

Balcombe CE Primary School



**Our Early Years Foundation Stage
Curriculum for our reception
children.
2025-26**

Our Curriculum Goals highlight what we want children to know, experience and be able to do across all seven areas of learning as a result of their time in Reception. If they can achieve these goals, they will be well prepared for future learning in year 1.

The seven areas of learning are...

Communication and Language Development
Personal, Social and Emotional Development
Physical Development
Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Communication and Language Curriculum Goal.

- LISTEN to others
- JOIN IN discussions and offer ideas
- ASK a relevant question, make a relevant comment
- CONVERSE in back and forth exchanges with friends and teachers
- EXPRESS ideas and feelings with

Personal, Social and Emotional Curriculum Curriculum Goal...

We want to ensure that children

SHOW UNDERSTANDING of our feelings

SHOW EMPATHY FOR OTHERS and be a caring friend

SHOW CONFIDENCE and complete a goal

SHOW RESILIENCE in the face of challenges

SHOW CURIOSITY about the world around them

SHOW UNDERSTANDING of what is right and what is wrong

SHOW CONFIDENCE in managing their own hygiene and personal needs.

Physical Development Curriculum Goal

We aim that ALL our learners will...

- enjoy being **healthy and strong and active**
- **know how we can keep our bodies healthy and well**
- show core **strength, balance and co-ordination** when playing
- move energetically, **confidently and safely in a variety of different ways** - running, jumping, dancing, climbing...

We want children to be able to safely control tools that help them access the wider curriculum. We want them to show increasing accuracy and care when using

- Pencils for drawing and writing
- Paintbrushes for creative and expressive activities
- Hammers, screwdrivers for making and building
- Scissors for cutting and making, art and design
- Cutlery for eating and cooking.



Literacy Curriculum Goal

We want our youngest readers to show a genuine love of books. Through daily story times, drama and role play, we want them to:

TALK about their reading experiences - sharing their likes, dislikes, thoughts and ideas, *retelling* stories through play.

We want our children to enjoy learning to read and we will help them to:

READ confidently *simple sentences using their knowledge of letters and sounds and words from phase 2 and 3.*

We want our young writers to be confident, happy and willing to 'have a go' to communicate their ideas through drawing and writing. We want them to:

WRITE words and *simple sentences using their knowledge of phonics that they can read back to others - and feel proud!*



Mathematics Curriculum Goal...

Whether they are playing a game together, checking the class calendar, or sorting the toys at tidy time, we want children to be **happy and willing to 'have a go' and use their understanding of numbers and mathematical language every day in purposeful** learning opportunities.

We want children to confidently

- SUBITISE
- COUNT RELIABLY
- RECOGNISE the pattern of the counting system
- UNDERSTAND NUMBERS TO 10 and know number facts
- COMPARE quantities
- TALK about what they have done in maths - explaining their thinking.

We want them to feel positive about mathematics and about themselves as mathematicians.



Expressive Arts and Design Curriculum Goal

We want our learners to be able to love exploring and playing with a range of different media and materials and to be able to express their own ideas, observations and feelings about the world around them.

We want them to be able to share these creations with others and talk with pride of what they have explored.

We want our children love being imaginative and expressive, and to be able to

- INNOVATE stories with their peers and teachers, adapting their ideas as they go
- MAKE AND CREATE pieces and props using different resources to express an idea
- PERFORM songs, rhymes and dances to an audience

Understanding the World Curriculum Goal.

The Natural World

We want our children to show a sense of awe and wonder of the world they live in. We want them explore the natural world around them and to make their own observations of it.

We want them to understand

- UNDERSTAND the changes in the natural world around them during the seasons
- CARE for living things
- OBSERVE using their senses, similarities and differences
- KNOW that there other different environments around the globe - from lush green rainforests, to arctic spaces and be able to describe them
- UNDERSTAND how to read a map.

'Past and Present'

We want children to be able

- TALK to and about the people they meet and the jobs that they do and how they help us. This will lay the foundations for future learning
- RETELL what they know about the past
- COMPARE 'then' and 'now'

People, culture and communities

We want children to be able to

RESPECT OTHER CULTURES AND COUNTRIES

TALK ABOUT and describe what it is like where they live

Our Yearly Plan for Reception

In order to ensure children have the best possible opportunities to meet goals and to be the best that they can be, we have devised a yearly plan for each of the areas of learning (seen below).

In this plan we set out the key skills, knowledge and understanding children will need each term so that by the end of the year they reach the goals! We hold check points each term to review that children are ready for the next term's learning.

All children are unique and they will all have different learning journeys as they work towards these goals.

