

Early Years Curriculum Overview

In addition to the aspects of learning below, additional topics/themes will be determined by the children’s interests/fascinations and will be generated by the children throughout the year. This will be evidenced in the short-term planning.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal & Cultural Aspects of Learning						
Seasonal	Autumn time		Winter time	Spring time	Summer time	
Cultural Syllabus	<p style="text-align: center;">Autumn 1</p> <p>All About Me</p> <p><u>Knowledge:</u> What makes me special and unique.</p> <p>My special family.</p> <p>Understanding the Protected Characteristics.</p> <p style="text-align: center;">Autumn</p> <p><u>Knowledge:</u> Seasonal change in the environment.</p> <p>Let’s find out about Harvest.</p> <p>Autumn animals: squirrels and hedgehogs.</p> <p style="text-align: center;">Halloween</p> <p>To know about the cultural celebration of Halloween within their community.</p>	<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">Diwali</p> <p><u>Knowledge:</u> RE: Let’s find out about Diwali.</p> <p>To know about traditions of Diwali within their community.</p> <p style="text-align: center;">Remembrance Day</p> <p><u>Knowledge:</u> To know about the symbol of a poppy linked to Remembrance Day.</p> <p>To know that Remembrance Day is a day of remembering and respect.</p> <p style="text-align: center;">Christmas</p> <p><u>Knowledge:</u> RE: Let’s find out about the Christmas story.</p> <p>Exploring our own cultural traditions.</p> <p>Winter animals: reindeer.</p>	<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Winter</p> <p><u>Knowledge:</u> Seasonal change in the environment.</p> <p>Winter animals: Polar bear and penguins.</p> <p style="text-align: center;">Chinese New Year</p> <p><u>Knowledge:</u> To know about traditions of Chinese New Year within their community.</p> <p style="text-align: center;">Valentines</p> <p><u>Knowledge:</u> To know about the traditions of Valentines within their community.</p>	<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Spring (Forest School)</p> <p><u>Knowledge:</u> Seasonal change in the environment.</p> <p>Spring animals: New life.</p> <p style="text-align: center;">Mother’s Day</p> <p><u>Knowledge:</u> To know about traditions of Mother’s Day within their community.</p> <p style="text-align: center;">People Who Help Us</p> <p><u>Knowledge:</u> To know different occupations within our communities.</p> <p>To know how to access the emergency services.</p> <p>To know the importance of meeting care needs, including dental hygiene.</p> <p>To know how to stay safe online.</p> <p style="text-align: center;">Easter</p> <p><u>Knowledge:</u></p>	<p style="text-align: center;">Summer 1</p> <p style="text-align: center;">Lifecycles</p> <p><u>Knowledge:</u> To know the lifecycle of an animal: butterfly and frog.</p> <p style="text-align: center;">Buildings of Worship</p> <p><u>Knowledge:</u> Nursery: Let’s find out about a Christian Baptism.</p> <p>Reception: Let’s find out about special buildings and the worship there.</p>	<p style="text-align: center;">Summer 2</p> <p style="text-align: center;">Sports Week</p> <p><u>Knowledge:</u> To know the importance of a healthy lifestyle.</p> <p>To know some ways to keep our bodies healthy.</p> <p>To know some ways to keep our minds healthy.</p> <p style="text-align: center;">Father’s Day</p> <p><u>Knowledge:</u> To know about traditions of Father’s Day within their community.</p> <p style="text-align: center;">Worship</p> <p><u>Knowledge:</u> Nursery: Let’s find out about Raksha Bandhan.</p> <p>Reception: Let’s find out about special buildings and the worship there.</p>

