



Lawrence View Primary and Nursery School- EYFS Curriculum Overview 2021-22

Area of learning	Skills and Knowledge	Development Matters (Foundation 2)	Early learning Goal
Understanding of the World (Specific Area)			
Geography (UTW)	<p>Locational Knowledge</p> <p>FS1</p> <ul style="list-style-type: none"> Know the things we would find in our school garden/ environment and talk about these. <p>FS2</p> <p>Know that we live in the UK.</p> <ul style="list-style-type: none"> Know that the UK is an island surrounded by sea. Know that our school is in the town of Eastwood. Locate India/ China on a map. <p>Place Knowledge</p> <p>FS1</p> <ul style="list-style-type: none"> Know features of our environment <p>FS2</p> <ul style="list-style-type: none"> Know features of our environment and other places in the world can be different. <p>Human Physical Geography</p> <p>FS1</p> <ul style="list-style-type: none"> Know what the weather is like each day and be able to talk about this. Talk about some things that they pass on the way to school. <p>FS2</p> <ul style="list-style-type: none"> Know some features of seasons leaves fall off some trees in Autumn. It usually snows in winter. Know that we have a fire station, library, shops and a church. Know what the weather is like in Africa and Antarctica 	<p>Understanding the World</p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live . 	<p>Understanding the World People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps <p>The Natural World</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons

	<ul style="list-style-type: none"> • Know that Antarctica is cold and can have ice all year round. • Know the features of a wood. <p>Mapskills FS1-Have experience of looking at globes, atlases and maps. FS2</p> <ul style="list-style-type: none"> • Know that a globe is a model of the world. • Know that atlases show the world and countries within it. • Draw a map of a place which is familiar to them. • Find the UK, India and China and Antarctica on a map. • Compare maps of 2 different journeys. <p>Field Work A1 What can I do in different areas of the classroom? Messy maps of the classroom/outdoor area? A2 How do we know that our school is in Eastwood? Walk around Eastwood to find signs that says we are in Eastwood. A2 What can we see, hear, touch and smell in our school grounds? A journey</p>		
Science (UTW)	<p>FS1</p> <ul style="list-style-type: none"> • Compare adult animals to their babies • Observe how baby animals change over time • Explore the surrounding natural environment • Explore natural objects from the surrounding environment • Grow plants • Explore a range of materials-Shape and join • Combine and mix ingredients • Change materials by heating and cooling, including cooking • Identify electrical devices/Use battery powered devices • Explore light sources • Explore forces/ how objects/materials are affected by forces • Explore how things work • Make and listen to sounds 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Ask questions to find out more and to check what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to work out problems and organise thinking and activities. • Explain how things work and why they might happen. • Use new vocabulary in different contexts. <p>Physical Development</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, -healthy eating, - toothbrushing sensible amounts of 'screen time' 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Listening, Attention and Understanding • Make comments about what they have heard and ask questions to clarify their understanding. <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Managing self • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>Understanding the World The Natural world</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants.

	<p>FS2</p> <ul style="list-style-type: none"> Name and describe animals that live in different habitats. Describe different habitats Describe people who are familiar to them Learn about how to take care of themselves Explore the plants in the surrounding natural environment Explore the animals in the surrounding natural environment Explore plants and animals in a contrasting natural environment Play and explore outside in all seasons and in different weather Observe living things throughout the year Explore a range of materials, including natural materials Make objects from different materials, including natural materials Observe, measure and record how materials change when heated and cooled Compare how materials change over time and in different conditions Explore how to change how things work Explore how the wind /water can move objects Explore shadows Explore rainbows Make sounds listen outside and identify the source Learn about the Earth, Sun, Moon, planets and stars/space travel 	<p>having a good sleep routine -being a safe pedestrian</p> <p>Understanding the world</p> <ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
History (UTW)	<p>Themes- Home life/ settlement and buildings/ religion</p> <p>FS1</p> <p>Chronology</p> <ul style="list-style-type: none"> Uses everyday language related to time such as now, next, today. <p>Historical interpretation</p> <ul style="list-style-type: none"> Uses everyday language related to ageing. <p>Historical enquiry</p> <ul style="list-style-type: none"> Be curious about people and show interest in stories <p>Within living memory</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past 	<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of 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.