Some children may speed towards them at a rapid pace and will need opportunities to exceed goals. Others may need our support to work towards them.

Either way, we will adapt the plans to suit the needs of the children - always.



Communication and Language



Educational Programme – statutory guidance

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.



Communication and Language Curriculum Goal.

- LISTEN to others
- JOIN IN discussions and offer ideas
- ASK a relevant question, make a relevant comment
- CONVERSE in back and forth exchanges with friends and teachers
- EXPRESS ideas and feelings with confidence.

Communication and Language Progress plan - Listening, Attention and Understanding



	Autumn focus (Dec checkpoints)	Spring focus (April checkpoint)	Summer focus (May checkpoint)
Attention, listening	I can demonstrate good listening behaviours when asked to I understand why listening well is important I can follow simple instructions (with two or more parts) reliably	I can respond to what I have heard by making comments and asking questions or saying what I think (with familiar peers, adults, on a one to one, in small groups) I can follow simple instructions (with three or more parts) reliably	I can listen attentively/carefully during story times as well as in whole group and small group sessions I know why listening is important I can respond with relevant questions, comments and actions
Contribute/make comments	I can engage in story times/discussions - responding with comments/actions	<i>Repeated from above -</i> <i>I can respond to what I have heard by making comments, using actions and asking questions and saying what I think (with familiar peers, adults, on a one to one, in small groups)</i> I ask questions about what I have heard	I can make comments about what I have heard I can ask questions to help me understand and also to find out more
back and forth exchanges	I can respond verbally when someone asks something of me I can wait and take turns in conversation	I can respond to what others say and begin to engage in back and forth interactions	I can engage in (back and forth) conversation with my friends and teachers.

	Autumn (Dec)	Spring (April)	Summer focus (May checkpoint)
Joining in/participation	I am starting to share my ideas with familiar adults I can initiate conversation I can talk to others	I can share my ideas with familiar adults I can share my ideas in small groups	I can take part in small group/larger group/whole class and group discussions
Offer explanations/why questions	I use talk to organise my thoughts I can listen to and talk about stories I can listen to and talk about non-fiction I can learn rhymes, poems and songs	I can explain events that have already happened I can use talk to help work out problems I can use talk to explain how things work I can engage in stories, rhymes and non-fiction sharing my ideas about them I can retell a story that I am very familiar with I can listen to and talk about non-fiction, becoming familiar with new knowledge and vocabulary. I can learn rhymes, poems and songs - paying attention to how they sound.	I can offer explanations in some detail I can use talk to help work out problems and organise thinking I can explain how things work and why they might happen. I can retell a story that I know really well using some of the words from the story and some of my own words.
Speaking in sentences	I can use talk to share my ideas I can use talk to say how I feel (using at least 4-6 words) I can use present and future tenses I can use some connectives with support and modelling (and...)	I am starting to use full sentences I am starting to use past, present and future tenses I can use connectives with support and modelling - I can use 'and,' 'because,' 'or' 'and' to join ideas.	I can express ideas and feelings I can use full sentences using past, present and future tenses I can use conjunctions to connect my ideas ...(with support and modelling)

Vocab	I can learn new words in different contexts - repeating them back and showing that I understand what they mean I can use/understand social phrases I have been learning
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Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. (Educational Programme - taken from the EYFS Statutory Framework)

Our curriculum goals...

We want to ensure that children

SHOW UNDERSTANDING of our feelings

SHOW EMPATHY FOR OTHERS and be a caring friend

SHOW CONFIDENCE and complete a complete a goal

SHOW RESILIENCE in the face of challenges

SHOW CURIOSITY about the world around them

SHOW UNDERSTANDING of what is right and what is wrong

SHOW CONFIDENCE in managing their own hygiene and personal needs



Personal, Social and Emotional Development - progression plan



Self-regulation	Autumn (Dec)	Spring (April)	Summer (July)
Feelings and behaviour regulation	I can identify a range of different feelings	I can say how others are feeling based on their expressions and actions	I can say how I and others are feeling I can show my understanding of feelings by changing my behaviour
	I can talk about the different things I can do to keep me feeling healthy and well, (Being active, eating healthily cleaning my teeth, not too much 'screen time' sleeping well, being safe)		
Working for goals - self confidence!	I can set myself goals I can keep on trying when I find something difficult	I can set myself goals I can say what I am good at and what I would like to improve	I can set myself goals I can wait for my requests and needs to be met
Focused attention	I am starting to sit and listen more consistently during adult focus time I can follow simple instructions	I can sit and listen during adult focus time I can follow instructions with two/three or more parts	I can listen to and respond to adults I can follow instructions accurately (several ideas/ actions)
Growing independence/ Managing self	Autumn (Dec)	Spring (April)	Summer (July)
Independence	I am starting to try new activities	I can keep on trying even when I am finding something difficult	I can try new activities I can show resilience and perseverance when things are difficult
Knowing rules Knowing right from wrong	I am starting to be aware of rules in the school and classroom	I can follow the school and class rules I can talk about the school and class rules I can talk about what is right and wrong	I can explain and follow rules (in the classroom and around school) I can show I know right from wrong by my behaviour

