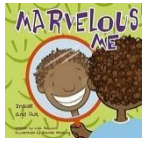
Stockton on the Forest Primary School: EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 / ELG
Topic Title	***Marvellous Me!*** 	***Let's Celebrate!*** 	***Around the World!*** 	***Once Upon a***  ***Time…***	***Amazing Animals!*** ***(Farm, Food & Growing)*** 	***Fun at the Seaside!*** 
Focus Topics	Starting School All about Me Autumn Halloween Family	Celebrations Space Light & Dark Autumn	Winter Polar regions Climates Contrasting environments Hibernation Where do you live? Customs around the world	The Little Red Hen The Magic Porridge Pot Signs of Spring Fantasy creatures The Great Outdoors Recycling	Farm Healthy Eating Growing Life Cycles Animals around the world Animal patterns Habitats	Underwater worlds Travel Transport
'WOW' moments / Key Events	Transition Birthdays Harvest Autumn Trail Halloween	Remembrance Day Diwali World Space Week Guy Fawkes/Bonfire Night Nativity Christmas Santa Visit	Winter Walk Valentine's Day Pancake Day Chinese New Year Food tasting – different cultures	World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt	Caterpillar transformation Farm visit into school or a local farmer?	Pirate Fun Day Filey Trip Transition Healthy Eating Week World Environment Day Enterprise Week Sports Day
Talk Through Stories Texts	The Rainbow Fish Perfectly Norman Room on the Broom	Stick Man My Monster and Me Owl Babies	One Snowy Night Lost and Found Ravi's Roar	George and the Dragon Billy and the Dragon A Little Bit Brave	Farmer Duck The Extraordinary Gardener The Squirrels Who Squabbled	Missing Richmond A Giant Jam Sandwich Tiddler

Other key texts: Including Non-Fiction, poems & rhymes.	Incredible You Super Duper You Starting School The Family Book	Little Glow Rama and Sita The Jolly Christmas Postman The First Christmas Christmas Stories/Nativity	Can't You Sleep Little Bear? Cops and Robbers Polar Bears - Laura Marsh The Mitten Jack Frost by Kazuno Kohara	The Easter Story The Tiny Seed Three Little Pigs The Gingerbread Man One Plastic Bag Jasper's Beanstalk Titch	The Very Hungry Caterpillar Argh Spider! Oliver's Vegetables Diary of a Wombat What the Ladybird Heard Click Clack Moo Sonya's Chickens	The Snail and the Whale How to be a Viking Hugless Douglas Clean Up Seaside Holidays - then & now
Vocabulary to be explicitly taught	Topic: Special, unique, different, talent, skill, family, relation names, similar, different, past, now, share, gentle, kind, self-portrait, features, body parts, autumn, weather, season, change. TRF: sparkling, glide, admire, emerged, discover, peculiar, whizzed, delighted. PN: extraordinary, uncomfortable, swooping, miserable, hesitantly, problematic, wonderful, nervously. ROTB: searched, grinned, shriek, magnificent, politely, clutched, keen, grateful.	Topic: Celebration, festival, tradition, Diwali, Remembrance, Thanksgiving, Advent, culture. SM: twirl, tumbling, shove, weary, chuckle, doze, clattering, drifts. MM&M: arrived, gigantic, growly, bossier, budge, suddenly, stroked. OB: hunting, silent, fuss, bounced, swooped, brave, flapped.	Topic: winter season, change, observe, notice, hibernate, sleep, leaves, tree, bare, freeze, frozen, melt, heat, temperature, frosty, snowy, icy, mittens. OSN: cosy, miserable, snuggled, shivering, shoved, scraping, fierce, chuckle L&F: ignored, floated, disappointment, discovered, delighted, lonely, searched, wonderful. RR: squash, furious, growled, nervous, leapt, dared, wild.	Topic: story, setting, beginning, middle, end, characters, traditional tales, dragons, castles, knights, spring, Easter, palms, cross. G&TD: smash, fierce, terrible, terrified, miserable, screamed, groaned, cosy. B&TD: adorable, mysterious, grabbed, massive, rummaged, fearsome, fortunate, treacherous ALBB: daring, stomped, adventure, scurrying, proud, familiar, whimpered, gobbled.	Topic: farm, animal, care, life cycle, change, plant, seed, seedling, roots, soil, germinate, grow, metamorphosis, caterpillar, cocoon, butterfly, emerge. FD: crept, wriggled, creaked, wearily, fled, squeezed. TEG: imagination, wild, ordinary, roamed, soared, longed, discovered. TSWS: squabbling, towering, squealed, gathered, convinced, sprinted, hollered, scurried.	Topic: ocean, camouflage, rock pool, cliff, habitat, pollution, reflect, beach, coastline, lifeboat, marine, environment, ocean, cardboard, recycle, country, waste continent, present, resort, transport, landfill, holiday, past. BB: explained, persuaded, sighed, excitedly, special, chuckled, frowned, imagination. AGJS: nuisance, mighty, leaped, spoil, swelled, squealed, humming, dived. MR: trekked, gathering, searched, immediately, rescue, distract, celebrate, gracefully. Use and understand recently introduced

