u> Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?</p>					



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Reception	Development Matters (Reception)	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, prosody, understanding and enjoyment.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, prosody, understanding and enjoyment.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, prosody, understanding and enjoyment.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, prosody, understanding and enjoyment.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, prosody, understanding and enjoyment.</p>	<p><u>Comprehension</u> Children will read and re-read a selection of books, developing fluency, prosody, understanding and enjoyment.</p>
		<p><u>Word Reading</u> Children will read and correctly form the sounds s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky words is, I, the.</p> <p><u>Writing</u> Children will know how to correctly form the letters s, a, t, p, i</p> <p>Children will know how to write their name.</p>	<p><u>Word Reading</u> Children will read and correctly form the sounds ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <p>Children will blend known sounds in words. They will read words with –s (s and z) added at the end.</p> <p>Children will know tricky words as, and, has, his, her, go, no, to, into, she, he, of, we, me, be</p> <p><u>Writing</u> Children will know how to correctly form the letters n, m, d, g, o</p> <p>Children will know how to write initial sounds.</p>	<p><u>Word Reading</u> Children will read and correctly form the sounds ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>Children will blend known sounds in words. They will read words with double letters and longer words.</p> <p>Children will know tricky words was, you they, my, by, all are, sure, pure</p> <p><u>Writing</u> Children will know how to correctly form the letters c, k, e, u, r</p> <p>Children will know how to write CVC/CVCC words.</p>	<p><u>Word Reading</u> Children will read and correctly form the sounds from Phase 3.</p> <p>Children will blend known sounds in words. They will read words with double letters, longer words, words with two or more digraphs and words ending with –ing.</p> <p>Children will recap and know all taught tricky words so far.</p> <p><u>Writing</u> Children will know how to correctly form the letters h, b, f, l, j</p> <p>Children will know how to write a short phrase.</p>	<p><u>Word Reading</u> Children will read words with short vowels with adjacent consonants.</p> <p>Children will blend known sounds in words to read longer words and compound words and words ending in suffixes</p> <p>Children will know tricky words said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p><u>Writing</u> Children will know how to correctly form the letters v, w, x, y, z</p> <p>Children will know how to write a short sentence.</p>	<p><u>Word Reading</u> Children will sound and blend words with Phase 3 long vowel graphemes with adjacent consonants. They will also read words ending in suffixes.</p> <p>Children will review and know all tricky words taught throughout the year.</p> <p><u>Writing</u> Children will know how to correctly form capital letters.</p> <p>Children will be able to write a question sentence.</p> <p>Children will know how to read what they have written to check it makes sense.</p>



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ELG:

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.



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Maths	Nursery	Development Matters (3-4 years)	<p>Number Children will rote count to 5.</p> <p>Numerical Patterns Children will sort by colour, size and object.</p> <p>Children will match objects that are the same.</p> <p>Children will identify patterns around them such as stripes on clothes.</p> <p>Children will compare big and small.</p> <p>Children will compare size, mass and capacity.</p> <p>Children will use positional language including on top, under, next to and behind.</p>	<p>Number Children will count to in correspondence to 5.</p> <p>Children will show 'finger numbers' up to 3.</p> <p>Children will count, recognise and compare numbers 1, 2 and 3.</p> <p>Children will identify groups with more/ less.</p> <p>Numerical Patterns Children will identify a circle, square and triangle.</p> <p>Children will sequence events using language including first, then and after.</p>	<p>Number Children will count in correspondence to 5, knowing that the total is 5.</p> <p>Children will show 'finger numbers' up to 5.</p> <p>Children will subitise up to 5.</p> <p>Children will identify and compare groups with one more / one less than.</p> <p>Numerical Patterns Children will use language including light, heavy, full and empty.</p> <p>Children will use language including tall, long, short.</p>	<p>Number Children will rote count to 10.</p> <p>Children will begin to add two numbers together to make 5.</p> <p>Numerical Patterns Children will explore 2D / 3D shapes.</p> <p>Children will identify a cube.</p> <p>Children will use language including sides, corners, straight, flat and round.</p> <p>Children will make an AB repeating pattern.</p> <p>Children will estimate.</p>	<p>Number Children will count in correspondence to 10.</p> <p>Children will match numeral to quantity.</p> <p>Numerical Patterns Children will make 2D shape pictures using tangrams.</p> <p>Children will solve real world mathematical problems with numbers up to 5.</p> <p>Children will use mathematical language to describe 3D shapes.</p>	<p>Number Children will identify, count and write numbers to 10.</p> <p>Numerical Patterns Children will notice and correct an error in a repeating pattern.</p> <p>Children will discuss routes and locations using words such as 'in front of' and 'behind'.</p> <p>Children will explore length and height and order two/three objects.</p> <p>Children will explore sharing into two groups.</p>
			<p>Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?</p>					



