

## Core Knowledge and Skills in the Early Years: Objective Coverage Overview (Early Years Foundation Stage (EYFS) Statutory Framework: September 2021)

Although the Early Years objectives from the EYFS Statutory Framework 2021 for each term are covered as below, please note that the context in which they are delivered may be adapted in line with our interest led approach to teaching and learning. This is to ensure our children receive the very best opportunities to make maximum progress and meet their goals in a meaningful curriculum tailored specifically to them.

Prime Area Objectives						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Suggested Topic/ Context for learning:</u>	Belonging in my school	Special times and special places	The natural world around me	Growing and changing	Past and Present	Moving on up!
<b>Communication and Language</b> <b>NC links: English, MFL</b>	<u>Listening, Attention and Understanding</u> Children will: <ul style="list-style-type: none"> <li>Enjoy listening to simple stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time.</li> <li>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Use talk to organise themselves and their play; "Let's go on a bus... you sit there...I'll be the driver."</li> </ul>		<u>Listening, Attention and Understanding</u> Children will: <ul style="list-style-type: none"> <li>Engage in story times.</li> <li>Engage in non-fiction books.</li> <li>Understand how to listen carefully in a range of situations and know why listening is important.</li> </ul>		<u>ELG: Listening, Attention and Understanding</u> Children will: <ul style="list-style-type: none"> <li>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</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	
	<u>Speaking</u> Children will: <ul style="list-style-type: none"> <li>Use a wide range of vocabulary.</li> <li>Debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Be able to express a point of view.</li> <li>Start a conversation with an adult or a friend.</li> </ul>		<u>Speaking</u> Children will: <ul style="list-style-type: none"> <li>Learns new poems, rhymes and songs.</li> <li>Learn and use new vocabulary</li> <li>Ask questions to find out more.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in detail.</li> <li>Use talk to help work out problems and to organise thinking and activities</li> <li>Develop social phrases, such as 'good morning'.</li> </ul> Connect one idea or action to another using a range of connectives		<u>ELG: Speaking</u> Children will: <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>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.</li> </ul>	

Personal, Social and Emotional Development

NC links: English, RSHE

<p><u>Self-Regulation</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Talk with others to solve conflict.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>	<p><u>Self-Regulation</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Begin to show more resilience and perseverance in the face of challenge.</li> <li>• Express their feelings, including appropriate assertiveness.</li> <li>• Identify and moderate their own feelings.</li> </ul>	<p><u>ELG: Self-Regulation</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> </ul>
<p><u>Managing Self</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Select and use planned activities and resources, with help when needed.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Show more confidence in new social situations. Increasingly follow rules, understanding why they are important.</li> <li>• Continue to practise independence in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make mostly healthy choices about food, drink, activity and tooth brushing.</li> </ul>	<p><u>Managing Self</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Select and use their own choice of resources to achieve a planned end goal.</li> <li>• Build constructive and respectful relationships</li> <li>• Remember and demonstrate rules without needing an adult to remind them.</li> <li>• Manage most of their own needs and personal hygiene independently.</li> <li>• Know and talk about some of the different factors that support their overall health and wellbeing.</li> </ul>	<p><u>ELG: Managing Self</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly; -</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
<p><u>Building Relationships</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Understand how others might be feeling.</li> </ul>	<p><u>Building Relationships</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Consider the feelings of others.</li> <li>• Begin to consider the perspectives of others.</li> </ul> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p><u>ELG: Building Relationships</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers</li> </ul> <p>Show sensitivity to their own and to others' needs.</p>

Physical Development

NC links: PE

<p><u>Gross Motor Skills</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities, which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• 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.</li> <li>• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</li> <li>• Be increasingly independent, as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> </ul>	<p><u>Gross Motor Skills</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes</li> </ul>	<p><u>ELG: Gross Motor Skills</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<p><u>Fine Motor Skills</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul> <p>Show a preference for a dominant hand.</p>	<p><u>Fine Motor Skills</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<p><u>ELG: Fine Motor Skills</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> </ul> <p>Begin to show accuracy and care when drawing.</p>