						vocabulary.
Communication and Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.					
	L, A & U: I can demonstrate good listening behaviours I can understand a simple question I can engage in story times I can wait and take turns in conversation I can learn new vocabulary I can pay attention and focus for an extending period of time **Speaking:** I can join in with familiar songs and rhymes I can confidently talk to adults who are familiar to me and who I see on a daily basis. I can use talk to develop good friendships I can listen to and talk about stories, rhymes and non-fiction	**L, A & U:** I can follow simple instructions (with two or more parts) reliably I can listen carefully at storytimes and recall key events I can understand and ask questions such as who, what, where, why and how. I know why listening is important **Speaking:** I can use most speech sounds and can be understood easily. I can talk confidently about why things happen using new vocabulary learnt. I use talk to organise my thoughts I can share my ideas using talk as a tool I can say how I feel using talk as a tool I can communicate confidently to peers and adults	**L, A & U:** I can learn and use new vocabulary I can express my ideas and feeling about experiences I can respond to what I have heard by asking questions and saying what I think I can respond to what others say **Speaking:** I can share my ideas in small groups I can share my ideas with familiar adults I can explain events that have already happened in detail I can engage in stories, rhymes and non-fiction sharing my ideas about them I can start to use full sentences I am starting to use past, present and future tenses	**L, A & U:** I can learn and use new vocabulary in context I can follow a 3-part (complex) instruction I can link statements and stick to a theme I can listen in assembly time and recall some of the themes and comments at a later stage I can switch attention from one task to another. **Speaking:** I can talk about why things happen Follows complex instructions. I can use talk in different ways during play to develop thinking and plan/collaborate with others.	**L, A & U:** I can listen carefully I can respond with questions, comments and actions I can ask questions to help me understand I can have a conversation with adults and peers with back and forth exchanges **Speaking:** I can take part in whole class and group discussions I can explain why things happen/ might happen I can use vocabulary from stories, non-fiction, rhyme and poems I can clearly express ideas and feelings I can use full sentences using past, present and future tenses I can use conjunctions (with support and modelling) to connect my ideas	**Listening, Attention & Understanding – ELG:** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and forth exchanges with their teacher and peers. **Speaking - ELG:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and

						poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social and Emotional Development	**Self-Regulation**: Throughout the year children will 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. * Controlling own feelings and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.					
	I can come into reception happy. I can follow a simple timetable. I can follow school rules and routines and understand the reason why.	I can identify a range of different emotions and develop some ways to regulate these I can choose what I need to complete a goal (short term) I am starting to sit and listen more consistently during adult focus time I can follow simple instructions	I can say what I am good at and what I would like to improve I can sit and listen during adult focus time	I can say how others are feeling based on their expressions and actions I can follow instructions with two or more parts	I can say how I and others are feeling I can show my understanding of feelings by changing my behaviour I can set myself goals I can wait for my requests and needs to be met I can listen to and respond to adults I can follow instructions accurately (several ideas/ actions)	**Self-Regulation – ELG:** 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.
	Managing Self: I am starting to become more confident when things are new (dealing with the transition) I can toilet myself I am starting to try new activities I am starting to be aware of rules in the school and classroom and how to behave I can dress and undress for PE/ Forest School etc. I am beginning to value what makes individuals unique PSHE: Being me in my world.	**Managing Self:** I am starting to know ways to stay healthy I am confident to try new activities independently PSHE: Getting on and falling out.	**Managing Self:** I can keep on trying even when I am finding something difficult I can follow the school and class rules I can talk about the school and class rules I can manage all my personal needs and belongings, including dressing, going to the toilet, washing hands and lunchtime. PSHE: Good to be me.	**Managing Self:** I can talk about what is right and wrong I know ways to stay fit and healthy. PSHE: Relationships. What makes a good friend? Healthy me.	**Managing Self:** I can try new activities I can show resilience and perseverance when things are difficult I can explain and follow rules (in the classroom and around school) I can show I know right from wrong by my behaviour I can manage my own basic hygiene and personal needs e.g. toileting and dressing I can explain healthy food PSHE: Looking after others. Friendships. Dreams and Goals.	**Managing Self – ELG:** 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. PSHE: Changing me - Look how far I've come!
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively. Daily practise within continuous provision that can be modelled, encouraged and developed with the support of adults.					
	I can play cooperatively and look after toys I am starting to form good relationships with the familiar adults in my class	I can express and identify my feelings I can play with a small group of children, sharing ideas I have an awareness of other adults within school and I am	I can use words to help solve conflicts with others I can work well with others listening and sharing ideas I can show friendly behaviour in the	I am kind, friendly and helpful to peers and adults, and can form positive relationships with others. I understand that other people may	I can work with others in a group I can play with others, take turns and share I can form good relationships with the adults in the classroom and around school	**Building Relationships: – ELG:** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show

	I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.	confident to communicate with them	classroom and around school I am developing friendships with lots of different people I can identify how others feel and respond to them appropriately	have different needs and feelings.	I have lots of friends and positive friendships I know what my own needs are and can share them I am sensitive to the needs of others	sensitivity to their own and to others' needs.
Physical Development	**Cooperation and Moving Gross Motor:** I can develop movement (using age appropriate bikes, scooters etc.) I can pedal a tricycle. I can travel safely and confidently in a space, in a variety of different ways (hopping, skipping, jumping). I can change direction.	**Ball Skills and Wheeled Toys Gross Motor:** I can climb over, under and through obstacles. I can move in a variety of ways such as jumping, hopping, sliding, rolling & crawling. I can use large construction objects to build outside. I can work with others to manage large items I can move confidently to music.	**Ball Skills and Moving to Music Gross Motor:** I can throw, kick, pass and catch a large ball I can move and use both large and smaller scale equipment (building blocks etc.) I can display good co-ordination and control in dance. I can build structures with blocks, planks and boxes.	**Balance Gross Motor:** I can throw, kick, pass, bat, aim and catch a large ball. I am able to balance on and off equipment. I can jump safely from a piece of equipment. I can move fluently with grace and developing control. I know and can explain why I get out of breath, or get hot and sweaty.	**Obstacles Gross Motor:** I can travel around space and obstacles safely I can show strength, balance and co-ordination in movement I can move in different ways- run, jump, skip, climb I can dribble a ball using my hands, then a bat.	**Gross Motor Skills – ELG:** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor: I show a preference for a dominant hand with a comfortable pencil grip I can draw a picture I can show good pencil control when	**Fine Motor:** I am using a tripod grip with some consistency. I can paint and draw freely. I can thread and screw nuts, bolts & washers. I can fasten my buttons.	**Fine Motor:** I can hold a pencil in a tripod grip I can use scissors accurately, cutting along a line continuously I can use a range of tools independently,	**Fine Motor:** I can sit at a table to write I can use scissors to cut around more complex shapes, e.g. split pin characters. I can use a knife and fork effectively	**Fine Motor:** I can hold a pencil effectively (tripod) I can use a range of small tools e.g. scissors, paintbrushes and cutlery I can draw with accuracy and care	**Fine Motor Skills – ELG:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including

