

History

Educational Programme – Understanding the World



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 ecologically 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.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Communication			Speaking <ul style="list-style-type: none"> 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.
Maths	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 		
Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family’s history. Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	Past and Present <ul style="list-style-type: none"> 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.

Transition from Reception to Y1



History

Relevant Early Learning Goals	Y1 National Curriculum Objective
<p style="text-align: center;">Understanding the World: Past and Present</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">History</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about -</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.) • Significant historical events, people, places in their own locality

Geography

Educational Programme – Understanding the World



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	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Understanding the World	<ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. Use all their senses in hands-on exploration of natural materials. 	<ul style="list-style-type: none"> Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p>People Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons.
Maths	<ul style="list-style-type: none"> Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. 		

Transition from Reception to Y1

	<ul style="list-style-type: none">• Discuss routes and locations, using words like 'in front of' and 'behind'.		
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Transition from Reception to Year 1

Geography



Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. <p>Understanding the World: The Natural World</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">Geography</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country. <p>Human and Physical Knowledge</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Transition from Reception to Y1

Science

Educational Programme – Understanding the World

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	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Understanding the World	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family’s history. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<p>The Natural World</p> <ul style="list-style-type: none"> 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.
C & L	<ul style="list-style-type: none"> Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 	<ul style="list-style-type: none"> Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen. Use new vocabulary in different contexts. 	<p>Listening Attention & Understanding</p> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding.
PSED	<ul style="list-style-type: none"> Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian 	<p>PSED - Managing Self</p> <ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Science



Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Understanding the World: The Natural World</p> <ul style="list-style-type: none"> • 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. 	<p>Working Scientifically</p> <p>During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to questions. • Gathering and recording data to help in answering questions. <p>Plants</p> <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals, Including Humans</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Everyday Materials</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Transition from Reception to Y1

	<p>Seasonal Change</p> <ul style="list-style-type: none"> • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.
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RE

Educational Programme – Understanding the World



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	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
PSED	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. 	<p>Building Relationships</p> <ul style="list-style-type: none"> • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs.

<p style="text-align: center;">Understanding the World</p>	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	<p>People Culture and Communities</p> <ul style="list-style-type: none"> • 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. <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society.
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Transition from EYFS to Year 1

PSHE



Educational Programme – PSED

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.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
PSED	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs - Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of ‘screen time’ having a good sleep routine being a safe pedestrian 	<p>Personal, Social and Emotional Development: Self-Regulation</p> <ul style="list-style-type: none"> 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 to follow instructions involving several ideas or actions. <p>Personal, Social and Emotional Development: Managing Self</p> <ul style="list-style-type: none"> 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>Personal, Social and Emotional Development: Building Relationships</p> <ul style="list-style-type: none"> 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>Understanding the World: People, Culture and Communities</p> <ul style="list-style-type: none"> 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.

<ul style="list-style-type: none">• Begin to understand how others might be feeling.• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.• Make healthy choices about food, drink, activity and toothbrushing.		
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PE

Educational Programme – 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.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Expressive art and Design	<ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. 	<p>Being Imaginative and Expressive</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>
Physical Development	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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.

		<p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	
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Transition from Reception to Y1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Physical Development: Gross Motor Skills</p> <ul style="list-style-type: none"> 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. <p>Expressive Arts and Design: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p style="text-align: center;">PE</p> <p>Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.



Art

Educational Programme – Expressive Art and Design

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.

Educational Programme – Physical Development

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

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Expressive Art and Design	<ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> 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.
Physical Development	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Understanding
the World

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.



Art

Transition from Reception to Y1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Expressive Arts and Design: Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used. <p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing 	<p style="text-align: center;">Art and Design</p> <p>Pupils should be taught</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.



Music

Educational Programme – Expressive Art and Design

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.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Expressive arts and design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Sing a range of wellknown nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
Physical	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.		
Com & Lang	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. 	

Transition from Reception to Y1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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>Music Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music

DT

Educational Programme – Expressive Art and Design

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Educational Programme – Physical Development

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.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Expressive Art and Design	<ul style="list-style-type: none"> Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	Creating with Materials <ul style="list-style-type: none"> 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.
Physical	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. 	Fine Motor Skills <ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
PSED	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 		
Understanding the World	<ul style="list-style-type: none"> Explore how things work 		

DT Transition from Reception to Y1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Creating with Materials</p> <ul style="list-style-type: none"> • 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. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	<p style="text-align: center;">Design & Technology</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.</p> <p>Design</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing). • Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics. <p>Evaluate</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria. <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet. • Understand where food comes from.

Literacy – Reading, Writing & Comprehension

Educational Programme – Literacy



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 nonfiction) 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).