	<ul style="list-style-type: none"> • Know that some things have happened and talk about these events. • Talk about things that are going to happen. <p>FS2</p> <p>Chronology</p> <ul style="list-style-type: none"> • Know what has happened in their life in the past. • Talk about events that happened in school or at home in their recent past. • Make predictions and talk about things that are going to happen in the future. • Develop an understanding of growth, deterioration and changes over time. <p>Historical interpretation</p> <ul style="list-style-type: none"> • Describe main story settings, events and principal characters Talk about past and present events in their own lives and/or in lives of family members • Uses everyday language related to time such as now, next, today, tomorrow, yesterday • Order and sequence familiar events. <p>Historical enquiry</p> <ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer 'how' and 'why' questions...in response to stories or events <p>Organisation and communication</p> <ul style="list-style-type: none"> • Explain own knowledge and understanding asking appropriate questions • Know that information can be retrieved from books and computers • Record using marks they can interpret and explain <p>Lives of significant people</p> <ul style="list-style-type: none"> • Know that Guy Fawkes lived long ago before their grandparents were born. • Know that we celebrate bonfire night because Guy Fawkes tried to kill the king. 		<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling.
Religious Education (UTW)	<p>Nottinghamshire county council agreed syllabus.</p> <ul style="list-style-type: none"> • Comments on pictures of a range of celebrations (Diwali, Eid, Chinese New year, Easter Christmas, Harvest) • Can articulate what festivals others celebrate and begin to explain in more detail 	<p>Personal. Social and Emotional Development</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. <p>Understanding the world</p>	<p>Personal. Social and Emotional Development</p> <p>Building Relationships</p> <ul style="list-style-type: none"> • Show sensitivity to their own and others' needs <p>Understanding the world</p>

	<ul style="list-style-type: none"> Know who are our friends Know how are babies and pets cared for Know about families Know some favourite stories Know what the bible is. Listen and know what happens in a range of bible stories e.g The lost sheep Prodigal son, Wise and foolish builders Good Samaritan, Moses as a baby Noah's ark Daniel- the fiery furnace and the lion's den, Blind man healed Feeding of the 5000 Know that places of worship are special places Visit a local church and the local church artefacts. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Past and present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People and Communities</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Area of learning	Skills and Knowledge	Development Matters	Early learning Goal
Expressive Arts and Design (Specific Area)			
Art (EAD)	<p>FS1- Use of colour pattern, texture, line form shape and space.</p> <ul style="list-style-type: none"> Explore colours and mixing to understand colours change. Explore painting with different materials. <p>FS2- Use of colour pattern, texture, line form shape and space.</p> <ul style="list-style-type: none"> Explores what happens when mixing colours. Know names of colours. Understand and practise the technique of printing Add white or black paint to alter tint or shade Colour matching to a specific colour and shade Can hold a paintbrush using a tripod grip Can independently select additional tools (stamps, rollers etc) to improve their painting <p>FS1- Using materials</p> <ul style="list-style-type: none"> Engage in fine motor activities to manipulate different materials. Experiment with range of materials. Select appropriate tools. Know how to hold scissors correctly for cutting. <p>FS2- Using materials</p> <ul style="list-style-type: none"> Manipulate a range of materials to create different effects to produce a final outcome. 	<p>Physical Development</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. <p>Expressive art and design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<p>Fine Motor</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.