	mark making and drawing I can hold scissors to make snips and cut paper I am beginning to use cutlery and other one handed equipment	I can hold my knife and fork correctly at mealtimes and use these to feed myself I can draw/paint recognisable objects or shapes in work. I can use scissors to cut along curved lines, holding scissors in the correct position. Is able to mould and shape clay with fingers and tools. -link to dough disco etc.	deciding which tool is best for a purpose	I can use the correct grip to form most letters correctly when writing. I can draw a person with a head, body, legs and arms.	I can cut out large shapes, small shapes and then various materials.	scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Literacy: Comprehension	I can talk about stories I have heard I can use pictures to tell stories I can independently look at books, holding them the correct way and turning pages I am beginning to join in with familiar rhymes and songs (and some patterned stories) I can talk about what has happened in the story so far I enjoy talking to others about my favourite stories	I can retell a story using role play or small world resources, using some story language. I can engage in storytimes, joining in with repeated phrases and actions I can talk about the main events in stories I am starting to recall facts from non-fiction I am beginning to answer questions about the stories that are read to me I can enjoy an increasing range of books including fiction, non-fiction and poems	I can recall facts from a non- fiction book I can talk about stories, rhymes, non-fiction and songs I can act out stories in play I can retell the key events in stories in detail I can retell stories using vocabulary that has been learnt I can retell key events from stories I have read I can describe the key events in detail I can recall facts from a non- fiction book	I can say what the problem in the story is I know what a non-fiction text is and remember key facts. I can make up my own stories using vocabulary that has been learnt. I can explain the meaning of recently introduced vocabulary I can talk about the characters in the story I am reading	I can retell stories using my own narrative and recently introduced vocabulary I can identify events in the beginning, middle and end of a story I can talk about the characters in the books we have shared I know that information can be retrieved from books I can confidently predict what might happen next based on what has been read so far I can draw pictures of characters/events/settings in stories	**Comprehension ELG:** 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.

	I can make a simple prediction about what might happen next	I can say what might happen next linked to other similar stories With prompts, I can use some recently introduced vocabulary during book talk and role play I can listen carefully to stories, rhymes, non-fiction and songs			I can point to the front cover, title and blurb. I know what an author/illustrator is	
Phonics - Little Wandle	**Linking sounds to letters. Little Wandle GPCs:** s a t p I n m d g o c k ck e u r h b f l **Tricky words:** is I the	**Begin to read words by sound-blending.** **Little Wandle GPCs:** LW ff ll ss j v w x y z zz qu ch sh th ng nk **Tricky Words:** as and has his her go no to into she he of we me be	**Introducing di-graphs.** **Little Wandle GPCs:** ai ee igh oa oo **oo** ar or ur ow oi ear air er (double letters and longer words) **Tricky words:** was you they my by all are sure pure	**Begin to read simple sentences. Phonic Sounds:** LW review phase 3 longer words -ing endings compound words s es /z/ **Tricky words:** review all taught so far	**Read and understand simple sentences.** **Little Wandle:** short vowels CVCC CCVC CCCVC longer words compound words root words ending in -ing -ed /t/ -ed /id/ /ed/ - est **Tricky words:** said so have like some come love do were here little says there when what one out today	**Reading and understanding sentences with fluency including some common exception words.** **Little Wandle:** Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. **Tricky words:** review all taught so far
Literacy: Word Reading	I can recognise my name I can recognise s a t p I n m d g o c k ck e u r h b f l (Little Wandle Phase 2 GPCs) I can hear and say initial sounds for words I can match most of the phase 2 letters and sounds	I can recognise and say s a t p I n m d g o c k ck e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk (Little Wandle Phase 2 GPCs) I can blend and read simple words e.g. in, am, red, bin, yes. I can blend sounds to read words using taught sounds	I can say all phase 2 single letters and sounds speedily I can start to identify some digraphs I can blend the sounds in CVC words for reading I can segment and blend simple words matched to my phonics knowledge	I can recognise and say all phase 2 & most phase 3 GPCs I can read books matched to taught phase 2 & 3 GPCs I can understand what I have read. I can read some words with digraphs	I can match the letter and sound for all phase 2 single sounds and digraphs I can match the letter and sound for at least 10 phase 3 digraphs I can read words with phase 3 long vowel sounds with adjacent consonants I can read longer words I can read longer sentences containing	**Word Reading – ELG:** 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,