Managing health and hygiene	I can dress and undress when going to the toilet, putting outdoor clothing on inc shoes, coats, wellies.... Dressing up clothes I am starting to know ways and talk about how to stay healthy and feel well (food, teeth cleaning, exercise...)	I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.	I can manage my own basic hygiene and personal needs e.g. toileting and dressing I can explain/describe healthy food I can talk about the different things I can do to keep me feeling healthy and well (being active, eating healthily cleaning my teeth, not too much 'screen time' sleeping well).
Keeping safe	I can talk about how to keep safe: I can talk about how people keep us safe (fire brigade, police, Drs, Nurses...) I can talk about how people in our school keep me safe - teachers, teaching assistants, first aiders...) I can talk about how to be safe online. I can talk about how to be safe crossing the road. I know that what is in my underwear is private.		
Building relationships	Autumn (Dec)	Spring (April)	Summer (July)
Taking turns	I can play with a small group of children, sharing ideas	I can use words to help solve conflicts with others I can work well with others listening and sharing ideas	I can work with others in a group I can play with others, take turns and share
Relationships	I am starting to form good relationships with the familiar adults in my class	I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people	I can form good relationships with the adults in the classroom and around school I have positive friendships
Being sensitive	I can express and identify my feelings I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.	I can identify how others feel and respond to them appropriately	I know what my own needs are and can share them I am sensitive to the needs of others

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Educational Programme

Our curriculum Goals

We aim that ALL our learners will...

- enjoy being healthy and strong and active
- know how we can keep our bodies healthy and well
- show core strength, balance and co-ordination when playing
- move energetically, confidently and safely in a variety of different ways - running, jumping, dancing, climbing...

We want their physical confidence, balance and co-ordination to extend to their fine motor skills so that children are able to safely control tools that help them access the wider curriculum. We want them to show increasing accuracy and care when using

- Pencils for drawing and writing
- Paintbrushes for creative and expressive activities
- Hammers, screwdrivers for making and building
- Scissors for cutting and making, art and design
- Cutlery for eating and cooking.



PHYSICAL DEVELOPMENT - progression plan and checkpoints



	December Checkpoints	March Checkpoints	May Checkpoints
Gross Motor	I can move in different ways on foot I can keep in a space when playing I can balance (1 leg balance, seated balance) I can jump and land safely (on/from tyres, from a low bench) I can move and use both large and smaller scale equipment (building blocks, balls etc)	I can move in different ways as I travel over, under, through...fluently I can move energetically - in different ways ...keeping in a space I can balance, keeping on a line I can hold a stance to help me balance I can jump and land from different heights safely I can move a ball in different ways - tapping with hands/feet, kicking, passing, batting, aiming	I can travel around space and obstacles safely in different ways, changing direction to avoid others or obstacles I can show strength, balance and co-ordination in movement I can move in different ways, energetically, e.g. rolling, crawling, walking, jumping, hopping, skipping, climbing... I can bounce and catch balls
Fine Motor	I can show pencil control when mark making and drawing I can use cutlery -holding the knife and fork correctly, loading the fork and spoon, scooping I can hold scissors effectively and snip paper with them	I can hold a pencil in a tripod grip with some support and modelling I can cut with a knife and fork I can use scissors in different ways	I can hold a pencil effectively (tripod) when I write and draw most of the time I can use a range of tools e.g. scissors, pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons... I can draw with accuracy
Ongoing Learning Opportunities	Daily opportunities to engage in rigorous, energetic, physical play outdoors - on the trim trail, in the ball court, in the wild life area, Funky Fingers/dough disco - Daily movement to music activity to help develop all the children's pivot points - shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, Drawing Club activities - focusing on children's ability to hold a pencil effectively, develop accuracy and care when drawing and writing Lunch time - Hold and use a knife and fork correctly, understand about healthy eating Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills		

Literacy

Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when **adults talk with children about the world around them and the books** (stories and non-fiction) **they read with them, and enjoy rhymes, poems and songs together.**

Skilled word reading, taught later, involves both **the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.** Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Our Curriculum Goal

We want our youngest readers to show a genuine love of books. Through daily story times, drama and role play, we want them to:

