

Reception Overview

The children have access to high quality learning. This is achieved through direct teaching time with the whole class, small group work and targeted intervention groups, together with opportunities for sustained play-based learning through Continuous Provision (choosing time). We work in this way because higher level involvement occurs most often when children can pursue their own activities and have control over their own learning in an engaging, enabling environment. When children show high levels of involvement, that is when there is progress and development occurring – when the brain is at its most active. During choosing time, staff play alongside the children, extending their learning through our planned objectives as well as encouraging children to challenge their own thinking and ideas to be excited and inquisitive learners.

Characteristics of Effective Learning

The focus of the characteristics of effective learning is on how children learn rather than what they learn. This is based on the understanding that during their earliest years, children form attitudes about learning that will last a lifetime. Children who receive the right sort of support and encouragement during these years will develop characteristics conducive to a growth mind set, leading them to be creative, adventurous, resilient learners throughout their lives. The three characteristics of effective teaching and learning, identified by the EYFS framework, are:

Playing and exploring – children investigate and experience things, and develop a 'have a go' attitude.

Active learning – children concentrate, enjoy achievements, and keep on trying if they encounter difficulties.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Advent Two Lent Two Pentecost Two Advent One Lent One **Pentecost One** Possible points Change of season: Change of season: Change of season: Earth Day Change of season: Diwali of Interest Autumn **Bonfire Night** Winter Spring St George's Day Summer National Poetry Day Remembrance Sunday Chinese New Year World Book Day Space Day Father's Day Hanukkah British Science Week King Charles III's Summer Solstice Safer Internet Day Valentine's Day Christmas Mother's Day Coronation Shrove Tuesday Easter Sunday **Possible** Eggs to chicks A trip to the theatre Sparks Arts Festival A trip to a farm Sports day experiences Nativity performance An end of year trip A family Easter egg **Possible** Christmas craft morning Parents Evening Parents evening **Book Trust Storytelling** parental hunt Involvement* Session *Covid status dependent



Communication & Language

Statutory Guidance:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two		
Listening ELG Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to 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.	I can understand how to listen carefully and why listening is important I can follow simple instructions I am beginning to listen to others in one to one or small groups when conversations interest them I am beginning to listen to familiar stories with increasing attention and recall I am beginning to focus attention, can listen and do	I can engage in story times, joining in with repeated phrases and actions I can respond to instructions with more than one step I can listen to others in one to one or small groups, when conversations interest them I can listen to familiar stories with increasing attention and recall I can focus attention, can listen and do I am beginning to understand prepositions	I can ask questions to find out more I can understand a range of complex sentence structures I can show a good understanding of prepositions I can understand what, where and when questions	I can retell known stories in greater detail, without support I can re-tell a familiar story I can follow a story without pictures or props	I can recall key facts from nonfiction texts we've been reading I can ask questions to find out more I can understand questions such as why and how	I can ask questions and explain what I understand by the answers. I can have conversations with adults and peers with back-and-forth exchanges		



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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, nonfiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

I talk in full sentences, sometimes with support.

I can talk in front of a small group

I can talk to class teacher and TA

I can learn new vocabulary

I am beginning to use more complex sentences to link thoughts using connectives. I can offer my own ideas in several situations with support.

I can answer questions in front of the whole class

I can use new vocabulary throughout the day

I am beginning to link thoughts and ideas using connectives

I am beginning to use talk to explain what is happening and anticipate what might happen next

I am beginning to use a range of tenses

I can make up my own simple stories following a simple beginning, middle, end structure.

I can offer my own ideas and recall experiences

I can answer where and when questions, sometimes adding more detail to my answers.

I am developing the confidence to talk to other adults they see daily

I can talk in sentences using conjunctions e.g., and, because

I can use talk to explain what is happening and anticipate what might happen next I can explain and express my opinion.

I can tell my own stories including increasing detail.

I can talk about what I've done and what others have done.

I can share my work to the class when standing up at the front

I can use new vocabulary in different contexts

I can use a range of tenses when talking

I can talk extensively about things that are important to me I speak in longer sentences joined by conjunctions following a spoken model.

I link statements and stick to a main theme when talking

I can use talk to organise, sequence and clarify thinking, ideas, feelings and events

I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words

I can use language to imagine and recreate roles and experiences in play situations. I can talk to different adults around the school

I speak in longer sentences joined by conjunctions.

The stories I make up include aspects of story language

I can answer how and why questions adding more detail to my answers.