## Specific Area Objectives

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Suggested Topic/ Context for learning:</u>	Belonging in my school	Special times and special places	The natural world around me	Growing and changing	Past and Present	Moving on up!
Literacy NC links: English	<u>Reading</u> <u>Children will:</u> <ul style="list-style-type: none"> <li>Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> </li> <li>Develop their phonological awareness, so that they can:                             <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary</li> </ul>		<u>Reading</u> <u>Children will:</u> <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>		<u>ELG: Reading: Comprehension</u> <u>Children will:</u> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate – where appropriate – key events in stories</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <u>ELG: Reading: Word Reading</u> <u>Children will:</u> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>	
	<u>Writing</u> <u>Children will:</u> <ul style="list-style-type: none"> <li>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; writing ‘m’ for mummy. Write some or all of their name. Write some letter accurately.</li> </ul>		<u>Writing</u> <u>Children will:</u> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>		<u>ELG: Writing</u> <u>Children will:</u> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed (upper and lower case)</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul> Write simple phrases and sentences that can be read by themselves and others.	

As a school, we follow the NCETM Mastering Number Scheme.

EYFS skill progression in Number:

**Subitising:**

<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>perceptually subitise within 3</li> <li>identify sub-groups in larger arrangements</li> <li>create their own patterns for numbers within 4</li> <li>practise using their fingers to represent quantities which they can subitise</li> <li>experience subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>continue from first half-term</li> <li>subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>experience patterns which show a small group and '1 more'</li> <li>continue to match arrangements to finger patterns.</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised</li> </ul>
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**Number (ELG)**

- Children will:
- Count objects, actions and sounds.
  - Subitise.
  - Link the number symbol (numeral) with its cardinal number value.
  - Count beyond ten.
  - Compare numbers.
  - Understand the 'one more than/one less than' relationship between consecutive numbers.
  - Explore the composition of numbers to 10.
  - Automatically recall number bonds for numbers 0–5 and some to 10.

**Cardinality, ordinality and counting:**

<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>have a wide range of opportunities to develop their knowledge of the counting sequence,</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>continue to develop their counting skills</li> <li>explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>begin to count beyond 5</li> <li>begin to recognise numerals, relating these</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond</li> <li>continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>continue to link counting to</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>become more familiar with the counting pattern beyond 20.</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>continue to develop confidence and accuracy in both verbal and object counting.</li> </ul>
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ELG: Numerical

- Patterns
- Children will:
- Verbally count beyond 20, recognising the

Maths: Number  
NC links: Maths

	<p>including through rhyme and song</p> <ul style="list-style-type: none"> <li>• have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>• have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>• explore a range of strategies which support accurate counting.</li> </ul>	<p>to quantities they can subitise and count.</p>	<p>cardinality, including using their fingers to represent quantities between 5 and 10</p> <ul style="list-style-type: none"> <li>• order numbers, linking cardinal and ordinal representations of number.</li> </ul>			<p>pattern of the counting systems.</p> <ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
	<b>Composition</b>					
	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>• see that all numbers can be made of 1s</li> <li>• compose their own collections within 4.</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>• explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> <li>• explore the composition of numbers within 5.</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>• continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>• explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>• begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>• explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>• begin to link even numbers to doubles</li> <li>• begin to explore the composition of numbers within 10.</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>• explore the composition of 10.</li> </ul>	

		Comparison				
		Children will:	Children will:	Children will:	Children will:	Children will:
		<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>use the language of comparison, including 'more than' and 'fewer than'</li> <li>compare sets 'just by looking'.</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>continue to compare sets by matching, identifying when sets are equal</li> <li>explore ways of making unequal sets equal.</li> </ul>	<p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>compare numbers, reasoning about which is more, using both an understanding of the 'howmany'ness' of a number, and its position in the number system.</li> </ul>	
<p>Maths: Shape, Space and Measure</p> <p>NC links: Maths</p>		<p><u>Shape, Space and Measure</u></p> <p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>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'.</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>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. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>		<p><u>Shape, Space and Measure</u></p> <p><u>Children will:</u></p> <ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>Continue, copy and create repeating patterns.</li> <li>Compare length, weight and capacity.</li> </ul>		<p><u>N.B.:</u> There is no longer a national requirement to record summative end of year assessments in Shape, Space and Measure.</p> <p><u>Children will:</u></p> <p>Continue to consolidate their knowledge, understanding and application of shape, position, direction, measure and pattern; namely through everyday experiences and continuous provision opportunities.</p>