				RE: Let's find out about the Easter story. Reception: Let's find out how Easter is celebrated in a church.		
Key Vocabulary	<p><u>All About Me</u> Different Special Unique Family Community Facial Features e.g. Nose, Eyes, Mouth.</p> <p><u>Autumn</u> Season Wind Blows Gliding Breeze Rustle Crunch Harvest Church Celebration Nocturnal Habitat Red Yellow Brown</p> <p><u>Halloween</u> Dark Light Bright Tradition Pumpkin Tick or Treat</p>	<p><u>Diwali</u> Hindu Celebration Festival Light Diya lamp Family Friends Colour Rangoli</p> <p><u>Remembrance Day</u> Remember Respect Poppy Soldier Brave</p> <p><u>Christmas</u> Tradition Celebration Light Decoration Star Cards Gifts Reindeer</p>	<p><u>Winter</u> Season Cold Freezing Frost Snow Melting Gloves Hat Scarf Coat Penguin Polar bear Habitat Arctic Antarctica Iceberg Fur Feathers</p> <p><u>Chinese New Year</u> Celebration Red Lantern Dragon Envelope Gift China Tradition New Year Lunar</p> <p><u>Valentines</u> Love Care Thankful Family Friends Kindness Heart</p>	<p><u>Pancake Day</u> Pancake Recipe Equipment Ingredients Shove Tuesday Mix Whisk Flip Tradition</p> <p><u>People Who Help Us</u> Help Safe Community Job Uniform Emergency</p> <p><u>Easter</u> Symbols Cross Easter Egg Chick Lamb Hot Cross Bun New</p>	<p><u>Lifecycles</u> Lifecycle Egg Caterpillar/Larva Chrysalis/Pupa/Coon Butterfly Spin Change Tadpole Froglet Frog Hatch Swim Pond Water Lily Growth Change</p> <p><u>Buildings of Worship</u> Celebration Ceremony Baptism Christian Church <u>Reception:</u> Worship Mosque Temple Synagogue Gurdwara</p>	<p><u>Sports Week</u> Body Healthy Sports Heart Brain Exercise Eat Sleep Wash Relax</p> <p><u>Worship Nursery:</u> Raksha Bandhan Festival Celebration Tradition Friendship Love Care Protect <u>Reception:</u> Church Worship Mosque Temple Synagogue Gurdwara</p>
Art Studio	<p><u>Key Artist:</u> Rob Bacon: Poonac</p>	<p><u>Key Artist:</u> Van Gogh: Starry Night</p> <p><u>Key Artist:</u> Kandinsky: Concentric circles</p>	<p><u>Key Artist:</u> Georges Seurat: Painting with Dots.</p>	<p><u>Key Artist:</u> Van Gogh: Sunflowers.</p>	<p><u>Key Artist:</u> Claude Monet: Water Lillies</p> <p><u>Key Artist:</u> Giacometti: Sculptures</p>	<p><u>Key Artist:</u> Piet Mondrian: Neo-Placitism.</p>
Music Makers	<p><u>Skill:</u> To show attention to music and sounds. To join in with songs, using early actions and movement.</p>	<p><u>Skill:</u> To practise and perform an action song. To sing a nursery rhyme.</p>	<p><u>Skill:</u> To move to the rhythm of a song. To explore music making through a</p>	<p><u>Skill:</u> To play to a beat. To make an instrument.</p>	<p><u>Skill:</u> To practise and perform a song as part of a small group.</p>	<p><u>Skill:</u> To begin to be aware of when to stop and start using visuals or symbols.</p>

	To sing a nursery rhyme. To imitate the sounds of instruments with the body.		range of instruments. To perform as part of a group.	To add sound effects to a story song using instruments.	To take part in a music soundscape. To play musical instruments changing the dynamics and tempo.	To explore and create sounds on percussion instruments, showing awareness of a beat.
Our Little Kitchen	<u>Knowledge:</u> What is a recipe? <u>Skill:</u> Spreading <u>Senses:</u> Exploring a pumpkin.	<u>Knowledge:</u> Ingredients and Equipment. Using a recipe to follow a set of instructions. <u>Skill:</u> Mixing and combining.	<u>Knowledge:</u> Ingredients and Equipment. Using a recipe to follow a set of instructions. <u>Skill:</u> Cutting safely.	<u>Knowledge:</u> Ingredients and Equipment. Using a recipe to follow a set of instructions. <u>Skill:</u> Whisking and flipping a pancake.	<u>Knowledge:</u> Ingredients and Equipment. Using a recipe to follow a set of instructions. <u>Skill:</u> Peeling.	<u>Knowledge:</u> Ingredients and Equipment. Using a recipe to follow a set of instructions. <u>Skill:</u> Cutting safely. Create a healthy dish.