I can talk about why things happen

I can talk in sentences using a range of tenses



Personal, Social & Emotional Development

Statutory Guidance:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
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.	I am starting to recognise different emotions I am beginning to understand how people show emotions I can focus during short whole class activities I can follow one-step instructions I know that I need to listen to my friends and teachers and can show this by looking.	I can show an increasing awareness and understanding of the feelings of others. I follow classroom rules and routines. I can complete two-part instructions given to me by my teacher without reminders.	I know when I get frustrated and can manage my feelings appropriately. I can focus during longer whole class lessons I can follow two step instructions	I can talk about my feelings in detail. I can set myself challenges. I can continue an activity with sustained concentration.	I can complete challenges I have set for myself and set by an adult. I can adapt and refine my thinking and actions when I encounter a problem in my play.	I can maintain focus during extended whole class teaching I can follow instructions of three steps or more
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	I can make independent choices in the learning environment sometimes with support. I can show a developing understanding of classroom rules and routines.	I can make independent choices in the learning environment. I can continue an activity until completion with support. I am beginning to have	I am beginning to show resilience and perseverance in the face of challenge I can do up a zipper/Buttons/buckles	I can dress/undress independently for activities such as P.E and Forest Time. I can describe how the body feels when still and when exercising.	I can identify and name healthy foods I can manage my own basic needs independently	I show resilience and perseverance in the face of challenge I show a 'can do' attitude I understand the importance of healthy food choices



Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	I can wash my hands independently I can put on my socks and coat independently	confidence to try new activities I can follow class rules and begin to understand the need to have rules				
Building Relationships ELG Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.	I can seek the support of adults when needed I am gaining the confidence to speak to peers and adults I can ask for help from familiar adults or other children when I need it.	I can pay attention and respond appropriately in conversations. I can work with my friends to tidy the learning environment by following a model	I can work as a group with support I can use taught strategies to support turn taking	I can listen to the ideas of other children and agree on a solution and compromise	I can work as a group with minimal adult support I am beginning to develop relationships with other adults around the school	I am confident to communicate with adults around the school I have developed friendships.



Physical Development

Statutory Guidance:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
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.	I can move safely in a space I can stop safely I can develop control when using equipment I can follow a path and take turns I can work cooperatively with a partner	I can balance I can hold a position for 10 seconds. I can run and stop I can change direction I can jump forward with two feet/hop To explore different ways to travel using equipment.	I can create short sequences using shapes, balances and travelling actions I can balance and safely use apparatus I can jump and land safely from a height I can explore traveling around, over and through apparatus.	I can throw and catch with a partner. I can kick a ball and receive it with a partner. I can balance a beanbag on my head I can roll and track a ball I can develop accuracy when throwing to a target I can create a short sequence of body movements	I can play group games which involve ball skills, control of large-scale movements and following the rules of the game. I can dribble a ball using feet I can bounce a ball. I can kick a ball to a target I can hit a ball with a bat.	I can travel with confidence and skill, negotiating space independently. I can independently use a range of large and small apparatus indoors and outside.
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,	I can use one handed tools safely and find what need in the environment e.g., scissors, knives, forks, pencils, paintbrushes.	I can use a pen, pencil, scissors, or paintbrush to follow along / trace a line / shape I can draw lines, circles and shapes to draw	I can use scissors to make fringes curls, cutting out internal shapes / patterns. I can form identifiable letters, independently,	I can use a template to draw around and cut out independently. I can use scissors to cut a variety of materials (wool, fabric, tinfoil,	I can use scissors to cut a variety of materials to independently support my model making / artwork. I can form some capital letters matched to lower	I use the tripod grip when using pens/pencils. I can form most taught letters correctly on a line. I can use cutlery



including scissors, paint brushes and cutlery	I can cut using scissors, with growing control.	pictures.	sometimes sitting on a line.	tissue, sometimes with support.	case letters that I know, with some support.	independently, with good control, to eat a meal.]
Begin to show accuracy and care when drawing.	C C	I can form some identifiable letters.	I am beginning to hold a knife correctly and use it	I can form identifiable letters independently, on]
		I can hold, and use, a fork and spoon.	to cut food with support.	a line.			