## Understanding the World

NC links: Science, Geography, History, Computing, RSHE, Languages

<p><u>The Natural World Children</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>	<p><u>The Natural World Children</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p><u>ELG: The Natural World Children</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• 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</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<p><u>People, Culture and Communities</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people</li> </ul>	<p><u>People, Culture and Communities</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community</li> <li>• Understand that some places are special to members of their community</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Recognise some environments that are different from the one in which they live.</li> </ul>	<p><u>ELG: People, Culture and Communities</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• 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</li> <li>• 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.</li> </ul>
<p><u>Past and Present</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Explore how things work.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul>	<p><u>Past and Present</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past# Recognise some environments that are different from the one in which they live.</li> </ul>	<p><u>ELG: Past and Present</u> <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

<p><u>Creating with Materials</u>  <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> </ul>	<p><u>Creating with Materials</u>  <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p><u>ELG: Creating with Materials</u>  <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>• Share their creations, explaining the process they have used</li> <li>• Make use of props and materials when role playing characters in narratives and stories</li> </ul>
<p><u>Being Imaginative and Expressive</u>  <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</li> <li>• Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</li> <li>•</li> </ul>	<p><u>Being Imaginative and Expressive</u>  <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<p><u>ELG: Being Imaginative and Expressive</u>  <u>Children will:</u></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher</li> <li>• Sing a range of well-known nursery rhymes and songs</li> </ul> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

## Four Marks Primary School Nursery Rhyme Progression



Research has frequently highlighted the importance of learning poems and nursery rhymes by heart in the Early Years. Nursery rhymes help children develop vocabulary, rhythm, counting and number sense, physical development (action songs), and allow them to build an understanding of the world around them. Repetition and familiarity help the child to remember and supports language development, whilst engaging a child fosters social development.

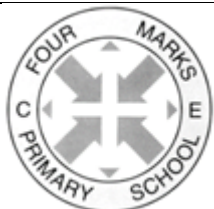
Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>Autumn 1: Belonging in My School</b></p> <p style="text-align: center;">Pat-a-cake Baa Baa Black Sheep The Farmer's in his Den Twinkle Twinkle Jack and Jill One, Two, Buckle my Shoe If you're happy and you know it My Little House</p>	<p style="text-align: center;"><b>Spring 1: The Natural World Around Me</b></p> <p style="text-align: center;">As I was walking down the street Mary Mary Quite Contrary Head, shoulders, knees and toes Row, Row, Row your Boat 1 Finger, 1 Thumb 2 Little Birds Incy Wincy Spider Hey Diddle Diddle</p>	<p style="text-align: center;"><b>Summer 1: Past and Present</b></p> <p style="text-align: center;">In and out of the dusty bluebells Hickory Dickory Dock A sailor went to sea Tall Buildings in a Town Oh Soldier, Soldier Ring -o- Roses London's Burning The Muffin Man</p>
<p style="text-align: center;"><b>Autumn 2: Special Times and Special Places</b></p> <p style="text-align: center;">Here's the Church Wind the Bobbin Away in a Manger This Little Piggy Old King Cole Here we go Louby Lou BINGO The Grad old Duke of York</p>	<p style="text-align: center;"><b>Spring 2: Growing and Changing</b></p> <p style="text-align: center;">Down by the Station Mary had a Little Lamb London Bridge Sing a Song of Sixpence This Old Man Old McDonald The Wheels on the Bus There was an old woman who swallowed a fly</p>	<p style="text-align: center;"><b>Summer 2: Moving on up!</b></p> <p style="text-align: center;">She'll be coming round the mountain Down in the Jungle Cobbler, Cobbler Mend my Shoe There was a Princess Long Ago The Animal Fair My Bonnie Lies over the Ocean Bobby Shaftoe Peter Rabbit</p>

### Counting and number rhymes:

5 little ducks, 5 currant buns, 10 in the bed, 10 green bottles, Two-by-Two, 1,2,3,4,5 Once I caught a fish, 5 peas in a peapod, 5 little speckled frogs

The Early Years Curriculum lays the foundations for Key Stage 1 learning.