Key 5 storybooks per half term as per school reading strategy

Traditional Tale		Red Riding Hood	The Gingerbread Man	Jack and the Beanstalk	Goldilocks and the Three Bears	The Three Little Pigs
Rhyme			Shark in the Park	Real Superheroes (Julia Seal)	Oi Frog	Supertato
Fiction	Funnybones Leaf Man Rosie's Walk	The Gruffalo A Christmas Story (Brian Wildsmith)	We're Going on a Bear Hunt	The Tiny Seed	The Very Hungry Caterpillar	Superworm
Multicultural/ Diversity	The Smeds and the Smoos	It's Diwali! (Kabir Sehgal)	I Love Chinese New Year (Eva Wong Nava)			The Same But Different Too (Karl Newson)
Non-Fiction	What Can You See in Autumn?	Hibernation (Robin Nelson)	What Can You See in Winter?	What Can You See in Spring? Lifecycle of a Plant	What Can You See in Summer? Lifecycle of a Frog	How to be Healthy.

Enrichment Provision

<p>Forest School</p>	<p><u>Forest School Introduction</u></p> <p>What do we see on the way to Forest School?</p> <p>Reception: Make a map to Forest School.</p> <p><u>Autumn Animals: Hedgehogs and Squirrels</u></p> <p>All about nocturnal hedgehogs.</p> <p>All about squirrels.</p> <p>How do hedgehogs and squirrels prepare in autumn?</p> <p>Clay hedgehogs.</p> <p>Leaf squirrel tails.</p>	<p><u>Seasonal Change</u></p> <p>What can we see change in autumn?</p> <p>Colour mixing: red and yellow (hand painting).</p> <p><u>Bonfire Night</u></p> <p>Building a bonfire.</p> <p>Fire awareness: How to be safe.</p> <p>Reception: Building a Guy Fawkes: Stuffing and joining.</p> <p><u>Hibernation</u></p> <p>Hedgehogs and squirrels: Constructing a home for hibernation or winter.</p>	<p><u>Seasonal Change</u></p> <p>What can we see change in winter?</p> <p><u>RSPB The Big Bird Watch</u></p> <p>Making a bird feeder.</p> <p>Junk modelling: Make a pair of binoculars.</p> <p>Learning about nests.</p> <p>Reception: Learning about migration.</p>	<p><u>Seasonal Change</u></p> <p>What can we see change in spring?</p> <p><u>Life Cycle</u></p> <p>Lifecycles of a plant.</p> <p>Parts of a flower.</p> <p>Plant a sunflower.</p>	<p><u>Seasonal Change</u></p> <p>What can we see change in spring?</p> <p><u>Life Cycle</u></p> <p>Lifecycles of a frog.</p> <p>Create a habitat for a frog.</p>	<p><u>Seasonal Change</u></p> <p>What can we see change in summer?</p> <p><u>Minibeasts</u></p> <p>To know about Microhabitats.</p> <p>Building a bug hotel.</p> <p>Worm-o-meter: Measure a worm.</p> <p>Reception: To make a wormery.</p> <p>Transient art: Make a minibeast.</p>
<p>Schools/trips/work events</p>	<p><u>Exploration Session 1:</u> Our Journey to Forest School</p> <p>Reception: A Visit From the School Nurse</p>	<p>Christmas Winter Wonderland Trip</p>	<p><u>Exploration Session 2:</u> Exploring our Local Area</p>	<p>Culture Week</p> <p>Visit From a Professional Who Helps Us</p> <p>Planting a seed</p>	<p>Creative week</p> <p>Live Caterpillars- Butterfly Life Cycle</p>	<p><u>Exploration Session 3:</u> Exploring our Local Area</p> <p>Healthy Week</p> <p>Sports Day/ Sporty Stay & Play</p> <p>Summer Fair</p>
<p>Literacy/ Phonics Provision</p>						
<p>Nursery Reading</p>	<p>Baseline assessments</p> <p>Phonics: General Sound Discrimination (Environmental) - To discriminate between environmental sounds.</p> <p>To listen to a story with enjoyment, discussing the illustrations and answering simple questions.</p>	<p>Phonics: General Sound Discrimination (Instrumental/Body percussion) - To discriminate instrumental sounds and body percussion.</p> <p>To begin to recognise some features of a text when handling it with care.</p>	<p>Phonics: Rhythm & Rhyme - To begin to recognise and identify rhyming pairs.</p> <p>To count or clap syllables in a word.</p> <p>To sing a large range of nursery rhymes.</p> <p>To listen to longer stories, making predictions and recalling key events.</p>	<p>Phonics: Alliteration/ Body Percussion</p> <p>To begin to engage in initial sound games, recognising when words start with the same initial sound.</p> <p>To identify rhyme within a text.</p> <p>To begin to use new vocabulary, including language</p>	<p>Phonics: Oral Segmenting & Blending</p> <p>To orally hear the blend in simple words when playing blending games.</p> <p>To begin to use new vocabulary in the correct context, including during play.</p>	<p>Phonics: Nursery RWI Set 1 Speed Sounds Lessons (for children transitioning into reception).</p> <p>To begin to recognise picture sounds and grapheme phoneme correspondence for sounds taught, including in the environment.</p>