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Reception	Development Matters (Reception)	<p>Number Children will rote count to 5 and identify numbers to 5.</p> <p>Numerical Patterns Children will match and sort.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p> <p>Children will identify and describe circles and triangles.</p>	<p>Number Children will represent, compose and compare numbers to 5.</p> <p>Numerical Patterns Children will identify and describe squares and rectangles.</p> <p>Children will use positional language to describe their position.</p> <p>Children will sequence events using specific time language.</p> <p>Children will identify one more and one less than within 5.</p>	<p>Number Children will know number bonds to 5.</p> <p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p>Numerical Patterns Children will compare mass and capacity.</p> <p>Children will explore length, height, time and days of the week.</p> <p>Children will combine 2 groups/ make pairs.</p>	<p>Number Children will know number bonds to 10.</p> <p>Children will identify, represent and compose numbers 9 and 10.</p> <p>Children will count forwards and backwards within 10.</p> <p>Numerical Patterns Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p> <p>Children will estimate numbers.</p>	<p>Number Children will know $5+5=10$, $0+10+10$.</p> <p>Children will explore counting patterns (2s, 5s, 10s).</p> <p>Numerical Patterns Children will build and identify numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will add more and take away within 20.</p>	<p>Number Children will double within 10.</p> <p>Numerical Patterns Children will equally share objects into groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will verbally count beyond 20.</p> <p>Children will deepen their understanding of addition and subtraction through word problems/ problem solving.</p> <p>Children will explore spatial reasoning.</p>
	<p style="text-align: center;">ELG:</p> <p>Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						



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Understanding the World Nursery - Development Matters (3-4 years)	History	Past and Present Children will know they were a baby.	Past and Present Children will know about Poppy Day and Bonfire Night.	Past and Present Children find out about Chinese New Year.	Past and Present Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.	Past and Present Children will find out about St. George's day and how we celebrate.	Past and Present Children will begin to understand that at the moment they attend Nursery but soon they will go into Reception. Children will know about transport in the past and present.
	Geography	People, Culture and Communities Children will talk about differences and similarities between themselves and people in their local community. Children will know the name of the village that our school is in.	People, Culture and Communities Children will know that a globe represents the world. Children will know about hot and cold places in our world.	People, Culture and Communities Children will talk about space and the planets. Children will learn about the occupation of an astronaut. Children will learn about dinosaurs and the Jurassic Coast	People, Culture and Communities Children will know about hot and cold places in our world.	People, Culture and Communities Children will find out about the England flag. Children will learn from visitors of various occupations inc. a plumber, farmer, vet.	People, Culture and Communities Children will know where our school is and other school's they may be going to.
	Science	The Natural World Children will know the names of body part; head, arms, hands, legs, feet, neck.	The Natural World Children will know how materials change when cooking, cooling and heating.	The Natural World Children will make collections of natural materials to investigate and talk about. Children will explore and talk about forces including magnets, floating/sinking and stretching.	The Natural World Children will know that a butterfly comes from an egg. Children will know how to respect and care for living things. Children will investigate light, dark and shadows.	The Natural World Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables. Children will plant and grow a fruit/vegetable/herb.	The Natural World Children will know how materials change when melting.
	RE	People, Culture and Communities Children will know how and why we celebrate Harvest Festival.	People, Culture and Communities Children will know that some people celebrate Diwali. Children will know that some people celebrate Christmas.	People, Culture and Communities Children will look at photos of different churches in Biddulph Moor.	People, Culture and Communities Children will find out about Palm Sunday. Children will know some people celebrate Easter.	People, Culture and Communities Children will listen to a selection of bible stories. Book-Stories Jesus Told by Nick Butterworth.	People, Culture and Communities Children will take time to reflect and say a short thank you prayer.
	Computing	Children will know how to use a camera to take photos.	Children will know how to use the Interactive white board.	Children will know how to select an app on an iPad.	Children will know how to make digital art on the iPad/TWB.	Children will know how to play interactive games on the iPad/TWB.	Children will learn how to operate wind-up toys and pulleys.