TALK *about their reading experiences - sharing their likes, dislikes, thoughts and ideas, **retelling** stories through play.*

We want our children to enjoy learning to read and we will help them to:

READ *confidently **simple sentences** using their knowledge of letters and sounds and words from phase 2 and 3.*

We want our young writers to be confident, happy and willing to 'have a go' to communicate their ideas through drawing and writing. We want them to:

WRITE *words and **simple sentences** using their knowledge of phonics that they can read back to others - and feel proud!*



LITERACY - Comprehension progression and termly checkpoints



Comprehension	December checkpoint	March Checkpoint	May Checkpoint
Comprehension (Understanding & retelling)	I can join in story and rhyme times with gestures, expressions, repeated refrains... I can answer simple questions as to what has happened in the story I am starting to recall facts from non-fiction	I can retell key events from stories I have read and what has been read to me in my own words I can recall facts from a non-fiction book	1 I can retell stories and narratives using my own words and include new words I have been learning.
Comprehension (Prediction)	I can say what I think a book is about by looking at the cover	I can say what might happen next when I am listening to a story or when I am reading	2 I can say what I think might happen next
Comprehension (Vocabulary)	I can join in story and rhyme times and learn new words I can talk about their meaning	I can talk about new words we are learning and explain what they mean I can use new words in my conversations	3 I can use new vocabulary throughout my play, when I talk about stories, non-fiction...and in conversations with others.
<u>Ongoing learning opportunities</u>	Daily Story/song time Daily opportunities for children to learn new vocabulary, engage in and talk about books, anticipate key events... Rhyme Time - Daily poetry time - learning poems to perform each week with opportunities for children to learn new phrases, words and their meanings Daily opportunities to engage in book talk in self-initiated learning opportunities Class book area - with cushions, soft toys, puppets, toys and props relating to the key stories we are learning are to be available at all times. Children can therefore look at books, engage in talk about books, retell stories and create their own. In addition to this, a collection of books placed across the provision e.g. in calm area, on nature table, in role play areas		

LITERACY - WORD READING (progression plan and checkpoints)



	Autumn term focus (checkpoint in Dec)		Spring Term focus (checkpoint in Mar)		Summer term focus (Checkpoint in May)	
Phonics	I can read individual letters by saying the sounds for them - phase 2 I can say the sounds in CVC words - phase 2 I can start to blend the sounds together I am starting to read captions e.g. a big cat, a red bag... can a man run? Can a pig hop? I can read some common words		I can say a sound for each letter of the alphabet I can start to identify digraphs (approx. 10 from phase 3) I can blend sounds to read words using phase 2/3 sounds (one and two syllable words) I can read captions I can re-read books to build up my confidence and fluency I can read phonics matched common words.		I can match the letter and sound for all single sounds I can match the letter and sound for at least 10 digraphs and more if I can I can blend sounds to read words I can read phrases and sentences made up of words with letters/sounds I know and with some common words I can re-read these books to build up my confidence and fluency.	
	Phase 2	Phase 2	Phase 3	Review Phase 3	Phase 4	Phase 4

WRITING - Progression plan and checkpoints



	Autumn aims (Checkpoint by Dec)	Spring aims (Checkpoint by March - April)	ELG (Checkpoint by May- June)
Being a confident mark maker and writer	I can join in marking making and writing opportunities and use and apply the skills I have been taught – I can have a go!		
Composition – creating ideas for writing activities	I can think of my own ideas for mark making/writing I can ascribe meaning to my writing/marks by talking about the marks that I make, e.g. 'This is a letter to mummy!' I can label drawings with initials sounds or words that I am familiar with such as some cvc words.	I can think, say and remember 2-3-word caption/ short phrase that I am going to write. I can write 2-3 word captions/ short phrases with some support and encouragement. I am beginning to use finger spaces in between my words.	I can think, say, remember simple phrases and sentences that I am going to write. I can write simple phrases and sentences. I can use finger spaces in between my words. (My teacher and other people can read what I have written).
Letter Formation	I can write letters that are recognisable.	I can write some letters that are formed correctly (others are clear and recognisable).	I can write recognisable letters, most of which are correctly formed.
Spelling	I can hear and say the initial letter in a word. I can write most alphabet sounds. I can segment cvc words. I am beginning to write some CVC words by segmenting first, e.g. c-a-t, cat! I can use a sound mat or the sound wall to help me when I write. I can write my name in lower case letters with a capital at the start.	I can segment CVC words. I can write cvc words. I am beginning to segment the sounds in unfamiliar words/longer words I can 'have a go' at writing the unfamiliar and can write the sounds in the correct sequence I can use a sound mat or the sound wall to help me when I write. I can write my name in lower case letters with a capital at the start.	I can spell words I need to write by 'sounding out'/identifying the sounds (segmenting) and then writing the sounds with a letter or letters. I can spell some tricky words. I can use a sound mat or the sound wall to help me when I write.