	<p>To recognise familiar print in the environment, including the initial letter in name.</p> <p>To listen to and join in with nursery rhymes.</p>	<p>To begin to retell simple stories in play.</p> <p>To recall some key language from a familiar text.</p> <p>To answer simple questions about a text they read.</p> <p>To know that print has meaning and can have different purposes.</p> <p>To know that a non-fiction text is a book with facts.</p>	<p>To develop play around a story, using props.</p> <p>To retell a traditional tale using repeated refrains and traditional story language.</p> <p>To sequence a simple text.</p>	<p>related to sequencing.</p> <p>To know a fictional text is a made up story, and begin to use some story language.</p> <p>To make predictions about a text.</p> <p>To retell a traditional tale using repeated refrains and traditional story language.</p> <p>To know we read from left to right and top to bottom.</p>	<p>To recall key events of facts from a text.</p> <p>To make predictions about a text.</p> <p>To retell a traditional tale using repeated refrains and traditional story language.</p> <p>To listen to, practise and perform a poem.</p>	<p>To know the initial sound in name, and suggest words that start with the same initial sound.</p> <p>To recognise the different purposes of a text.</p> <p>To enjoy a favourite story, being able to make predictions, talk about characters and sequencing and using some story language.</p> <p>To retell a traditional tale using repeated refrains and traditional story language.</p>
Nursery Writing	<p>Baseline assessments</p> <p>To develop strength and dexterity in finger muscles.</p> <p>To develop gross motor skills.</p> <p>To give meaning to marks using prerequisite shapes.</p> <p>To begin to make marks intentionally using vertical and horizontal lines.</p>	<p>To develop fine and gross motor skills.</p> <p>To begin to make marks intentionally using vertical and horizontal lines, as well as circles.</p> <p>To begin to form the initial letter in name.</p>	<p>To develop fine and gross motor skills.</p> <p>To develop good control in a dominant hand.</p> <p>To give meaning to marks when using different media.</p> <p>To use prerequisite shapes accurately when mark marking, including anti-clockwise movements.</p> <p>To begin to form the initial letter in name, forming it correctly.</p>	<p>To develop fine and gross motor skills.</p> <p>To develop good control in a dominant hand.</p> <p>To use prerequisite shapes accurately when mark marking, including anti-clockwise movements.</p> <p>To form the initial sound in name correctly.</p>	<p>To develop fine and gross motor skills.</p> <p>To copy the letters in name when labelling work, forming some correctly.</p> <p>To write for a purpose, writing the initial letter in some words.</p> <p>To mark make with increasing control.</p> <p>To use prerequisite shapes accurately when mark marking, including crossing the mid-point.</p>	<p>To develop fine and gross motor skills.</p> <p>Drawing Club: To make intentional marks linked to a text.</p> <p>To begin to write letters for known sounds, forming some correctly.</p> <p>To write/copy the letters in name when labelling work, forming most correctly.</p> <p>To mark make intentionally in some play.</p> <p>To mark make with increasing control.</p> <p>To begin to make marks internationally using vertical and horizontal lines</p>