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

Understanding the World	Reception - Development Matters (Reception)	History	<p>Past and Present Children will know how they have changed from being a baby to being 4/5.</p>	<p>Past and Present Children will know that Remembrance Day is to remember soldiers who died in the war. Children will understand why some people celebrate Bonfire Night.</p>	<p>Past and Present Children will look at space travel over the years. Children will explore images, stories and artefacts from the past. Children will know who Mary Anning is and why she is important.</p>	<p>Past and Present Children will know who David Attenborough is and why he is important.</p>	<p>Past and Present Children will know that the past is anything before the current day. Children will know that the present is now.</p>	<p>Past and Present Children will look at images of seaside holidays from the past, present, and identify similarities and differences. Children will identify and compare transport. Children will look at images of transport from the past and identify similarities and differences.</p>
		Geography	<p>People, Culture and Communities Children will know that Biddulph Moor is in England. Children will identify typical weather in Autumn.</p>	<p>People, Culture and Communities Children will know how people in different countries celebrate Christmas. Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world.</p>	<p>People, Culture and Communities Children will know the name of the road that our school is on. Children will explore aerial maps of our school and identify key features. Children will identify typical weather in Winter.</p>	<p>People, Culture and Communities Children will know that we do not have certain animals in England and will compare with Africa. Children will identify similarities and differences between life in Biddulph Moor and life in Africa. Children will identify typical weather in Spring.</p>	<p>People, Culture and Communities Children will know that we can only grow certain fruit/vegetables in England.</p>	<p>People, Culture and Communities Children will identify typical weather in Summer.</p>
		Science	<p>The Natural World Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know the 5 senses. Children will know that this time of year is Autumn. Children will explore the strength of materials to make a house for the 3 Little Pigs.</p>	<p>The Natural World Children will identify plastic and metal. Children will know what material a magnet picks up.</p>	<p>The Natural World Children will know that this time of year is Winter. Children will explore floating and sinking. Children will know that there are 8 planets in the solar system.</p>	<p>The Natural World Children will observe changes and growth of chicks/butterflies/ladybirds. Children will know the life cycle of a chick/butterfly/ladybird. Children will know that this time of year is Spring.</p>	<p>The Natural World Children will know the names of the 4 seasons and weather associated with them. Children will know the life cycle of a sunflower. Children will know how to care for a plant. Children will observe how a tree has changed over the 4 seasons.</p>	<p>The Natural World Children will know that this time of year is Summer. Children will know that some animals can live underwater. Children will melt and solidify different substances such as chocolate and butter.</p>



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	RE	People, Culture and Communities Children will know what is special to them and their families.	People, Culture and Communities Children will know the story of Diwali. Children will know the Christian Christmas story.	People, Culture and Communities Children will name and explain the purpose of a church.	People, Culture and Communities Children will know the Easter story.	People, Culture and Communities Children will name and explain the purpose of a mosque.	People, Culture and Communities Children will know what the bible is.
	Computing	Children will know how to use an iPad to take photos.	Children will know how to use keys on a keyboard to type their name.	Children will know how to use a trackpad to move a cursor or a mouse on a computer.	Children will know how to use the laptop/ iPad or IWB to make digital art using the programme 'paint'.	Children will know how to programme a beebot.	Children will know how to ask google a question using dictation.

ELG:

Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design	Development Matters (3-4 years)	Music	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none"> - 5 Little Ducks - Humpty Dumpty - Twinkle Twinkle Little Star/ Twinkle Twinkle Chocolate Bar 	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none"> - Hickory Dickory Dock - 5 Little Speckled Frogs - Baa Baa Black Sheep 	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none"> - 5 Little Ducks - If You're Happy and You Know It - Incy Wincy Spider/Snow Alternative 	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none"> - 5 Currant Buns - Three Blind Mice - Old Macdonald Had a Farm 	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none"> - 5 Little Men in a Flying Saucer - Jack and Jill - Miss Polly Had a Dolly 	Being Imaginative Children will know the nursery rhymes/songs: <ul style="list-style-type: none"> - 5 Little Monkeys Jumping on the Bed - Polly Put the Kettle On - The Wheels on the Bus
			Children will listen to a visitor play an instrument.		Children will draw to represent ideas like movement and loud noises.		Children will play sound matching games.	Children will play a range of instruments to express their feelings and ideas.