Mathematics

Educational Programme (Statutory)

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



Our curriculum goal...

Whether they are playing a game together, checking the class calendar, or sorting the toys at tidy time, we want children to be **happy and willing to 'have a go' and use their understanding of numbers and mathematical language every day in purposeful learning opportunities.**

We want children to confidently

- SUBITISE
- COUNT RELIABLY
- RECOGNISE the pattern of the counting system
- UNDERSTAND NUMBERS TO 10 and know number facts
- COMPARE quantities
- TALK about what they have done in maths - explaining their thinking.

We want them to feel positive about mathematics and about themselves as mathematicians.

EYFS Long Term Plan - Mathematics (Using White Rose Maths)

White Rose Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Getting to know you (2/3weeks - baseline) - Time to assess and carry out Gov Base-line Match, Sort & Compare (2 weeks) - I can match objects - I can match pictures and objects - I can identify a set - I can sort objects to a type - I can explore sorting techniques - I can create sorting rules - I can compare amounts Talk about measure and patterns (2 weeks) - I can compare size - I can ompare mass - I can compare capacity - I can explore simple patterns - I can copy and continue simple patterns I can create simple patterns	It's Me 1, 2, 3 (2 weeks) - I can find 1, 2 and 3 - I can subitise 1, 2 and 3 - I can represent 1, 2 and 3 - I can find 1 more - I can find 1 less - I can partition numbers up to 3 in different ways (Composition of 1, 2 and 3) Circles and triangles (1 week) - I can identify and name circles and triangles - I can compare circles and triangles - I can find shapes in the environment - I can describe position 1, 2, 3, 4, 5 (2 weeks) - I can find 4 and 5 - I can subitise 4 and 5 - I can represent 4 and 5 - I can find 1 more - I can find 1 less - I can partition the numbers 4 and 5 in different ways (Composition of 4 and 5)	Alive in 5 (2 weeks) - I can say what zero represents - I can find 0 to 5 - I can subitise 0 to 5 - I can represent 0 to 5 - I can find/say what is 1 more - I can find/say what is 1 less - I can partition numbers up to 5 in different ways (Conceptual subitising to 5) Mass and Capacity (1 week) - I can compare mass - I can find a balance - I can explore capacity - I can compare capacity Growing 6, 7, 8 (2 weeks) - I can find 6, 7 and 8 - I can represent 6, 7, and 8 - I can say/find what is 1 more - I can say/find what is 1 less - I can partition the numbers 6, 7, 8 in different ways	Building 9 and 10 (3 weeks) - I can find 9 and 10 - I can compare numbers to 10 - I can represent 9 and 10 - I can subitise (Conceptual subitising to 10) - I can say/find 1 more - I can say/find 1 less - I can partition numbers up to 10 in different ways (Composition to 10) - I can talk about and say bonds to 10 (2 parts) - I can make arrangements of 10 - I can talk about and make bonds to 10 (3 parts) - I can recognise a double (find a double) - I can make doubles up to 5+5 - I can explore even and odd Explore 3D shapes (2 weeks) - I can recognise and name 3D shapes - I can find 2D shapes within 3D shapes	To 20 and beyond (2 weeks) - I can build numbers beyond 10 (10-13) - I can continue patterns beyond 10 (10-13) - I can build numbers beyond 10 (14-20) - I can continue patterns beyond 10 (14-20) - I can verbally count beyond 20 - I can spot the patterns when I count beyond 20 How many now? (1 week) - I can add more - I can work out the answer to 'How many did I add?' - I can take away objects from a larger group - I can work out the answer to 'How many did I take away?' Manipulate, compose and decompose (2 weeks) - I can select shapes for a purpose - I can rotate shapes - I can talk about /explain shape arrangements - I can compose shapes - I can decompose shapes	Continue to revise all prior learning. Sharing and grouping (2 weeks) - I can share (divide a group equally) Explore grouping - I can group (dividing a set by placing a certain number of items in each group) Visualise, build and map (3 weeks) - I can identify repeating patterns - I can create own pattern rules - I can explore own pattern rules - I can copy and build scenes and constructions - I can describe positions - I can give instructions to build - I can represent maps with models - I can create own maps from familiar places - I can create own maps and plans from story situations