Reception Reading	<p>Baseline assessments</p> <p>RWI Speed Sounds Set 1</p> <p>Word time 1.1-1.3</p> <p>Fred Talk</p> <p>Fred Fingers for spelling.</p> <p>To understand the five key concepts about print.</p> <p>To engage in extended conversations about a text.</p> <p>To spot and suggest rhyme.</p> <p>To count or clap syllables in a word.</p> <p>To recognise words with the same initial sound.</p> <p>To hear the middle and final sound in a simple CVC.</p> <p>To hear the blend when orally segmented by an adult.</p>	<p>RWI Speed Sounds Set 1/Special Friends Digraphs</p> <p>Word time 1.1-1.5</p> <p>Fred Talk</p> <p>Fred Fingers for spelling.</p> <p>To read HFW: I, the, to, is, want.</p> <p>To understand the five key concepts about print.</p> <p>To engage in extended conversations about a text, using new vocabulary.</p>	<p>RWI Speed Sounds Set 1/Special Friends Digraphs</p> <p>RWI Ditty sheets</p> <p>To read HFW: my, said, of, no, see.</p> <p>To retell a familiar traditional tale.</p>	<p>RWI Speed Sounds Set 1/Special Friends Digraphs</p> <p>RWI Red ditty books</p> <p>To read HFW: your, you, he, are, she.</p> <p>To retell a familiar traditional tale.</p>	<p>RWI Speed Sounds Set 2</p> <p>RWI Green story books</p> <p>To read HFW: me, we, go, like.</p> <p>To retell a familiar traditional tale.</p>	<p>RWI Speed Sounds Set 2</p> <p>RWI Green / Purple story books</p> <p>To read HFW: all, be, her, some, there, so, went.</p> <p>To retell a familiar traditional tale.</p>
Reception Writing: Key Skills	<p>Perfect posture.</p> <p>Knowing we write from left to write, top to bottom.</p> <p>Forming prerequisite shapes (including anti-clockwise circles).</p> <p>Correct letter formation of the first 26 sounds taught (including ascenders and descenders).</p> <p>Hearing and writing the initial</p>	<p>Perfect posture.</p> <p>Knowing we write from left to write, top to bottom.</p> <p>To write name, forming all letters correctly.</p> <p>Correct letter formation of the first 26 letter sounds and special friends taught (including ascenders and descenders).</p> <p>To hold and write a simple</p>	<p>Perfect posture.</p> <p>Knowing we write from left to write, top to bottom.</p> <p>Correct letter formation of the first 26 letter sounds and special friends taught (including ascenders and descenders).</p> <p>To begin to use capital letters.</p> <p>To begin to use full stops.</p>	<p>Perfect posture.</p> <p>Knowing we write from left to write, top to bottom.</p> <p>Correct letter formation of the first 26 letter sounds and special friends taught (including ascenders and descenders).</p> <p>To begin to use capital letters.</p> <p>To begin to use full stops.</p>	<p>Perfect posture.</p> <p>Knowing we write from left to write, top to bottom.</p> <p>Correct letter formation of the first 26 letter sounds and special friends taught (including ascenders and descenders).</p> <p>To use capital letters.</p> <p>To use full stops.</p>	<p>Perfect posture.</p> <p>Knowing we write from left to write, top to bottom.</p> <p>Correct letter formation of the first 26 letter sounds and special friends taught (including ascenders and descenders).</p> <p>To use capital letters.</p> <p>To use full stops.</p>

	<p>sound in a simple CVC.</p> <p>Hearing and writing the middle sound in a simple CVC.</p> <p>Hearing and writing the final sound in a simple CVC.</p> <p>To write using onset and rime.</p>	<p>caption, and then a simple sentence.</p> <p>To begin to use finger spaces.</p> <p>To write HFW: I, the, to, is, want.</p>	<p>To begin to use finger spaces</p> <p>To write HFW: my, said, of, no, see.</p>	<p>To use finger spaces.</p> <p>To write HFW: your, you, he, are, she.</p>	<p>To use finger spaces.</p> <p>To write HFW: me, we, go, like.</p>	<p>To use finger spaces.</p> <p>To write HFW: all, be, her, some, there, so, went.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------	----------------------------------------------------------------------------	---------------------------------------------------------------------	----------------------------------------------------------------------------------------