Literacy

Statutory Guidance:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
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, nonfiction, rhymes and poems and during role-play.	I can independently look at book, holding it the correct way up and turning the pages one at a time.	I engage in story times, joining in with repeated phrases and actions I am beginning to answer questions about the stories read to them I enjoy an increasing range of books including fiction, non-fiction and poetry.	I can use pictures to tell a story I am beginning to act out stories I am beginning to predict what may happen in the story I can suggest how a story might end	I can retell a familiar story I can follow a story without pictures or props I can talk about the characters in a familiar story	I am beginning to answer questions about what they have read I use vocabulary that is influenced by their experiences of books	I can answer questions about what they have read I know that information can be retrieved from books I can predict what will happen next
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, including some common exception words.	I can read my name, with support. I can recognise taught phase 2 sounds (s a t p i n m d g o c k ck e u r h b f I) I am beginning to read CVC words with support. I can read taught tricky words (the I is)	I can read my name. I can recognise taught phase 2 sounds (ff II ss j v w x y z zz qu ch sh th ng nk) and phase 3 sounds (ai ee igh oa) I am beginning to read CVC words with support. I can read taught tricky words (as and has his	I can recognise taught phase 3 sounds (oo o oar or ur ow oi ear air er) I can read taught tricky words (was you they my by all are sure pure) I can read books matching my phonics	I can recognise taught phase 2 and 3 sounds as well begin to read words with two or more digraphs, compound words and words ending in -ing. I can read books matching my phonics	I can recognise taught phase 2 and 3 sounds and read compound words, words ending in ing,ed,est and words with a short vowel sound. I can read taught tricky words (said so have like some come love do were here little says there when what one	I can recognise taught phase 2 and 3 sounds and read longer words, words ending in ing,ed,er,est and words with a long vowel sound. I can read all previously taught tricky words. I can read books matching my phonics



	I am beginning to read books matching my phonics ability with support.	her go no to into she he of we me be) I can read books matching my phonics ability with support.	ability with support.	ability.	out today) I can read books matching my phonics ability.	ability.
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	I am beginning to form the taught phase 2 graphemes. (satpinmdgockckeurhbfl) I assign meaning to the marks that I make.	I am beginning to form the taught phase 2 graphemes (ff II ss j v w x y z zz qu ch sh th ng nk) and phase 3 graphemes (ai ee igh oa)	I can form some of the taught phase 2 and 3 graphemes correctly (oo o oar or ur ow oi ear air er)	I can form, most of the taught phase 2 and 3 graphemes correctly	I can form, most of the taught phase 2 and 3 graphemes correctly	I can form the taught phase 2 and 3 graphemes correctly (ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)
Write simple phrases and sentences that can be read by others.	I can copy my name, with support.	I can write my name, sometimes supported. I can write a CVC word, with support.	I can write my name. I can copy some common exception words correctly using a word mat or with support.	I can spell some common exception words and copy some others using a word mat and with support.	I can spell some common exception words correctly, sometime using a word mat and with support.	I can spell some common exception words correctly.
			I can think of, and write, a short caption with support. I can leave a finger space in between words that I write, with support.	I can think of, and write, a short simple sentence. I can leave a finger space in between words that I write, with support.	I can write a sequence of simple sentences that can be read by others with support. I sometimes leave a finger space in between words that I write.	I can write a sequence of simple sentences that can be read by others. I leave a finger space in between words that I write.
				I am beginning to understand that a sentence starts with a capital letter and ends with a full stop, with support.	I know that a sentence starts with a capital letter and ends with a full stop with support.	I know that a sentence starts with a capital letter and ends with a full stop.



Maths

Statutory Guidance:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
Number ELG Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities	Comparison I can find all objects with a given attribute and I am beginning to identify the attribute used to sort a set	Comparison I can say which group has more and which group has fewer, with support. I can use the language of equal to when two groups	Comparison I can compare two quantities (up to 8) and say which has more/fewer items and which groups are the same. Counting	Comparison I can estimate a number of things, showing understanding of relative size (with support) Counting	Comparison I can estimate a number of things, showing understanding of relative size Counting	Comparison I can sort quantities into groups which are the same, different and equal and use language of more/fewer. I can share a given quantity
Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5	Counting I join in with number songs and stories. I can count objects, actions from 1-5 with support.	are the same, with support. Counting I can count and represent objects up to 5, with support.	I can recite numbers forwards and backwards to 8 sometimes using a number line with support.	I can count and represent objects up to 10, with support. I can recite numbers from 0 to 10 (and beyond)	I can recite numbers forwards and backwards to 20 with support. I can count on, and back, from a given number up to	into two equal groups. I can halve a whole number by sorting it into two equal groups.
(including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns ELG	I can recite numbers forwards and backwards to 5. Cardinality I can subitise numbers,	I can say what will be one more/one less than a given number (up to 5) using concrete objects with support.	Cardinality I can subitise numbers, presented in familiar patterns, up to 5 Matches the numeral with a	and back from 10 to 0 Increasingly confident at putting numerals in order 0 to 10 (ordinality)	I can count and represent objects up to 10. Cardinality	I know that when a group can't be shared equally, it i odd and when a group can be shared equally, it is eve
Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to	presented in a familiar pattern, up to 3 with support. I can link the quantity to the cardinal number it	Cardinality I can subitise numbers, presented in familiar patterns, up to 5 with support	group of items to show how many there are (up to 8) with support I can represent numbers (up	Cardinality Matches the numeral with a group of items to show how many there are (up to 10) with support	Matches the numeral with a group of items to show how many there are (up to 10) Composition	I can recite numbers forwards and backwards to 20. Cardinality
10 in different contexts, recognising when one quantity is greater than, ess than or the same as	represents (up to 5) with support. I can represent numbers (up to 5) using my fingers, with	Matches the numeral with a group of items to show how many there are (up to 5) Composition	to 8) using my fingers. Composition I know that a number can be made up of two smaller	I can represent numbers (up to 10) using my fingers. Composition I can combine two groups to	I can recall number bonds to 10. In practical activities, adds one and subtracts one (with	Beginning to match the numeral to group of items t show how many there are (beyond 10)