The document below details the next steps from Foundation Stage Learning into Year 1:



## How does Foundation Stage Curriculum link with the National Curriculum?

### Communication & Language

#### Listening, attention and 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.

### English - Comprehension

Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to and discussing a wide range of poems, stories and non-fiction 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.

Understand both the books they can already read accurately and fluently and those they listen to by:

- 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.

<p><b>Communication and Language</b></p> <p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• 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.</li> </ul> <p><b>Expressive Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<p><b>English – Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers.</li> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Use relevant strategies to build their vocabulary.</li> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.</li> <li>• Speak audibly and fluently with an increasing command of standard English.</li> <li>• Participate in discussion, presentations, performances, role play, improvisations and debates.</li> <li>• Gain, maintain and monitor the interest of the listener(s).</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul>	<p><b>PSHE</b></p> <p>All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education. At Four Marks School, the following key areas are covered during Key Stage 1 (Years 1 and 2).</p> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Who is in my family?</li> <li>• What does my family do for me?</li> <li>• What makes a good friend?</li> <li>• How should I treat my friends?</li> <li>• What is bullying and what can I do about it?</li> </ul>

<ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building relationships</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> <p><b>Understanding the world – People, culture and communities</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Health and Wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Where do babies come from?</li> <li>• How have I changed since I was a baby?</li> <li>• How are other children similar or different to me?</li> <li>• Why are girls' and boys' bodies different?</li> <li>• What do we call the different parts of girls' and boys' bodies?</li> <li>• Who can I ask if I need to know something?</li> <li>• Who can I go to if I am worried about something or feel unsafe?</li> <li>• What things do I need to keep safe and healthy?</li> </ul> <p><b>Living in the Wider World:</b></p> <ul style="list-style-type: none"> <li>• What can people do with money?</li> <li>• How can I look after other people?</li> <li>• How can I look after the wider world?</li> <li>• What different jobs do people do?</li> </ul>
<p><b>Physical Development</b> <b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip almost all cases. L</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>	<p><b>English - Handwriting</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>
<p><b>Physical Development</b> <b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Expressive Art &amp; Design- Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>PE</b></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> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns</li> </ul>

<p><b>Physical Development - Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive Art &amp; Design - Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> </ul>	<p><b>Design and Technology</b></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><b>Design</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</li> <li>• Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products.</li> </ul> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet.</li> <li>• Understand where food comes from.</li> </ul>
<p><b>Physical Development - Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive Art &amp; Design - Creating with materials</b></p> <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</li> <li>• Create and debug simple programs.</li> <li>• Use logical reasoning to predict the behaviour of simple programs.</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> <li>• Recognise common uses of information technology beyond school.</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology</li> </ul>

<p><b>Literacy</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge.</li> </ul> <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Expressive Art &amp; Design- Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<p><b>English - Reading</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</li> <li>• 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.</li> <li>• Re-read these books to build up fluency and confidence in word reading</li> </ul>
<p><b>Literacy - Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<p><b>English – Spelling</b></p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• <b>Words containing each of the 40+</b> phonemes already taught;</li> <li>• Common exception words;</li> <li>• Days of the week.</li> </ul> <p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>• Name the letters of the alphabet in order;</li> <li>• Use letter names to distinguish between alternative spellings of the same sound;</li> <li>• Apply simple spelling rules;</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;</li> <li>• Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs;</li> <li>• Use the prefix un;</li> <li>• 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).</li> </ul> <p><b>Composition</b></p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about;</li> <li>• Composing a sentence orally before writing it;</li> <li>• Sequencing sentences to form short narratives;</li> </ul>