		- I can partition numbers up to 5 in different ways (Composition of 1-5) Shapes with 4 sides (1 week) - I can identify and name shapes with 4 sides - I can combine shapes with 4 sides - I can find shapes in the environment - I can talk about my day and night	(Composition of 6, 7 and 8) - I can make pairs-odd and even - I can recognise/find doubles (up to 4+4) - I can double a number (up to 4+4) - I can combine 2 groups - I can subitise (Conceptual subitising) Length, Height and Time (1 week) - I can use measuring words to describe length (long/not long/shorter/longer) - I can compare length - I can use measuring words to describe/explore height - I can compare height - I can order and sequence time	- I can use 3D shapes for tasks - I can find 3D shapes in the environment - I can identify more complex patterns - I can copy and continue patterns - I can spot patterns in the environment	I can copy 2D shape pictures I can find 2D shapes within 3D shapes	Make connections (1 week) Deepen understanding Patterns and relationships
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Understanding the World



Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and geographically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



Our Curriculum Goals.

The Natural World

We want our children to show a sense of awe and wonder of the world they live in. We want them explore the natural world around them and to make their own observations of it.

We want them to

- UNDERSTAND the changes in the natural world around them during the seasons
- CARE for living things
- OBSERVE using their senses, similarities and differences
- KNOW that there other different environments around the globe - from lush green rainforests, to arctic spaces and be able to describe them
- UNDERSTAND how to read a map.

'Past and Present'

We want children to be able to

- TALK to and about the people they meet and the jobs that they do and how they help us. This will lay the foundations for future learning
- RETELL what they know about the past
- COMPARE 'then' and 'now'

People, culture and communities

We want children to be able to

- RESPECT other cultures and countries
- TALK ABOUT and describe what it is like where they live.

UNDERSTANDING THE WORLD - Past and Present



Autumn aims and checkpoints (Dec)	Spring focus (checkpoint April)	Summer focus (Checkpoint May/June)
Chronology: I can talk about myself I can talk about my family I can use the language of time when I talk about something that has happened in the recent past (then, now, when I was...before, after ... for example while sharing 'All About Me' books) Enquiry: (finding out about key historical events and why and how we celebrate today? E.g. Firework Night, Remembrance Day, Diwali, Christmas Day) I can listen to stories/information I can comment on images of familiar situations from the past. <i>I can begin to compare 'then' and 'now,' if appropriate.</i> I can ask questions and with help, use different sources to find answers including books and the internet. I can name and talk about the people in the school community and their roles (for planned visitors see below)	Chronology: I can order pictures to show what happens on a school day (re-ordering the visual timetable) I can use the language of time accurately when I talk about the day (now, next, then...) Also see below for I can sequence photos of myself since I was a baby and talk about how I have changed -below Enquiry: (finding out about how children have changed since they were babies - linking to our 'When I was a baby project for Mothering Sunday) I can sequence photos of myself since I was a baby I can talk about changes that have happened to me throughout my life so far I can compare 'then' and 'now.' I can ask questions and with help, use different sources to find answers including books and the internet. I can talk about people I have met and I can talk about their role/job e.g. Farmers/religious leaders Drs, nurses, dentists ...	Chronology: I can recount an event orally (using pictures to support if necessary) I can use time related vocabulary appropriately. Enquiry: (finding out about something that happened a long time ago...) I can talk about and describe what I see when I am looking at pictures or objects from the past. I can compare 'then' and 'now' and talk about the similarities and differences, drawing on what I have learned I can show that I understand the past through settings, characters and events in books and storytelling. I can talk about the lives of people I am familiar with I can talk about their roles in society
 continuity and change I can compare and contrast characters from stories throughout the year, including figures from the past. 		

People, cultures and communities Progression plan and checkpoints



	Autumn focus (Checkpoint in Dec)	Spring focus (Checkpoint in April)	Summer term focus (Checkpoint in May)
1. The immediate environment	Respect: Our environment - I can talk about the area where I go to school - I can use key vocabulary (hill, road, lane, field...)	Respect: Our environment - I can talk about the environment using what I know from stories/ non-fiction - I can draw information from a simple map	Respect: Our environment - I can describe local environment using what I know from - Observation - Discussion - Stories/ non-fiction - Maps - I can talk about what I like/enjoy/dislike - I can talk about how to look after our environment
2. Religious and cultural communities	Respect: Themselves, special things in their own lives. - I can talk about my own family - I can talk about people who are familiar and special to me Respect: that people have different beliefs and celebrate special times in different ways. - I can talk about how different people celebrate (birthdays, Diwali, Christmas)	Respect: that people have different beliefs and celebrate special times in different ways. - I can talk about how some people have different beliefs and celebrate in different ways (Chinese NY, St Patricks, Easter, Mothering Sunday) - I can talk about how they are similar and how they are different	Respect: that people have different beliefs and celebrate special times in different ways. - I can talk about how some people have different beliefs and celebrate in different ways - I can talk about some special objects/ places/events that people have in our and other communities