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Word Reading	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning the names of different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Word Reading</p> <ul style="list-style-type: none"> 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.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
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Comprehension	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>Comprehension</p> <ul style="list-style-type: none"> 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.
Writing	<p>Writing</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some letters accurately. <p>Physical Development</p> <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. 	<p>Writing</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter sound correspondences using a capital letter and a full stop. Form lower case and capital letters correctly. Re-read what they have written to check it makes sense. <p>Physical Development</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>Writing</p> <ul style="list-style-type: none"> 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. <p>Physical Development Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	<p>Development Matters 3 & 4-year-olds will be learning to:</p>	<p>Development Matters</p> <ul style="list-style-type: none"> Children in Reception will be learning to: 	<p>Statutory Framework Early Learning Goals</p>

Communication & Language	<p>Communication & Language</p> <ul style="list-style-type: none"> • Use a wider range of vocabulary. • Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Engage in non-fiction books. • Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmmed' for 'swam'. • Use longer sentences of four to six words. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Use new vocabulary in different contexts. • Engage in story times. • Learn rhymes, poems and songs. • Articulate their ideas and thoughts in wellformed sentences. • Connect one idea or action to another using a range of connectives. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play. 	<p>Listening Attention & Understanding</p> <ul style="list-style-type: none"> • 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. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, 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>Expressive Arts and Design</p> <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others <p>Creating With Materials</p> <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories.
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Literacy Transition from Reception to Y1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by soundblending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading.
<p>Comprehension</p> <ul style="list-style-type: none"> • 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. 	<p>Comprehension</p> <p>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently; • being encouraged to link what they read or hear to their own experiences; • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; • recognising and joining in with predictable phrases; • learning to appreciate rhymes and poems, and to recite some by heart; • discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher; • checking that the text makes sense to them as they read and correcting inaccurate reading; • discussing the significance of the title and events; • making inferences on the basis of what is being said and done; • predicting what might happen on the basis of what has been read so far; • participating in discussions about what is read to them, taking turns and listening to what others say; • explaining clearly their understanding of what is read to them.

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Writing</p> <ul style="list-style-type: none"> • 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. 	<p>Writing</p> <p>Transcription</p> <p>Spelling</p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught; common exception words; days of the week. <p>Children should be taught to:</p> <ul style="list-style-type: none"> • name the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound; apply simple spelling rules; • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far; • use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; use the prefix un; • use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest). Composition <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; • re-reading what they have written to check that it makes sense. As well as: • discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Vocabulary, Grammar and Punctuation</p> <p>Children should develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words; joining words and joining clauses using and; beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; using capital letter for names of people, places, the days of the week, and the personal pronoun I. Grammar <p>Words</p> <ul style="list-style-type: none"> • Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of the root words. • Recognise how the prefix un- changes the meaning of verbs and adjectives. <p>Sentences</p> <ul style="list-style-type: none"> • How words can combine to make sentences. • Joining words and joining clauses using 'and'. <p>Text</p> <ul style="list-style-type: none"> • Sequencing sentences to form short narratives. <p>Punctuation</p> <ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I.

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Physical Development Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<p>Handwriting</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
<p>Listening Attention & Understanding • 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.</p> <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, 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>Spoken Language Listen and respond appropriately to adults and peers.</p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas. • Speak audibly and fluently with an increasing command of standard English. • Participate in discussion, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Select and use appropriate registers for effective communication.



Maths

Educational Programme – Maths

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.

Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
<p>Recite numbers past 5. Say one number name for each item in order: 1, 2, 3, 4, 5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.</p>	<p>Count objects, actions and sounds. Count beyond ten. Link the number symbol (numeral) with its cardinal number value. Subitise (recognising quantities without counting) up to 5. Compare numbers Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p>	<p>Number</p> <ul style="list-style-type: none"> • 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>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’ ‘corners’; ‘straight’, ‘flat’, ‘round’. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’ Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10 Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>Numerical Patterns</p> <ul style="list-style-type: none"> • 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>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	
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Maths Transition from Reception to Y1



Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p>Number</p> <ul style="list-style-type: none"> 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>Numerical Patterns</p> <ul style="list-style-type: none"> 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>Number and Place Value</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
<p>Shape Space and Measure</p> <p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure (see Educational Programme)</p>	<p>Measurement</p> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> lengths and heights (long/short, longer/shorter, tall/short, double/half) mass or weight (heavy/light, heavier than, lighter than) capacity/volume (full/empty, more than, less than, quarter) time (quicker, slower, earlier, later) <p>Measure and begin to record:</p> <ul style="list-style-type: none"> lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) <ul style="list-style-type: none"> Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. <p>Position and Direction</p> <ul style="list-style-type: none"> Describe position, directions and movements, including half, quarter and three-quarter turns. <p>Shape</p> <ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).