	<ul style="list-style-type: none"> Cut with some accuracy FS1-Drawing <ul style="list-style-type: none"> Experiment with painting and drawing lines and shapes using a variety of equipment. FS2-Drawing <ul style="list-style-type: none"> Be able to paint or draw a face with simple features. Use equipment effectively to create a desired effect. Range of artists Maria Naita.Andy Goldsworthy Eric Carle		
DT (EAD)	F1 <ul style="list-style-type: none"> Can cut snips of paper Build and stack objects and join objects together Build with a purpose in mind Experiments with colour and texture Use simple tools to shape, assemble and join materials – glue, paste, scissors , tape Carve and make shapes into modelling materials Sort materials by colour F2 -Use a range of material to create- food, textiles, construction materials <ul style="list-style-type: none"> Build and join 3D structures using a range of materials for a specific purpose Experiment with colour, design, texture and function Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving- Use scissors along straight and curved shape Sort materials by colour and texture 	Physical Development <ul style="list-style-type: none"> Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Expressive Art and Design <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	Fine Motor <ul style="list-style-type: none"> Use a range of small tools, including scissors, paintbrushes and cutlery. Creating with materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.
Computing (EAD)	FS1 <ul style="list-style-type: none"> Operates simple equipment. Know that information can be retrieved from computers – use a search engine to research information they are interested in. Now to ask an adult before using any technology. Programme a toy to make a simple movement. FS2 <ul style="list-style-type: none"> Operate equipment within school e.g CD player. Take photographs with an ipad. Operate with skill remote control cars 	Personal, Social and Emotional Development <ul style="list-style-type: none"> Show resilience and perseverance in the face of a challenge Physical Development <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of 'screen time'. Expressive Arts and Design	Personal, Social and Emotional Development/Managing self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly. Expressive Arts and Design Creating with Materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques,

	<ul style="list-style-type: none"> Talk about uses for ICT at home and school. Know to ask an adult before using ipads or computers. Know to tell an adult if they see anything worrying. Programme a toy to move in a desired way. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	experimenting with colour, design, texture, form and function
Music (EAD)	<p>FS1</p> <p>Singing</p> <ul style="list-style-type: none"> Use their voices to create a variety of sounds. Join in with songs and rhymes. <p>Playing an instrument</p> <ul style="list-style-type: none"> Exploring the sounds instruments make. <p>Listening and appreciation</p> <ul style="list-style-type: none"> Listen to a variety of pieces of music and talk about them. <p>Create own music</p> <ul style="list-style-type: none"> Use body percussion to accompany music, songs and rhymes. <p>FS2</p> <p>Singing</p> <ul style="list-style-type: none"> Use their voices to sing, chant and say songs and rhymes which they know and learn ones knew to them. <p>Playing an instrument</p> <ul style="list-style-type: none"> Use a variety of instruments to play along with music and create their own. <p>Listening and appreciation</p> <ul style="list-style-type: none"> Listen to variety of music and rhymes. Discuss how music makes you feel. <p>Create own music</p> <ul style="list-style-type: none"> Clap along with a rhythm. 	<p>Communication and Language</p> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs. <p>Physical Development</p> <ul style="list-style-type: none"> Combine different movements with ease and fluency. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Explore and engage in music making and dance, performing solo or ingroups.</p>	<p>Expressive Arts and Design</p> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Literacy (Specific Area)			
Area of learning	Skills and Knowledge	Development Matters (Foundation 2)	Early learning Goal
Literacy	<p>Phonics</p> <p>F1- Phase 1 – Letters & Sounds Knows the A,B, C song</p> <p>F2- Phase 2 – Letters & Sounds Phase 3 – Letters and Sounds</p> <p>Reading</p> <p>F1-</p>	<p>Reading</p> <p>Phonics and Decoding</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of letter-sound correspondences 	<p>Phonics and Decoding</p> <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending

	<ul style="list-style-type: none"> Recognise name and initial letter Enjoys stories and can join in with repeating phrases Can give a favourite story and talk about it Can hold a book the correct way up Will look at books independently <p>F2</p> <ul style="list-style-type: none"> Able to blend and segment all sounds in Phase 2 and 3 Are on a school reading book – expected stage 4 Can read all tricky and decodable words in Phase 2 and Phase 3 <p>Comprehension</p> <ul style="list-style-type: none"> Suggests words which rhyme Can answer closed questions involving literal retrieval <p>Writing</p> <p>F1</p> <ul style="list-style-type: none"> Draw a face Make marks on paper – crosses/ curves/horizontal and vertical lines <p>F2- Literacy Tree</p> <ul style="list-style-type: none"> Spells words by identifying sounds and writing the letters Writes captions by identifying sounds and writing the letters for each word Writes short sentences moving to a capital letter and full stop Re-reads what they have written to check that it makes sense Children can write their first name then surname Write letters accurately and write on a line 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentence made of words with known letter-sound correspondences and where necessary a few exception words <p>Common Exception Words</p> <ul style="list-style-type: none"> Read a few common exception words matched to the school's phonic programme <p>Fluency</p> <ul style="list-style-type: none"> Blend sounds into words so that they can read short words made up of letter-sound correspondences Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary a few exception words Re-read books to build up their confidence in word reading, their fluency and understanding and enjoyment <p>Comprehension</p> <p>Understanding and correcting inaccuracies</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text; some as exact repetition in their own words Listen carefully to rhymes and songs, paying attention to how they sound Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>Comparing, Contrasting and Commenting</p> <p>Understanding the world</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past <p>Words in context and authorial choice</p> <p>Communication and language</p> <ul style="list-style-type: none"> Learn new vocabulary Use new vocabulary throughout the day 	<ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words <p>Fluency</p> <ul style="list-style-type: none"> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension</p> <ul style="list-style-type: none"> Understanding and correcting inaccuracies Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play Comparing, Contrasting and Commenting <p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions <p>Speaking</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate <p>Words in context and authorial choice</p> <p>Communication and language</p> <p>Speaking</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently
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		<ul style="list-style-type: none"> • Learn new vocabulary • Articulate their ideas and thoughts in well formed sentences describe events in some detail • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen • Listen to and talk about stories to build familiarity and understanding Retell the story,	Non-Fiction Communication and Language Speaking <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate Comprehension <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play Letter formation Physical Development <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing-using a tripod grip in almost all cases Write recognisable letters, most of which are correctly formed
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Maths (Specific Area)

Area of learning	Skills and Knowledge	Development Matters (Foundation 2)	Early learning Goal
Maths	FS1 <ul style="list-style-type: none"> • Count to 10 • Begin to recognise numbers. • Interest in counting objects, movements, claps • Interest in numbers in the environment • Solves a simple jigsaw • Can match shapes in a game White Rose Curriculum FS2 Number Counting <ul style="list-style-type: none"> • Count beyond 10, then 15, then 20 • Count backwards from 10, then 15 then 20 • Can recite a minimum of 5 number songs Use number language in everyday context • Count objects to 10+ then 20 • Subitise to 5 Number recognition <ul style="list-style-type: none"> • Link numerals and amounts to 10 	Mathematical Vocabulary Communication and Language <ul style="list-style-type: none"> • Learn new vocabulary • Use new vocabulary throughout the day Number and Place Value Mathematics <ul style="list-style-type: none"> • Count objects, actions and sounds • Count beyond 10 Identifying, Representing and Estimating Numbers <ul style="list-style-type: none"> • Subitise • Link the number symbol (numeral) with its cardinal number value Reading and Writing numbers <ul style="list-style-type: none"> • Link the number symbol (numeral) with its cardinal number value Compare and Order Numbers <ul style="list-style-type: none"> • Compare numbers Understanding Place Value	Mathematical Vocabulary Communication and Language Speaking <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Number and Place Value <ul style="list-style-type: none"> • Numerical patterns • Verbally count beyond 20, recognising the pattern of the counting system • Identifying, Representing and estimating Numbers Mathematics Number <ul style="list-style-type: none"> • Subitise up to 5 Compare and Order Numbers <ul style="list-style-type: none"> • Numerical patterns