Reception Writing: Units of Work	<p>Baseline assessments</p> <p>Unit 1 Non-Fiction: Labels</p> <p>Unit 2 Narrative: Oral Recount of a Familiar Text</p> <p>Unit 3 Non-Fiction: Lists (Onset and Rime)</p>	<p>Unit 4 Fiction: Captions (Including prepositional language)</p> <p>Unit 5 Non-Fiction: Greeting Cards</p> <p>Unit 6 Fiction: Letter Writing</p>	<p>Unit 7 Narrative: Captions and Sentences</p> <p>Unit 8 Narrative: Speech Bubbles</p> <p>Unit 9 Non-Fiction: Letter/Postcard</p> <p>Unit 10 Non-Fiction: Captions and Sentences (Easter)</p>	<p>Unit 11 Non-Fiction: Instructions</p> <p>Unit 12 Non-Fiction: Information Texts/Posters</p> <p>Unit 13 Narrative: Story Writing/Comic (3-part story)</p>	<p>Unit 14 Poetry</p> <p>Unit 15 Narrative: Character Description</p> <p>Unit 16 Narrative: Persuasive Writing</p> <p>Unit 17 Narrative: Story Writing (3-part story)</p>	<p>Unit 18 Non-Fiction: Recount</p> <p>Unit 19 Narrative: Story Writing (3-part story)</p>
-----------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------