3. Other countries in the world	Respect: life in other countries. I can start to use stories and pictures to talk about similarities and differences in life in other countries	Respect: life in other countries. - I can draw information from a simple map/globe - I can start to talk about the similarities and differences in lives in other countries	Respect: life in other countries. I can talk about what is the same and different in life in this country and in another country/countries
Agreed Syllabus	Key Question: Which people are special and why? <i>(thinking and talking about our families, friends, school as well as meeting our Church leaders that visit our school)</i> Key question: Which times are special and why? <i>(thinking and talking about how we celebrate - birthdays, Diwali, Christmas?)</i>	Key Question: Which stories are special and why? <i>(Thinking and talking about stories associated with Chinese New Year...thinking about stories Jesus told).</i> Key Question: What are special objects and symbols? <i>(Thinking and talking about The Easter Story and how we mark Easter).</i>	Key question: Which places are special and why? <i>(Thinking and talking about special places to us. Thinking and talking about special places of worship).</i>

The Natural World Progression Plan and checkpoints



Autumn focus (checkpoint in Dec)	Spring focus (Checkpoint in April)	Summer focus (Checkpoint in May)
Observation and Communication: I can learn new words (linked to each new area of learning) I can talk about what I see, hear and feel when I am exploring. I can choose what I need to help me observe - magnifiers, magnets, pencils, paper, cubes to measure, scales...I can handle them safely. I can draw my observations of animals and plants. I can talk about the weather and how it changes the outdoors I understand the need to respect and care for the natural environment and all living things		
In Autumn I can talk about how the leaves change in Autumn. I can explain why. I can explain how the weather changes in the Autumn. I can talk about how this changes the outdoors. I know why some animals hibernate. I can talk about hibernating animals. I can talk about what animals love to come out at night. I can talk about materials that I see while exploring the environment I can describe how they feel.	In Winter I know that in Winter the weather changes it becomes much colder. I know that the cold air and wind turns water to frost and ice. Some trees have lost their leaves. I know that I need to wear extra clothes to keep warm. I know what the word hibernate means. I can talk about the weather and how it changes the outdoors. I can talk about what to wear outdoors. I can talk about how the frost and ice appears and how it changes/melts. I can talk about how some animals hibernate and why. I can identify and name a variety of everyday materials such as wood, plastic, glass, metal, water, rock. I am beginning to understand similarities and differences between materials. I am beginning to use vocabulary to identify different materials such as soft, hard, bendy, squashy, wet.	In Summer I can find and name different plants that I see outside I can describe parts of a plant I can give some examples of what a seed needs to grow I can give examples of what a seed needs to grow and explain what happens I can make observations of plants and use these observations to draw pictures I can talk about the caterpillars/bugs change and grow. I can talk about which animals/bugs are in our school grounds. I understand the need to respect and care for the natural environment and all living things.
Mapping:	Mapping: I can talk about where I live	Mapping:

	- I can talk about the area where I go to school - I can make models/3D maps of places in our school (using blocks, fabrics, small world play) - I can follow positional language i.e., under, beside, on top of etc. when telling people where things are and how to get to places in school - I can use technology e.g., a BeeBot, and use positional language as I explore how it is used (for more information, please see below)	- I can recognise some features of where I live on a picture/image/video and map (e.g. land, trees, roads, train tracks, school...) - I can describe another environment e.g. desert, Arctic etc using the above to help me - I can recognise some environments that are different from the one in which I live - I can programme a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms forwards, backwards, up, down, side, next to... Enquiry: - With help I can use technology and IT equipment to find information about different locations and places. - I can recognise, know, and describe features of different places (for more information see below) - I can begin to look for some similarities and differences. - I can talk about and ask questions about places I am learning about	- I can describe my own environment and local area, talking about what I see, hear and smell around me - I can draw information from a simple map and identify landmarks of our local area. - I can find where we live (The UK) on a map. - I know and can talk about similarities and differences between here and other environments Enquiry: - I can comment and ask questions about the different places (near and far) - I can find out about the local area by talking to people, looking at photographs, books and visiting local places. I know I can use the internet with support to find out more. For more information, please see below.
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Technology in the EYFS