	I can orally blend words (e.g. adult says m-a-n and child says man) I can say the phase 2 sounds in CVC words	I can read words ending in s /s/ e.g. hats, sits and s /z/ e.g. his has I can read most of the phase 2 tricky words I is the as and has his her go no to into she he of we me be I can orally blend and segment CVC words I am starting to read captions e.g. 'pat it' and 'the cat' I can read books matched to my phonic ability	I can read captions I can some phase 3 tricky words I can read words with double letters I am beginning to read longer words I can recognise taught digraphs in words and blend the sounds together	I am beginning to blend in my head some words I can read sentences containing tricky words and digraphs I can read words with short vowels and adjacent consonants I can read compound words	phase 4 words and tricky words I can read simple sentences and books matched to my phonics I can name letters of the alphabet I can distinguish between upper and lower case letter names/sounds	including some common exception words.
Literacy: Writing	**Transcription:** I am beginning to write some lower case letters starting at the correct place I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc.) I can say the initial sounds in most words	**Transcription:** I can hold a pencil effectively. I can write my own name forming most letters correctly I can write some lower case letters correctly. I can segment and spell some cvc words containing sounds taught	**Transcription:** I can write most lower case letters correctly I can use a tripod grip **Composition:** I can write CVC words and labels (phase 2 and 3 sounds) I can spell some tricky words	**Transcription:** I can spell tricky words from set XXX I can write some upper case letters correctly. I can write most lower case letters correctly using a tripod grip. **Composition:**	**Transcription:** I can write most upper and lower case letters correctly I can hold my pencil in a good tripod grip **Composition:** I can write CVC words with sounds and letters I know I can write tricky words I can segment for spelling	**Writing – ELG:** 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.

	I can identify known letters to match initial sounds (phase 2) I can listen to and hear some sounds in CVC and CVCC words **Composition:** I can write some initial sounds I can write some or all of my own name I can say a simple sentence for writing (oral and count words)	Numbers? **Composition:** I can orally segment single sound CVC words e.g. c-a-t I can write CVC words and labels e.g. c-a-t I can write simple labels I can start to write simple captions I can match phase 2 letters and sounds I can hold a simple sentence for writing	I can write captions I am starting to write short sentences. I can start to use finger spaces between my words I can match phase 2 and 3 letters and sounds	I can say the sound for all phase 2 & 3 sounds and graphemes. I am beginning to write longer words that are spelt phonetically. I can write short sentences. I can use finger spacing between words. I can read sentences back to an adult.	I can write simple sentences I can read my own sentences My teacher can read my sentences	
Mathematics: Number	**Number:** I can sing counting rhymes and songs I can recognise numbers 1 to 3 I am beginning to subitise to 3 I can find one more of numbers to 3 I can find one less of numbers to 3 I can explore the compositions of 2 and 3 I can say one number name for each item I can solve some simple problems with numbers to 3	**Number:** I can recognise numbers 1 to 5 I can subitise to 5 I know the 'five-ness' of 5 using one hand and the die pattern for 5 I can explore and demonstrate the composition of numbers to 5 I can find one more of numbers to 5 I can find one less of numbers to 5 I can talk about different ways that amounts of 5 can be made	**Number:** I can recognise numbers to 0-8 I am beginning to subitise conceptually to 6 I can find one more of numbers to 8 I can find one less of numbers to 8 I can explore the composition of 6, 7 and 8 I can match the numeral to quantity	**Number:** Developing sense of numbers beyond 5 and can subitise to 6 (conceptual subitising for 5 & 6). I can recognise numbers 0-10 I can explore the composition of 9 and 10 I know addition facts to make 5 I can find one more of numbers to 10 I can find one less of numbers to 10 I can estimate a number of objects I can recall some double facts to 10	**Number:** Revise number bonds to 5 I can recognise number to 20 I can explore how to make numbers to 10 using tens and ones I can match numeral to quantity	**ELG: Number** Have a deep understanding of numbers 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.