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Expressive Arts and Design	Art and Design	<p><u>Creating with Materials</u> Art focus: Painting CYCLE A : Artist Study Wassily Kandinsky CYCLE B: Pablo Picasso</p> <p>Children will explore colour mixing.</p> <p>Children will paint on a flat surface and an easel.</p> <p>Children will use their hands and feet to mark make/paint.</p> <p>Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper.</p>	<p><u>Creating with Materials</u> Art focus: Printing</p> <p>Children will print with their hands, feet, vegetables and natural objects.</p> <p>Children will make patterns.</p>	<p><u>Creating with Materials</u> Art Focus: Drawing CYCLE A : Artist Study Jackson Pollock CYCLE B: Henri Matisse</p> <p>Children will do observational drawings.</p> <p>Children will do large scale drawings/ paintings.</p> <p>Children will use pencils to free draw.</p> <p>Children will draw closed shapes such as squares and rectangles.</p> <p>Children will use felt pens, crayons, chalks,</p>	<p><u>Creating with Materials</u> Art Focus: Sculpting</p> <p>Children will use clay and experiment with sculpting.</p> <p>Children will use plasticine, play dough and clay.</p>	<p><u>Creating with Materials</u> Art Focus: Collage CYCLE A : Artist Study Piet Mondrian CYCLE B: Georgia O'Keefe</p> <p>Children will do observational drawings.</p> <p>Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p> <p>Children will explore materials and collage.</p>	<p><u>Creating with Materials</u> Art Focus: Textiles</p> <p>Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</p> <p>Children will explore and use different textiles.</p>
	Development Matters (Reception)	Music	<p><u>Being Imaginative</u> Music focus: Pulse</p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Everywhere we go (call and response) - A Harvest song 	<p><u>Being Imaginative</u> Music focus: Voice</p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Away in a Manger - Little Donkey - Christmas performance songs <p>Children will listen to a visitor play a range of instruments and identify similarities and differences.</p>	<p><u>Being Imaginative</u> Music focus: Rhythm</p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Row, row row your boat - Early in the morning. <p>Children will know how to tap/clap along to a rhythm</p>	<p><u>Being Imaginative</u> Music focus: Pitch</p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - I went to the animal fair - The animals went in two by two <p>Children will know how to make a pitch.</p> <p>Children will join in with choreographed dances</p>	<p><u>Being Imaginative</u> Music focus: Technology</p> <p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Here we go round the mulberry bush - Mary, Mary Quite Contrary <p>Children will experiment with different ways of playing instruments.</p>



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Art and Design	<p>Creating with Materials Art Focus: Painting CYCLE A : Artist Study Wassily Kandinsky CYCLE B: Pablo Picasso</p> <p>Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will know how to make different shades of the same colour.</p> <p>Children will know how to use and mix watercolour paints.</p>	<p>Creating with Materials Art Focus: Printing</p> <p>Children will know how to make a mono print.</p> <p>Children will know which glue or tape to use for their chosen purpose.</p> <p>Children will know how to make the flange join and treasury tag join.</p>	<p>Creating with Materials Art Focus: Drawing CYCLE A : Artist Study Jackson Pollock CYCLE B: Henri Matisse</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p> <p>Children will explore and make art in the style of an artist.</p>	<p>Creating with Materials Art Focus: Sculpting</p> <p>Children will know how to mould clay.</p> <p>Children will know how to make a slot join.</p>	<p>Creating with Materials Art Focus: Collage CYCLE A : Artist Study Piet Mondrian CYCLE B: Georgia O’Keefe</p> <p>Children will know how to make 2D collages.</p> <p>Children will know how to use different techniques to make 3D collages.</p> <p>Children will know how to make a tab join.</p> <p>Children will know how to make an l-brace join.</p> <p>Children will explore and create art in the style of an artist</p>	<p>Creating with Materials Art Focus: Textiles</p> <p>Children will know how to use different fabrics/textures to represent and express their ideas.</p> <p>Children will know how to weave.</p> <p>Children will know how to make a split pin join.</p> <p>Children will know how to sew to join.</p>
	<p>ELG: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>					