	<ul style="list-style-type: none"> • Then to 20 • Orders numbers to 10 • Start to orders numbers to 20 <p>Number Sense</p> <ul style="list-style-type: none"> • Partition sets of objects using a part-part whole model exploring numbers to 5 and then 10 • Knows that when a tens frame is full there are ten objects and when one row is complete there are 5 • Know that there are teen numbers RE 10+ _ • Can recall number bonds to 5 and then some to 10 • Starting to recall all number bonds to 10 <p>Numbergraphics</p> <ul style="list-style-type: none"> • Can write numbers 1 – 10 • Can write numbers 1 – 20 <p>Calculating</p> <ul style="list-style-type: none"> • Compare numbers using 'more than', 'less than', 'fewer' 'equal to' • Children understand the difference between quantity and size • Children find one more than and one less than • Understand addition as combining two sets • Understand subtraction as removing objects • Recognise that + means add and – means subtract • Add two single digit numbers totalling to 10 • Starting to add two single digit numbers totalling more than 10 • Subtract a single digit number from a number up to 10 • Starting to subtract a single digit number from a number greater than 10 <p>Fractions</p> <ul style="list-style-type: none"> • Understand that halving is sharing into two equal parts • Understand that doubling is adding the same number to itself <p>Shape</p> <ul style="list-style-type: none"> • Explains how many corners and sides 2D shapes have • Children recognise that the faces on a 3D shapes often comprise of 2D shapes 	<ul style="list-style-type: none"> • Understand the 'one more/one less than' relationship between consecutive numbers • Explore the composition of numbers to 10 <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Mental Calculations • Automatically recall number bonds from numbers 0 – 10 <p>Solve Problems</p> <ul style="list-style-type: none"> • Subitise • Link the number symbol (numeral) with its cardinal number value <p>Measurement</p> <ul style="list-style-type: none"> • Compare length, weight and capacity <p>Properties of Shape</p> <ul style="list-style-type: none"> • Recognise 2D and 3D shapes and their properties • Select, rotate and manipulate shapes in order to develop spatial reasoning skills <p>Compare and Classify shapes</p> <ul style="list-style-type: none"> • Compose and decompose shapes so that children can recognise a shape can have other shapes within it just as numbers can. <p>Position, Direction and Movement</p> <p>Understanding the World</p> <ul style="list-style-type: none"> • Draw information from a simple map • Patterns <p>Continue, copy and create repeating patterns</p>	<ul style="list-style-type: none"> • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity <p>Understanding Place Value</p> <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Mental Calculations <p>Mathematics Number</p> <ul style="list-style-type: none"> • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10 including double facts <p>Solve Problems Mathematics Numerical patterns</p> <p>Explore and represent patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed evenly</p>
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	<ul style="list-style-type: none"> • Recognises 3D shapes in the environment Space <ul style="list-style-type: none"> • Continue, copy and recreate repeated patterns (ABB) • Continue, copy and recreate repeated patterns (ABBC) • Recognise and complete complex repeated patterns (ABBCA) • Use the vocabulary 'in-between', 'over', 'above', 'beneath' 'beside' • Can use numbers to describe position in a line • Describes a familiar route using directional language 'forwards', 'backwards', 'right' and 'left' Measurement <ul style="list-style-type: none"> • Can order three items by length/height using non-standard measures • Use 'biggest', 'smallest', 'shortest', and 'tallest' • Can order three items by weight using non-standard measure. Uses heaviest and lightest. • Can order three items by capacity using non-standard measures . Uses 'full', 'empty', 'half empty' • Children can talk about significant times of the day • Children can use language before, after, yesterday, today, tomorrow • Says the days of the week in order. • Recognises that there are different coins • Can pay for items using 1p coins 		
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Physical Development (Prime Area)