Composition

before



Explore and represent
patterns within numbers up
to 10, including evens and
odds, double facts and how
quantities can be
distributed equally.

I can take turns to play maths games which involve counting and recognising numerals (up to 5.)

I am beginning to recognise

one more than the one

that each counting number is

I am beginning to separate a group of three or four objects

in different ways, beginning

to recognise that the total is

understand that a number can be made up of two smaller numbers

I can arrange compositions of number bonds to 5 in different ways using a five frame, with support.

I can begin to show a knowledge of number bonds

I can partition numbers to 10 in a part whole model with support.

I am beginning to learn some number bonds to ten with support.

I can arrange compositions of number bonds to 10 in different ways using a tens frame, with support.

I can use ten frames to make numbers beyond 10 with support.

Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three

In practical activities, adds one and subtracts one (with numbers to 10)

Maths - Measure, shape & spatial thinking

There are no early learning goals that directly link to shape, spatial thinking or measurement objectives. However, children will have experienced rich opportunities to develop these skills in order to enable them to access the national curriculum content.

Spatial Awareness

still the same

I can complete a 9-12-piece puzzle by manipulating the shapes and using a picture for reference

Shape

I can sort objects based on different attributes e.g., colour, size, shape with support.

Pattern

I can extend and copy a repeating ABAB pattern.

Measure

I can match objects.

I can make comparisons using language such as bigger/ smaller, heavier/lighter and empty/full with support.

Spatial Awareness

I understand positional language In front, on top, next to, behind with support.

Shape

I can name and recognise circles, triangles, squares and rectangles.

I can describe a shape using terms such as 'sides. corners with support.

Pattern

Measure

I am beginning to measure time in simple ways with support.

I use language of time, such as first, then, next, last, to sequence events.

Spatial Awareness

Shape

to 5.

I can recognise and name some basic 2-D and 3-D shapes.

I can describe a shape using terms such as 'sides. corners, flat, solid, faces,

Pattern

Measure

I can recite the days of the week in order, with support.

I can make comparisons using language such as bigger/biggest. smaller/smallest. longer/longest, shorter/shortest. heavier/heaviest. lighter/lightest.

Spatial Awareness

Investigates turning and flipping objects in order to make shapes fit and create models: predicting and visualising how they will look (spatial reasoning)

Shape

Pattern

I can create my own AB patterns.

I can repeat more complex patterns e.g., AABB, ABB, AABBB.

Measure

Spatial Awareness

Enjoys composing and decomposing shapes. learning which shapes combine to make other shapes

Shape

I am beginning to understand the relationship between 2d and 3d shapes.

Pattern

Measure

Spatial Awareness

Uses spatial language, including following and aivina directions, usina relative terms and describing what they see from different viewpoints

Shape

Pattern

Measure

I can describe length using shorter than, it is longer than, it is equal to.

I can describe weight, using heavier than, it is lighter than, it is equal to.

I can describe distance Far, further, furthest

I can describe capacity



Understanding of the World

Statutory Guidance:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
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 read in class and storytelling	I know, and can talk about, my own life-story I know how I have changed as I have grown. I can talk about the people I know in my life	I can explore the differences between Christmas in the past and now.	I can explore the differences/similarities between technology in the past and now.	I can explore the similarities/differences between Easter in the past and now.	I can talk about St George's Day and explore the similarities/differences between life then and now. I can talk about King Charles Ill's coronation and explore the differences between the present day and when the King was born.	I can talk about the different jobs that adults do and how they can help us.
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 this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this	I can compare my school environment with my home environment. I can talk about key features in my local environment. I can talk about Leicester City.	I can explore the Hindu celebration of Diwali I can explore Jewish celebration of Hanukah. I can talk about the Christmas Story and explore how it is celebrated across the world.	I can explore Chinese New Year. I can talk about how my local environment is the same/different to a city/rural area in a different country.	I can listen to and talk about the Easter Story I can talk about the similarities/differences of how Easter is celebrated around the world. I can talk about the similarities/differences between Leicester City and a rural part of Leicestershire.	I can explore the Islamic celebration of Eid I can talk about the similarities/differences between Leicester City and a city/rural area in a different country.	I can talk about the similarities/differences between Leicester City and a city/rural area in a different country. I can make simple maps of my local environment, with support