Mathematics Provision

Nursery: Number and numerical pattern (linked directly to Development Matters)	<p>Baseline assessments.</p> <p>To engage in counting songs and early number rhymes (including with fingers).</p> <p>To develop 'counting like' behaviour.</p> <p>To react to changes of amount in a group of 3.</p> <p>To begin to use comparative language (different/ same).</p>	<p>To develop subitising to 3.</p> <p>To recite numbers to 5.</p> <p>To develop 1:1 correspondence (3/4).</p> <p>To begin to understand the cardinal principle.</p> <p>To develop finger representation to (4/5).</p> <p>To match quantity and numerals to 3.</p> <p>To begin to use comparative language (lots/more/same).</p>	<p>To secure subitising objects up to 3 (irregular/unfamiliar patterns).</p> <p>To recite numbers orally to 5 and beyond.</p> <p>To develop 1:1 correspondence up to 5.</p> <p>To understand the cardinal principle to 5 and beyond.</p> <p>To use finger representation to 5 and beyond.</p> <p>To match quantity and numerals to 5 (early recording).</p> <p>To begin to use comparative language (fewer than/more than).</p>
------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Nursery: Shapes, space, measure and pattern (linked directly to Development Matters)</p>	<p>Baseline assessments.</p> <p><u>Pattern (Explore repeats)</u></p> <p>Listen to repeats in songs and stories</p> <p>To join in with songs with repeats.</p> <p>To notice patterns.</p> <p><u>Shapes</u> To build with a range of resources.</p> <p>To complete inset puzzles.</p> <p>To climb using different types of spaces.</p> <p>To combine objects, place them inside of each other and take them out again.</p>	<p><u>Shape and Space</u> To understand position through words alone.</p> <p>Respond to simple language of position.</p> <p><u>Measure</u> To begin to compare sizes and weights using gestures and early vocabulary (bigger/little/smaller/high/low/tall/heavy).</p>	<p><u>Shapes</u> To talk about and explore 2D shapes using informal mathematical language.</p> <p>To select shapes appropriately for construction.</p> <p>To combine shapes to make new ones.</p> <p><u>Pattern</u> To talk about and identify patterns around them using informal language.</p> <p>To arrange things in patterns.</p>	<p><u>Shape and Space</u> To describe a familiar route.</p> <p><u>Measure</u> To compare objects relating to size and length.</p>	<p><u>Shapes</u> To talk about and explore 3D shapes using informal mathematical language.</p> <p>To select shapes appropriately for construction.</p> <p>To combine shapes to make new ones.</p> <p><u>Measure</u> To compare objects relating to weight and capacity.</p>	<p><u>Pattern</u> To continue, create, copy and complete an ABAB pattern.</p> <p>To notice and correct an error in a repeating pattern.</p> <p>To recognise shape, colour, size and object patterns.</p> <p><u>Shape and Space</u> To discuss routes and locations (vocabulary including in front of, behind).</p>
<p>Reception: Mastering Number (NCETM) (Number and numerical pattern objectives)</p>	<p>Baseline assessments.</p> <p>Cardinality, ordinality and comparison of numbers within 5.</p> <p>To develop subitising within 5 (perceptual and conceptual).</p> <p>To compare sets of objects and use the language of comparison.</p> <p>To consolidate counting skills to 10 (verbally).</p>		<p>Cardinality, ordinality and comparison of numbers within and beyond 5.</p> <p>To develop subitising within and beyond 5 (perceptual and conceptual).</p> <p>To show an understanding of equal or unequal groups and doubles.</p> <p>To know the 'shape' of odd and even numbers.</p> <p>To consolidate counting skills to 20 (verbally).</p>		<p>To secure a deep understanding of the composition of numbers to 10.</p> <p>To develop conceptual subitising.</p> <p>To automatically recall number bonds to 5 (and beyond), including subtraction facts and double facts.</p> <p>Comparison including greater than, less than, 1 more and 1 less up to 10.</p> <p>To consolidate counting skills beyond 20 (verbally).</p>	
<p>Reception: Shape, Space, Measure and Pattern (White Rose)</p>	<p>Baseline assessments</p> <p><u>Measures</u> To understand full and empty, taller and shorter/ longer and shorter, bigger/smaller 'Will they fit?' (boxes/containers)</p> <p>To use units to compare things.</p>	<p><u>Measures</u> To use the language of time passing: day, night, today, tomorrow, yesterday.</p> <p><u>Shape and space</u> To talk about 2D shapes: triangles, circles, rectangles,</p>	<p><u>Measures</u> To compare height (taller/shorter).</p> <p>To compare length (longer/shorter).</p> <p>To compare capacity (full/empty/ half full/ nearly full).</p> <p>To compare weight (lighter/heavier).</p>	<p><u>Pattern</u> To continue, complete and spot errors in an ABB and ABBC pattern (including from mid-unit).</p> <p>To create an ABB and ABBC pattern.</p> <p>To create and explore their own pattern rules and record (different</p>	<p><u>Measures</u> To develop early estimation of weight, length and capacity 'Which container holds the most?'</p> <p>To order objects/containers by length, capacity, height or weight.</p>	<p><u>Shape and space</u> To explore spatial reasoning through mapping.</p> <p>To represent maps with models.</p> <p>To create own maps from familiar situations or story settings.</p>

	<p><u>Pattern</u> To copy and continue an AB pattern.</p> <p>To create an AB pattern.</p> <p>To continue an ABC pattern (including mid-unit ending).</p> <p>To create an ABC pattern.</p> <p>To classify/sort with different attributes (colour, shape, object).</p> <p>To repeat patterns in a line.</p>	<p>squares, shape hunts.</p> <p>To use positional language.</p> <p>To match 2D shapes via characteristics, including shapes in different orientations and positions.</p>	<p>To recognise relationships between the size and number of units.</p> <p>To measure with non-standard units.</p> <p>To use days of the week.</p> <p>To begin to sequence events (first, then, now).</p> <p>To develop experience of time durations.</p> <p><u>Shape</u> To use 3D shapes: building, matching, printing.</p>	<p>mediums to represent) including within a circle/border.</p> <p><u>Shape and space</u> To match 3D shapes and models by combining 3D shapes in order to identify similar characteristics, including in different orientations and positions.</p> <p>To describe and replicate models of 3D shapes in various orientations and perspectives.</p> <p>To solve problems and make new shapes with right angled triangles. (To investigate squares, triangles, rectangles and parallelograms).</p> <p>To work on early tessellation problems.</p>	<p>To estimate by linking non-standard units/numerals to an amount.</p> <p><u>Shape and space</u> To describe and replicate models of 2D shapes in various orientations and perspectives.</p> <p>To solve problems with Tangrams.</p>	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--