		I can identify missing parts for numbers within 5				
Mathematic: Numerical Patterns	**Numerical patterns:** I can say which group has more/fewer I can compare quantities to 3 I can count to 10 by rote	**Numerical Patterns:** I understand that two equal groups can be called a 'double' and connect this to finger patterns I can compare equal and unequal groups I can order numbers and play track games Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	**Numerical Patterns:** I can count to 15 I can count objects to 10 I understand that 6 and 7 are 'five and a bit' I can compare quantities to 8 I am beginning to understand the differences between odd and even numbers to 8 I can combine two groups of objects	**Numerical Patterns:** I can count to 20 I can count larger sets, actions and sounds I can show doubles in a tens-frame I can compare quantities and numbers of sets of objects that have different attributes I can order numbers to 10 I can count back from 10 I can combine two groups of objects I can take away objects and count how many are left I can fun the missing number to 10 Understand the magnitude of number. For example, 8 is quite a bit more than 2 but 4 is only a little more.	**Numerical Patterns:** I can count to 25 I can add numbers I can subtract numbers I can find the missing number I can order numbers to 20 I can order teen numbers I can find the missing number in an addition and subtraction sentence problem	**ELG: Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Mathematics: SSM	**SSM:** I can compare a set of objects by matching and sorting.	**SSM:** I know some months of the year	**SSM:** I can order objects by height and length I can order the days of the week	**SSM:** I can recognise 9 o'clock and 10 o'clock I can recognise a 10p coin	**SSM:** I can add small amounts of money in role play I can recognise the time to o'clock	Whilst there are no Early Learning Goals for this area, our pupils will enjoy rich learning opportunities to

	I can finish a repeating pattern of 2 objects or colours I can compare size, mass and capacity in my play I can use some basic positional language I can identify and name circles and triangles	I can talk about what happens on certain days e.g. P.E on Friday I can replicate simple symmetry using concrete resources I can compare size, mass and capacity saying which is longer/shorter, lighter/heavier & more/less. I can create ABBA, AA BB AA and ABBC patterns I can identify and name squares and rectangles I can talk about time	I can measure height using non-standard measures (e.g. cubes) I can measure time I am beginning to name 3D shapes I can explore the properties of 3D shapes Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat Spots patterns in the environment, beginning to identify the pattern "rule"	I can name 3D shapes I can talk about the properties of 3D shapes I can order and sequence events using everyday language related to time (yesterday, today, tomorrow) I can use my own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what I will build	I can finish a repeating pattern I can make patterns using shapes I can name and describe 2D and 3D shapes	develop their skills in terms of spatial reasoning, shape and measure.
UTW: Past and Present# **History** **Geography** **R.E.** **Science**	**Past and Present** I can talk about myself and some of the ways I have changed since I was born I can talk about the different jobs people do I can name some members of my family and talk about them I can order key events of my own life.	**Past and Present** I know the difference between past and present I can describe similarities and differences from pictures, artefacts, stories from the past. I know different people celebrate different things I know people have different traditions	**Past and Present** I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc. I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts I can talk about what I have heard and seen in stories and picture	**Past and Present** I can describe special times in my own life and how they might be different from the past I can use language associated with time – today, tomorrow, yesterday, week, month, year, before I was born, after I was born. I know Easter is a celebration that	**Past and Present** I can talk about the lives of the people in my community and their roles, such as doctors, teachers and police officers. I can discuss why some objects are old and some are new and how they know. I can give similarities and differences between the past and now	**Past and Present – ELG:** 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