Explore the natural world around them, making observations and drawing nictures of animals and plants	ran discuss daily eather an talk about changes in state that happen when we're cooking different recipes — Pumpkin soup I can talk about how you can shine light through some materials, but not others. I can explore shadows and silhouettes.	I can describe changes in water as it freezes and melts. I can talk about seasonal changes - Winter	I explore animals and their habitats – Link to farm visit. I can talk about changes in state that happen when we're cooking different recipes – Melting chocolate. I can plant different seeds to grow flowers, fruit and vegetables, observe the growth of the seeds and talk about the changes I notice.	I can talk about seasonal changes – Spring I know how to care for growing plants. I know features of the Earth – Links to Earth Day and National Space Day	I can talk about floating and sinking. I can harvest grown fruit and vegetables. I can talk about changes in state that happen when we're cooking different recipes – Ice Iollies I can talk about features of the Earth I can talk about seasonal changes - Summer
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Expressive Arts & Design

Statutory Guidance:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Advent One	Advent Two	Lent One	Lent Two	Pentecost One	Pentecost Two
Being Imaginative and Expressive 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.	I can act out my own narratives with others, based on my everyday experiences I learn to sing simple songs from memory, with the support of an adult I can use some instruments to make different sorts of sounds e.g., fast /slow/loud/quiet.	I can join in with known stories and I am beginning to retell known stories I can sing new songs once they've been taught to me I can perform by singing and dancing	I can recount known stories I have a repertoire of songs which I can sing from memory I use instruments to keep a beat With support, I am beginning to talk about whether music makes me feel happy/sad/angry	I am beginning to adapt known stories and narratives	I make up my own stories and narratives. I can talk about how different types of music make me feel	I can talk about the creative choices of others. I can move in time with music
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.	I can create a collage using different tools and media I can begin to create artwork from observation I can name all the primary colours and can explore colour mixing Use junk modelling to create simple models	I can create patterns using mixed media I can mix materials to create different textures I can explore sculptures using different media I can explore different ways of joining	I can create prints using a variety of techniques. I am beginning to follow simple instructions to create a model. I can mix primary colours to create secondary colours. I can talk about my creation and say what I like about it.	I can follow simple instructions to create a model. I can explore different ways of joining materials I can match and use colours for a specific purpose. I can use my observational skills to	I can draw a self-portrait using a mirror. I can explore adding black and white to create different shades of a colour. I can talk about my creation and explain how I made it.	I can design and make my own sculpture. I can talk about my creation and say what I might do differently next time.



	of choice.	materials with support	draw in more detail.	
Make use of props and				
materials when role playing	I can begin to explain		I can talk about my	
characters in narratives and	what my creation is.	I can say what my	creation and begin to	
stories.		creation is and talk	explain how I made it.	
		about it with support.		