Area of learning	Skills and Knowledge	Development Matters (Foundation 2)	Early learning Goal
P.E (P.D)	FS1 <ul style="list-style-type: none"> • Can walk, run and stand on tiptoe/one leg • Can jump and land on two feet • Can crawl • Can climb a ladder • Start to skip and hop • Starting to use balance bikes • Starting to kick/throw balls Motor Skills <ul style="list-style-type: none"> • Develop core strength • Start to use a tripod grip/ hand preference 	Physical Development <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired:-rolling - running-crawling - hopping-walking - skipping-jumping – climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, 	Personal, Social and Emotional Development Managing Self <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of a 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. Building Relationships

	<ul style="list-style-type: none"> • Put on socks and shoes/ coat • Start to use zip/buttons • Eat with a fork and spoon • Develop pincer grip • Pour a drink • Wash hands • Go to the toilet independently • Use scissors to cut paper • Paint with correct strokes • Can sit stable on a chair and cross legs on carpet • Can copy actions of others <p>FS2</p> <p>Gymnastic Movements/Dance</p> <ul style="list-style-type: none"> • Can walk, run, crawl, climb, hop, jump and skip with increasing control • Can demonstrate different types of balances and use various body parts to balance • Climbs apparatus, going up forwards, over and coming down backwards • Walks along a beam • Remembers sequences and patterns to music without words <p>Basic Movements and Team Games</p> <ul style="list-style-type: none"> • Can throw a variety of balls and PE equipment. • Can throw a ball at a given target • Can throw items from longer distances • Rides a balance bike, scooter or bike with or without stabilisers • Can balance a ball on a bat • Understands games have rules to follow <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Children sit with their feet flat on the floor whilst seated at a table • Children are encouraged to sit up straight on the carpet • Children are able to use a knife and fork • Use a range of equipment that requires the co-ordination of both hands with precision. <p>Fine Motor</p>	<p>including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting on the floor • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group • Develop overall body strength, balance, coordination and agility. • Know and talk about the different factors that support overall health and wellbeing: regular physical activity <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others
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	<ul style="list-style-type: none"> • Develops pencil grip • Can use scissors, small tweezers, smaller nuts and geo boards etc • Can use other small one-handed tool such as screwdrivers and hammers. • Develops control further and is able to replicate patterns, letters and numbers with ease • Child recognises their preference for a dominant hand • Develops the foundations of a handwriting style which is fast, efficient and accurate <p>Independence</p> <ul style="list-style-type: none"> • Use a knife and fork with precision • Puts on gloves and coats independently • Tidies up, takes jumper off if hot and puts it on if cold • Further develop the skills needed to manage the school day successfully 		
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Personal Development (Prime Area)

Area of learning	Skills and Knowledge	Development Matters (Foundation 2)	Early learning Goal
Personal Development	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Start to know what keeping healthy means; Food ,exercise personal health different ways to keep healthy. • Know about people who help us stay healthy. • Know how to recognise and name different feelings. • To show an understanding of their own feelings and those of others. • Begin to regulate their behaviour accordingly. <p>Ourselves changing and growing</p> <ul style="list-style-type: none"> • To name external body parts. • Talk about their family immediate and extended and who they are- brother sister/son daughter/Aunt uncle etc. • To know some similarities and differences between different religions and cultures <p>Keeping Safe</p> <ul style="list-style-type: none"> • To understand the need to work and play cooperatively and take turns with others. • To give focused attention to what the teacher says and show the ability to follow instructions. 	<p>Communication and Language</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen • Develop social phrases <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • See themselves as a valuable individual • Build constructive and respectful relationships • Express their feelings and consider the feelings of others • Show resilience and perseverance in the face of challenge • Identify and moderate their own feelings socially and emotionally • Think about the perspective of others <p>Manage their own needs</p> <p>Physical development</p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and well being – regular physical exercise, healthy eating, toothbrushing, sensible amounts of screen time, 	<p>Communication and Language</p> <p>Listen, Attention and Understanding</p> <ul style="list-style-type: none"> • Hold conversations when engaged in back-and-forth exchanges with their teachers and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Self- Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