	<ul style="list-style-type: none"> <li>• Re-reading what they have written to check that it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils;</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>English - Vocabulary, Grammar and Punctuation</b> Children should develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• Joining words and joining clauses using and;</li> <li>• Beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark;</li> <li>• Using capital letter for names of people, places, the days of the week, and the personal pronoun I.</li> </ul> <p><b>English - Grammar</b> <b>Words</b></p> <ul style="list-style-type: none"> <li>• Leaving spaces between words;</li> <li>• Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun.</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of the root words.</li> <li>• Recognise how the prefix un- changes the meaning of verbs and adjectives.</li> </ul> <p><b>English - Sentences</b></p> <ul style="list-style-type: none"> <li>• How words can combine to make sentences.</li> <li>• Joining words and joining clauses using 'and'.</li> <li>• Sequencing sentences to form short narratives.</li> </ul> <p><b>English - Punctuation</b></p> <ul style="list-style-type: none"> <li>• Separation of words with spaces.</li> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Capital letters for names and for the personal pronoun</li> </ul>
<p><b>Mathematics - Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> </ul>	<p><b>Maths - Number and Place Value</b></p> <ul style="list-style-type: none"> <li>• Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</li> <li>• Given a number, identify one more and one less.</li> <li>• 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.</li> <li>• Read and write numbers from 1 to 20 in numerals and words.</li> </ul>
<p><b>Mathematics - Numerical patterns</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Maths - Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>• Represent and use number bonds and related subtraction facts within 20.</li> </ul>

<ul style="list-style-type: none"> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract one-digit and two digit numbers to 20, including zero.</li> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul> <p><b>Maths - Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Maths - Measurement</b></p> <p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>• Lengths and heights (long/short, longer/shorter, tall/short, double/half).</li> <li>• Mass or weight (heavy/light, heavier than, lighter than).</li> <li>• Capacity/volume (full/empty, more than, less than, quarter).</li> <li>• Time (quicker, slower, earlier, later).</li> <li>• Measure and begin to record: <ul style="list-style-type: none"> <li>○ Lengths and heights</li> <li>○ Mass/weight</li> <li>○ Capacity and volume</li> <li>○ Time (hours, minutes, seconds)</li> </ul> </li> <li>• Recognise and know the value of different denominations of coins and notes.</li> <li>• Sequence events in chronological order using language, such as before and after, next, first today, yesterday, tomorrow, morning, afternoon and evening.</li> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul> <p><b>Maths - Position and Direction</b></p> <ul style="list-style-type: none"> <li>• Describe position, directions and movements, including half, quarter and three-quarter turns.</li> </ul> <p><b>Maths - Shape</b></p> <ul style="list-style-type: none"> <li>• Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes).</li> </ul>
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>History</b></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> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>

- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated thorough 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, Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison, Mary Seacole and Florence Nightingale and Edith Cavell.)
- Significant historical events, people, places in their own locality.

**Understanding the World**

**People, Culture and Communities**

- 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 text and(when appropriate) maps.
- 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

**Geography**

- 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.

**Geography - Locational Knowledge**

- 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.

**Geography - Place Knowledge**

- 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.

**Geography - Human and Physical Knowledge**

- 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:
  - Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Use basic geographical vocabulary to refer to:
  - Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

**Geographical Skills and Fieldwork**

- 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.

## **Understanding the World**

### **The Natural World**

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

## **Science**

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.

- 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.

### **Science – Plants**

- 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.

### **Science - Animals, Including Humans**

- 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.

### **Science - Everyday Materials**

- 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.

### **Science - Seasonal Change**

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

<p><b>Expressive Art &amp; Design</b>  <b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining th process they have used.</li> </ul> <p><b>Physical Development - Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Begin to show accuracy and care when drawing</li> </ul>	<p><b>Art &amp; Design</b></p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• Learn 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.</li> </ul>
<p><b>Expressive Art &amp; Design</b>  <b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>