CLL	PSE	PD	Lit	Maths	UW	EA
I can understand how to	I am starting to recognise	I can move safely in a	I can independently look	Comparison	I know, and can talk	I can act out my own
listen carefully and why	different emotions	space	at book, holding it the	I can find all objects with	about, my own life-story	narratives with others,
listening is important			correct way up and	a given attribute and I am		based on my everyday
	I am beginning to	I can stop safely	turning the pages one at a	beginning to identify the	I know how I have	experiences
I can follow simple	understand how people		time.	attribute used to sort a set	changed as I have grown.	
instructions	show emotions	I can develop control		Counting		I learn to sing simple
		when using equipment	I can orally blend and	I join in with number songs	I can talk about the	songs from memory, with
I am beginning to listen to	I can focus during short		segment, sometimes with	and stories.	people I know in my life	the support of an adult
others in one to one	whole class activities	I can follow a path and	support.	I am any at abianta antique		
or small groups when		take turns		I can count objects, actions from 1-5 with support.	I can compare my school	I can use some
conversations interest	I can follow one-step		I can read my name, with	Hom 1-5 with support.	environment with my	instruments to make
them	instructions	I can work cooperatively	support.	I can recite numbers	home environment.	different sorts of sounds
		with a partner		forwards and backwards to 5.		e.g., fast /slow/loud/quiet
I am beginning to listen to	I know that I need to listen		I assign meaning to the	Cardinality	I can talk about key	
familiar stories with	to my friends and	I can use one handed	marks that I make.	I can subitise numbers,	features in my local	I can create a collage
increasing attention	teachers and can show	tools safely and find what		presented in a familiar	environment.	using different tools and
and recall	this by looking.	need in the environment	I can copy my name, with	pattern, up to 3 with support.		media
		e.g., scissors, knives,	support.	I can link the quantity to the	I can talk about Leicester	
I am beginning to focus	I can make independent	forks, pencils,		cardinal number it represents	City.	I can begin to create
attention, can listen	choices in the learning	paintbrushes.	I can hear the initial	(up to 5) with support.		artwork from observation
and do	environment sometimes		sounds in a word,	(4) 10 0) 11111 0 14	I can discuss daily	
	with support.	I can cut using scissors,	sometimes with support.	I can represent numbers (up	weather	I can name all the primar
I talk in full sentences,		with growing control.		to 5) using my fingers, with		colours and can explore
sometimes with support.	I can show a developing			support.	I can talk about seasonal	colour mixing
	understanding of			I am take town to also as also	changes - Autumn	
I can talk in front of a	classroom rules and			I can take turns to play maths games which involve		Use junk modelling to
small group	routines.			counting and recognising		create simple models
				numerals (up to 5.)		of choice.
can talk to class teacher	I can wash my hands			(1)		
and TA	independently			Composition		I can begin to explain
	I can put on my socks and			I am beginning to recognise		what my creation is.
l can learn new	coat independently			that each counting number is		
vocabulary	I can seek the support of			one more than the one		
	adults when needed			before		
l am beginning to use	I am gaining the			I am beginning to separate a		
more complex sentences	confidence to speak to			group of three or four objects		
to link thoughts using	peers and adults			in different ways, beginning		
connectives				,g		



I can ask for help from	to recognise that the total is
familiar adults or other	still the same
children when I need it.	
	Spatial Awareness
	I can complete a 9–12-piece
	puzzle by manipulating the
	shapes and using a picture
	for reference
	<u>Shape</u>
	I can sort objects based on
	different attributes e.g.,
	colour, size, shape with
	support.
	<u>Pattern</u>
	I can extend and copy a
	repeating ABAB pattern.
	<u>Measure</u>
	I can match objects.
	I can make comparisons
	using language such as
	bigger/ smaller,
	heavier/lighter and
	empty/full with support.



CLL	PSE	PD	Lit	Maths	UW	EA
I can engage in story	I can retell known stories	I can balance	I engage in story times,	Comparison	I can explore the	I can join in with known
times, joining in with	in my own words, with		joining in with repeated	I can say which group has	differences between	stories and I am
repeated phrases and	some support	I can hold a position for	phrases and actions	more and which group has	Christmas in the past and	beginning to retell known
actions		10 seconds.		fewer, with support.	now.	stories
	I can offer my own ideas		I am beginning to answer	I can use the language of		
I can respond to	and recall experiences	I can run and stop	questions about the	equal to when two groups	I can explore the Hindu	I can sing new songs
instructions with more	using new words I've		stories read to them	are the same, with support.	celebration of Diwali	once they've been taught
than one step	learnt.	I can change direction		што ито санто, ити саррети		to me
			I enjoy an increasing	Counting	I can explore Jewish	
I can listen to others in	I can make up my own	I can jump forward with	range of books including	I can count and represent	celebration of Hanukah.	I can perform by singing
one to one or small	stories with support.	two feet/hop	fiction, non-fiction and	objects up to 5, with support.		and dancing
groups, when			poetry.		I can talk about the	
conversations interest	I talk in full sentences	To explore different ways		I can say what will be one	Christmas Story and	I can create patterns
them	using past and present	to travel using equipment	I can recognise	more/one less than a given number (up to 5) using	explore how it is	using mixed media
			taught phase 2	concrete objects with	celebrated across the	
I can listen to familiar	I can show an increasing		sounds (ck e u r h b f l ff	support.	world.	I can mix materials to
stories with increasing	awareness and		II ss)	Support.		create different textures
attention and recall	understanding of the			Cardinality	I can talk about changes	
	feelings of others.		I can read taught common	I can subitise numbers,	in state that happen when	I can explore sculptures
I can focus attention, can			exception words (no go	presented in familiar	we're cooking different	using different media
listen and do	I follow classroom rules		into you)	patterns, up to 5 with support	recipes – Pumpkin soup	
	and routines.					I can explore different
I am beginning to			I can read books	Matches the numeral with a	I can talk about how you	ways of joining materials
understand prepositions	I can complete two-part		matching my phonics	group of items to show how many there are (up to 5)	can shine light through	with support
	instructions given to me		ability with support	many there are (up to 3)	some materials, but not	
I can offer my own ideas	by my teacher without			Composition	others.	
in several situations with	reminders.		I can form some of the	I am beginning to understand		I can say what my
support.			taught phase 2 and 3	that a number can be made	I can explore shadows	creation is and talk about
	I can make independent		graphemes correctly.	up of two smaller numbers	and silhouettes.	it with support.
I can answer questions	choices in the learning		(ck e u r h b f l f ll ss)			
in front of the whole	environment.		·	Spatial Awareness		
class			I can write my name.	I understand positional		
	I can continue an activity			language In front, on top,		
I can use new vocabulary	until completion with		I can copy some common	next to, behind with support.		
throughout the day	support.		exception words correctly	<u>Shape</u>		
-			using a word mat or with	I can name and recognise		
I am beginning to link	I am beginning to have		support.	circles, triangles, squares		
	confidence to try new			and rectangles.		