	<ul style="list-style-type: none"> To talk about the lives of people in society and the roles they play in keeping them safe To be able to control their immediate impulses when appropriate. Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. To start to develop some awareness of road safety To develop an awareness of the importance of staying with trusted adults within a safe space. To give reasons for rules, know right from wrong and try to behave accordingly. To develop a simple understanding of online safety <p>Relationships</p> <ul style="list-style-type: none"> To show the ability to form positive attachments to adults and develop friendships with peers. To show sensitivity to their own and others needs To describe the people in their family and discuss the relationship between them. To show an awareness that not all families are the same. To describe simple cultural beliefs and rituals <p>Living in the wider world</p> <p>Responsibility</p> <ul style="list-style-type: none"> Know about what rules are, why they are needed in school. and why different rules are needed. <p>Community</p> <ul style="list-style-type: none"> Know how people and other living things have different needs; about the responsibilities of caring Start to have an understanding about things they can do to help look after their environment. Know how to recognise the ways they are the same as, and different to, other people. <p>Democracy</p> <ul style="list-style-type: none"> Start to understand the importance of democracy. <p>Economic wellbeing</p> <ul style="list-style-type: none"> Know what money is. 	<p>having a good sleep routine, being a safe pedestrian</p> <ul style="list-style-type: none"> Further develop the skills they need to manage their school day: lining up and queuing, mealtimes, personal hygiene <p>Understanding the World</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them Recognise that people have different beliefs and celebrate special times in different ways 	<ul style="list-style-type: none"> Give focused attention to what the teachers says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas and actions <p>Managing self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building relationships</p> <ul style="list-style-type: none"> Work and play co-operatively and take turns with others Form positive attachments to adults and friendships with peers Shows sensitivity to their own and others' needs Negotiate space and obstacles safely with considerations for themselves and others <p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society
Communication and Language (Prime Area)			
Area of learning	Skills and Knowledge	Development Matters (Foundation 2)	Early learning Goal

Communication and Language	<p>FS1</p> <ul style="list-style-type: none"> • Ask lots of questions – why, what, where, who • Answer questions about why something has happened • Use longer sentences and link ideas • Describe events that have already happened • Have mostly clear speech and can be easily understood • Listen to longer stories and answer questions immediately afterwards • Follow 2 part instructions • Use talk to organise themselves • Enjoy make believe play • Can communicate basic needs to an adult <p>FS2</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listens to stories and is beginning to explain what is read to them, answering questions. • Engages in story time, building familiarity and understanding • Can answer a variety of questions independently • Asks questions to find out more and to check they understand what has been said to them • Can listen to their teachers and friends for prolonged periods of time • Listens carefully to songs and rhymes • Can shift focus between two things at a time • Follows an instruction with more than two parts • Learns new vocabulary • Understands how to listen carefully and why listening is important • Can recite rhymes, poems and songs in a group and then independently <p>Speaking</p> <ul style="list-style-type: none"> • Usually speaks using the correct tense • Speaks clearly, saying multisyllabic words and enunciating many speech sounds correctly • Is beginning to speak using sentences of 6+ words beginning to use conjunctions like ‘and’, ‘but’ and ‘so’ 	<p>Understand how to listen carefully and why listening is important</p> <ul style="list-style-type: none"> • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them • Articulate their thoughts and ideas in well-formed sentences • Connect one idea or action to another using a range of connectives • Describe events in some details • Use talk to help work out problems and organise thinking an activities, and to explain how things work and how they might happen • Develop social phrases • Engage in story times • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words • Use new vocabulary in different contexts • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<p>Listening and attention</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions They give their attention to what others say and respond appropriately, while engaged in another activity <p>Understanding:</p> <ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions • They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events <p>Speaking</p> <ul style="list-style-type: none"> • Children express themselves effectively, showing awareness of listeners’ needs • They use past, present and future forms accurately when talking about events that have happened or are to happen in the future • They develop their own narratives and explanations by connecting ideas or event
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	<ul style="list-style-type: none">• Explain how things work and why they might happen• Uses talk to help work out problems and organise thinking• Describe events in some details		
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