	I can comment on pictures of own life experiences and explain to others I am becoming more aware of the past linked to myself and my family and how it has changed I can talk about what I can see in pictures of the past I can talk about my family and people in the community and their roles	I know Diwali is a Hindu festival of light I know Christmas Advent is a preparation for Christmas I know Christmas is a Christian Festival celebrating the birth of Jesus I know about The Christmas Story and how it is celebrated I am beginning to describe why I think something is in the past from stories, pictures etc. I can comment on key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.	books and how this is different/ the same I know about some significant figures and historical events from the past. I know and can talk about Chinese New Year	happens in March/April and is celebrated by Christians	I can talk about the past using books and stories talking about the characters, settings and events I can sequence up to 5 events	read in class and storytelling.
UTW: People, Culture and Communities **History** **Geography** **R.E.** **Science**	**People, Culture and Communities** I know the name of our school and where we live I can link my home/school with other places in the local community. I can talk about the features in our	**People, Culture and Communities** I can discuss family customs and traditions I can listen carefully to stories about different places. I am beginning to recognise that different places have different features, e.g. recognising the difference between life	**People, Culture and Communities** I can talk about Chinese New Year and how it is celebrated I can talk about people who help us in our community and what they do (e.g. Doctor, fire services, libraries etc.)	**People, Culture and Communities** I know other children may not always enjoy the same things as me and I am learning to be sensitive to this. I can talk about my experiences with people who help us in our community.	**People, Culture and Communities** I can describe the school environment using what I know from •Observation •Discussion •Stories/ non-fiction •Maps I can describe other places around the world using stories, photos and maps.	**People, Culture and Communities – ELG:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in

	immediate environment I know there are different countries in the world I know about family structures and who is part of my family I enjoy joining in with family custom and traditions I know people celebrate their birthday and to remember the day they were born I know harvest is a time to say thank you for what we have.	in this country and other countries. I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell I can talk about how Hindus celebrate Diwali I can talk about the Christmas Story and how it is celebrated. I know that a church is a place where Christians worship and that other buildings are used in other faiths	I can talk about some special places for people in our communities I can look at and talk about some features on a map I can start to talk about the differences in lives in other countries	I can make a simple map of a local environment I can recognise buildings and significant features of the local environment from pictures, images etc. I can describe a journey within the local environment. I can compare my local environment with other places I understand that some places are special to members of our (& others community	I can talk about religion and culture within my country (UK) I can talk about what is the same and different in life in this country and in other countries I know that simple symbols are used to identify features on a map I can name some significant geographical features by road, town, landmark or building.	this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
UTW: The Natural World	**The Natural World** I can describe what I can see, hear and feel outside I can talk about the area I live in, including the weather etc. I can observe and talk about how the natural world changes during different seasons. (autumn) I know some similarities and differences between summer and autumn	**The Natural World** I can name some familiar plants and animals. I can explore objects in water and say when they sink/float I can discuss what happens to materials when they get hot and comment on their changing state (e.g. melting chocolate or ice) I can talk about forces I feel e.g. push, pull etc.	**The Natural World** I can describe my own environment and local area I can describe another environment e.g. desert, Artic etc. I can describe some simple features of plants and animals and identify when things are the same and different. I can observe and talk about how the natural world changes during	**The Natural World** I can describe plants and animals (both from photos and real life experiences) I can talk about patterns and changes in plants and animals I can talk about animals and their different habitats. I can use vocabulary such as camouflage, predator, nocturnal, diurnal and say what they mean.	**The Natural World** I can make observations of animals and plants and use these observations to draw pictures I can contrast the natural world around me with different environments I can use a wide range of vocabulary to talk about some of the changes in the natural world (including seasons and changing states of matter)	**The Natural World – ELG:** 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