thoughts and ideas using	activities	I can think of, and write, a		
connectives		short caption with	I can describe a shape using	
	I can follow class rules	support.	terms such as 'sides, corners	
I am beginning to use talk	and begin to understand		with support.	
to explain what is	the need to have rules	I can leave a finger space		
happening and	tenses accurately.	in between words that I	<u>Pattern</u>	
anticipate what might		write, with support.		
happen next		,	<u>Measure</u>	
			I am beginning to measure	
I am beginning to use a			time in simple ways with	
range of tenses			support.	
			I use language of time, such	
			as first, then, next, last, to	
			sequence events.	
I can offer my own ideas				
and recall experiences				
using new words I've				
learnt.				
I can make up my own				
stories with support.				
I talk in full sentences				
using past and present				
tenses accurately.				



CLL	PSE	PD	Lit	Maths	UW	EA
I can ask questions to find	I know when I get	I can create short	I can use pictures to tell a	Comparison	I can explore the	I can recount known
out more	frustrated and can	sequences using	story	I can compare two quantities	differences/similarities	stories
	manage my feelings	shapes, balances and		(up to 8) and say which has	between technology in the	
I can understand a range	appropriately.	travelling actions	I am beginning to act out	more/fewer items and which	past and now.	I have a repertoire of
of complex sentence			stories	groups are the same.		songs which I can sing
structures	I can focus during longer	I can balance and safely		Counting	I can explore Chinese	from memory
	whole class lessons	use apparatus	I am beginning to predict	I can recite numbers	New Year.	
I can show a good			what may happen in the	forwards and backwards		I use instruments to keep
understanding of	I can follow two step	I can jump and land safely	story	to 8 sometimes using a	I can talk about how my	a beat
prepositions	instructions	from a height		number line with support.	local environment is the	
			I can suggest how a story	mamber line with support.	same/different to a	With support, I am
I can understand what,	I am beginning to show	I can explore traveling	might end	Cardinality	city/rural area in a	beginning to talk about
where and when	resilience and	around, over and through		I can subitise numbers,	different country.	whether music makes me
questions	perseverance in the face	apparatus.	I can recognise	presented in familiar		feel happy/sad/angry
	of challenge		taught phase 2	patterns, up to 5	I can describe changes in	
I can make up my own		I can use a pen, pencil,	sounds (ck e u r h b f l ff ll		water as it freezes and	I can create prints using a
simple stories following a	I can do up a	scissors, or paintbrush to	ss)	Matches the numeral with a	melts.	variety of techniques.
simple beginning, middle,	zipper/Buttons/buckles	follow along / trace a line /		group of items to show how		
end structure.		shape	I can read taught common	many there are (up to 8) with	I can talk about seasonal	I am beginning to follow
			exception words (no go	support	changes - Winter	simple instructions to
I can offer my own ideas		I can draw lines, circles	into you)	I can represent numbers (up		create a model.
and recall experiences		and shapes to draw		to 8) using my fingers.		
		pictures.	I can read books	, 3 , 3		I can mix primary colours
I can answer where and			matching my phonics	Composition		to create secondary
when questions,		I can form some	ability with support.	I know that a number can be		colours.
sometimes adding more		identifiable letters.		made up of two smaller		
detail to my answers.			I can form some of the	numbers.		I can talk about my
		I can hold, and use, a fork	taught phase 2 and 3	Loop arrange compositions		creation and say what I
I am developing the		and spoon.	graphemes correctly.	I can arrange compositions of number bonds to 5 in		like about it.
confidence to talk to other			(ck e u r h b f l f ll ss)	different ways using a five		
adults they see daily				frame, with support.		
I can talk in sentences				I can begin to show a		
using conjunctions			I can write my name.	knowledge of number bonds		
e.g., and, because				to 5.		
I can use talk to explain			I can copy some common	Spatial Awareness		
what is happening and			exception words correctly			