	Autumn focus	Spring focus	Summer focus
Technology	Beebots/programming - Know how to turn a Beebot on and off and how to store it safely. - Explore and identify what each floor robot command does. - Begin to create a simple sequence of commands to move the Beebot.	As before as well as - Explore and experiment how to create a sequence commands - Create a simple sequence of commands to send Beebot to a friend	As before as well as - Explore and experiment how to create a sequence commands - Create a series of simple sequences of commands to send Beebot across an assault course
	Finding out - using the internet I know that I can find out more about something I am interested in on the internet		

	With an adult to guide me I can find out and retrieve more about my interests by searching on the internet		
	Using the iPads - creating content I can use the iPad to take a photo of what I see	Using the iPads I can use the iPad to take a video of what I see	Using the iPads I can use the iPad to record my work and experiences
	Using the iPads - using programmes/software - I can tap, swipe and click on different icons to make things happen. - Explore how to draw a picture on a screen - I can experiment with different paint tools.	- I can tap, swipe and click on different icons to make things happen. - I can complete a programme on the iPad (maths based)	As before but with wider range of software/programmes
	Ongoing - Identify some technology at home and in school and begin to understand its purpose e.g. iPad, internet, programmable toys, remote controls, phones..... - Consider how to use technology safely and responsibly - NB Also refer the Computing Long Term Plan		

Expressive Arts and Design



Educational Programme (statutory guidance)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have **regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. **The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.**

Our Curriculum Goal

We want our learners to be able to love exploring and playing with a range of different media and materials (be that paint, pens, natural materials, recycling materials, loose parts...) and to be able to express their own ideas, observations and feelings about the world around them.

We want them to be able to share these creations with others and talk with pride of what they have explored.

We want our children love being imaginative and expressive, and to be able to

- INNOVATE stories with their peers and teachers, adapting their ideas as they go
- MAKE AND CREATE pieces and props using different resources to express an idea
- PERFORM songs, rhymes and dances to an audience



Expressive Arts and Design Progression Plan and Checkpoints

	Autumn focus (check point in Dec)	Spring term focus (checkpoint in March)	Summer term focus (check point in May)
Creating with materials	- I can select my own art and design materials to create with - I can explore various tools, materials and techniques outlined below, to express my ideas and feelings e.g. - mixing with brushes/paint - Drawing with coloured pens and crayons - Creating with natural materials, construction, recycling - I can explore how colours can be mixed	- I can explore various tools and materials outlined below, building on prior learning - In addition to the Autumn term resources I can use various tools and techniques for art work including - Collage with scissors, glue - Drawing with chalks and charcoals 3D Modelling with playdough tools, brushes - I am able to combine different techniques e.g. collage, paint, crayon, clay to create art - I can return to and build on previous learning, refining ideas and developing their ability to represent them - I can mix colours together to create new colours using sponges and paintbrushes	- I can explore various tools and materials outlined below, building on prior learning e.g. scissors, brushes, pens, playdough tools, glue spreaders, hole punchers, tags, staplers... - I can explore using materials and techniques - collage, colour mixing/paint, drawing, joining and fixing, modelling with dough...creating with natural materials as well as loose parts and recycling - I can design art/ a product thinking about colour, design, form, texture and function
	I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.	I can talk about my artwork or designs-linked to some of the materials/ techniques I used	- I can try to talk about my ideas/what I am going to create - I can explain what I have made - I can talk about how I made it - naming the materials/techniques (cut, tear, stick...)
	I am starting to recreate familiar stories (with adult support)	I can use materials and props to retell stories and create imaginary situations linked to what I know	I can use props and materials when I am role playing stories

Expressive Arts and Design - creating with materials and being imaginative



	Autumn focus (Checkpoint in Dec)	Spring focus (Check point in April)	Summer focus (Checkpoint in May)
Being imaginative	- I can role play imaginary scenarios linked to experiences - I can recount and retell familiar stories with my friends and adults (small world/ role play)	- I can adapt well known stories and narratives and small world/ role play them with others - I can use what I know and have read to help create my own stories - I can invent my own stories	- I can adapt and recount narratives and stories with my friends and adults - I can invent my own stories
	I know some popular songs/rhymes and can sing them supported by an adult	I can sing well known songs in a group or alone and match the pitch and melody	- I can sing well known nursery rhymes - I can sing some familiar songs (Xmas play etc.)
	- I can listen and respond to sounds - I can listen carefully to music and start to move to it - I can sing/chant rhymes with others and supported by an adult - I can explore how different sounds can be made	- I can listen attentively, move to and talk about music, expressing feelings and responses - I can join in with singing, chanting and dancing with others or on my own, increasingly matching the pitch and following the melody - I can explore and engage in music making - making loud/soft, long and short, high and low sounds...	- I can perform songs, rhymes, poems and stories alone and with others - I can try to move in time with music