	I can talk about the differences in materials I can change materials e.g. adding water to cornflour, mixing paint etc. I can talk about what I can see outside using a wide vocabulary I am beginning to talk about different materials and their uses, (waterproof etc)	I am beginning to understand the effect my behaviour can have on the environment. I can understand ideas connected to light and dark (e.g. nocturnal animals, fireworks, reflections)	different seasons (winter) I can talk about and explore changing states, developing the vocabulary surrounding these including floating, sinking, melting and freezing.	I can name parts of the body including simple body parts and more complex ones such as wrist, elbow, knee, neck, ankle. I know how to keep healthy – exercise, healthy food, brushing teeth, sleep	I can talk about forces through the use of magnets I can name parts of a plant (leaf, flower, stalk, root). I know what a plant needs to grow (sun, water, soil) I can talk about different life cycles of animals including butterflies, frogs and chicks.	some important processes and changes in the natural world around them, including the seasons and changing states of matter.
UTW – People, Culture and Communities (RE) **(City of York Agreed Syllabus Unit Questions in italics)**	*F1: Which stories are special and why?* Listen to and talk about stories to build familiarity and understanding.	*F2: Which people are special and why?* Talk about members of their immediate family and community.	*F3: Which places are special and why?* Understand that some places are special to members of their community.	*F4: Which times are special and why?* Recognise that people have different beliefs and celebrate special times in different ways. Also: *Holi Festival*	*F5: Where do we belong?* Recognise some similarities and differences between life in this country and life in other countries.	*F6: What is special about our world?* Explore the natural world around them.
EAD: Creating with Materials **Art** **DT** **Music/Drama**	I can start to join materials together I can explore art materials and colour mixing freely I can use various tools for artwork and design e.g. playdough tools I am starting to recreate familiar stories using props (with adult support) I can name colours	I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc. I can use colours for a particular purpose I can use different techniques & resources for joining materials I know how to work safely and hygienically I can use some cooking techniques	I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) I can experiment with different mark making tools such as art pencils, pastels and chalk I can combine materials to create different textures	I can use natural objects to make a piece of art I can share creations and talk about the process I can make props and costumes for different role play scenarios I can mix colours to produce different shades	I know which primary colours you mix together to make secondary colours I am learning about and comparing artists I can plan what I am going to make (cooking, construction, junk modelling) I can design art/ a product thinking about colour, texture and function I can talk about how I made it	**Creating with Materials – ELG:** 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

	I can experiment with mixing colours I can create simple representations of people and objects I can start to join materials together I can cut straight lines forward across the paper	I can select my own art and design materials to create with I can use a range of shapes and colours to represent observational drawings I can cut along curved lines on paper I can start to develop my own stories linked to what I know through role & small world play	I can use materials and props to retell stories and create imaginary situations linked to what I know I can create a collage	I am beginning to plan a design before starting	I can evaluate my work I can adapt my work where necessary I can draw more detailed pictures or people and objects I can explore using a variety materials and techniques I can use props and materials when I am role playing familiar stories	playing characters in narratives and stories.
EAD: Being Imaginative and Expressive **Art** **DT** **Music/Drama**	I am using my imagination in play to help me role play and create small world set ups. I can sing some nursery rhymes I can experiment with different instruments and their sounds and supported by an adult I can follow and join in with actions in a song	I can sing with others I can rehearse and perform in the nativity I can recount and retell familiar stories with my friends and adults (small world/ role play) I can role play imaginary scenarios linked to experiences I can listen and respond to sounds I can move in response to music I can start to match the melody and pitch of others	I can create musical patterns using untuned instruments I am beginning to create costumes and resources for role play I can adapt well known stories and narratives and small world/ role play them with others I can listen carefully to music and start to move to it I can join in with singing and dancing	I can use what I know and have read to help create my own stories I can sing well known songs in a group or alone and match the pitch and melody	I can move in time to music I can learn dance routines I can join in with whole school singing assemblies I can create narratives based around stories I can adapt and recount narratives and stories with my friends and adults I can invent my own stories I can perform songs, rhymes, poems and stories alone and with others	**Being Imaginative – ELG:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Computing	**Programming and Computational Thinking** Follow simple instructions to control a digital device	**Communication – text and images** Use technology to explore and access digital content safely and responsibly	**Programming and Computational thinking** Understand that we control computers Can order the steps of a known task	**Understanding and sharing data including Networks** Sort familiar objects into 1 or more categories	**Understanding and sharing data including Networks** Can present simple data using images, e.g. number of animals **What is a computer?**	**What is a computer?** Recognise the basic parts of a computer Recognise that a range of devices contain computers

	Input a short sequence of instructions to control a device	Operate a digital device with support to fulfil a task Create simple digital content, e.g. digital art		Collect simple data (e.g. likes/dislikes) on a topic Can present simple data using images, e.g. number of animals	Use digital devices Understand that you can access content on a digital device.	Technology is integrated through many areas of the EYFS curriculum. These are to support Reception children to build foundational digital literacy and computational thinking that will support their learning and development through KS1.