using a word mat or with	<u>Shape</u>	
support.	I can recognise and name	
I can think of, and write, a	shapes.	
short caption with	Lean describe a abana using	
support.		
	· · · · · · · · · · · · · · · · · · ·	
	oomors, nat, cond, racco.	
I can leave a finger space	Pattern	
in between words that I		
write, with support.	Measure	
	week in order, with support.	
	I can make comparisons	
	using language such as	
	· · · · · · · · · · · · · · · · · · ·	
	support. I can think of, and write, a short caption with support. I can leave a finger space	I can think of, and write, a short caption with support. I can leave a finger space in between words that I write, with support. I can mecognise and name some basic 2-D and 3-D shapes. I can describe a shape using terms such as 'sides, corners, flat, solid, faces. Pattern Measure I can recite the days of the week in order, with support. I can make comparisons



CLL	PSE	PD	Lit	Maths	UW	EA
I can retell known stories	I can talk about my	I can throw and catch with	I can retell, and talk about	Comparison	I can explore the	I am beginning to adapt
in greater detail, without	feelings in detail.	a partner.	the characters in a	I can estimate a number of	similarities/differences	known stories and
support			familiar story	things, showing	between Easter in the	narratives
	I can set myself	I can kick a ball and		understanding of relative size	past and now.	
I can re-tell a familiar	challenges.	receive it with a partner.	I can follow a story	(with support)		I can follow simple
story			without pictures or props	Counting	I can listen to and talk	instructions to create a
	I can continue an activity	I can balance a beanbag		I can count and represent	about the Easter Story	model.
I can follow a story	with sustained	on my head	I can recognise and write	objects up to 10, with		
without pictures or props	concentration.		taught phase 2 and 3	support.	I can talk about the	I can explore different
		I can roll and track a ball	sounds (j v w x y z zz qu	• •	similarities/differences of	ways of joining materials
I can explain and express	I can follow more complex		ch sh)	I can recite numbers from 0	how Easter is celebrated	
my opinion.	instructions given to me	I can develop accuracy		to 10 (and beyond)	around the world.	I can match and use
	by my teacher.	when throwing to a target	I can read taught common	and back from 10 to 0		colours for a specific
I can tell my own stories			exception words (he she	Ingrapainaly confident at	I can talk about the	purpose.
including increasing	I can pay attention and	I can create a short	we be me)	Increasingly confident at putting numerals in order	similarities/differences	
detail.	respond appropriately in	sequence of body		0 to 10 (ordinality)	between Leicester City	I can use my
	conversations.	movements	I can read books	o to To (orallality)	and a rural part of	observational skills to
I can talk about what I've			matching my phonics	Cardinality	Leicestershire.	draw in more detail.
done and what others	I can work with my friends	I can use a template to	ability.	Matches the numeral with a		
have done.	to tidy the learning	draw around and cut out		group of items to show how	I explore animals and	I can talk about my
	environment by following	independently.	I can spell some common	many there are (up to 10)	their habitats – Link to	creation and begin to
I can share my work to	a model		exception words and copy	with support	farm visit.	explain how I made it.
the class when standing		I can use scissors to cut a	some others using a word	I can represent numbers (up		
up at the front		variety of materials (wool,	mat and with support.	to 10) using my fingers.	I can talk about changes	
		fabric, tinfoil, tissue,		Composition	in state that happen when	
I can use new		sometimes with support.	I can think of, and write, a	I can combine two groups to	we're cooking different	
vocabulary in different			short simple sentence.	find the whole.	recipes – Melting	
contexts		I can form identifiable			chocolate.	
		letters independently, on	I can leave a finger space	I can partition numbers to 10		
I can use a range of		a line.	in between words that I	in a part whole model with	I can plant different seeds	
tenses when talking			write, with support.	support.	to grow flowers, fruit and	
				I am beginning to learn some	vegetables, observe the	
I can talk extensively			I am beginning to	number bonds to team some	growth of the seeds and	
about things that are			understand that a	support.	talk about the changes I	
important to me			sentence starts with a		notice	
			capital letter and ends	I can arrange compositions		
			with a full stop, with	of number bonds to 10 in		
			support.	different ways using a tens		



frame, with support.
individual in the state of the
I can use ten frames to make
numbers beyond 10 with
support.
Spatial Awareness
Investigates turning and
flipping objects in order to
make shapes fit and create
models; predicting and
visualising how they will look
(spatial reasoning)
<u>Shape</u>
<u>Pattern</u>
I can create my own AB
patterns.
I can repeat more complex
patterns e.g., AABB, ABB,
AABBB.
Management
<u>Measure</u>



CLL	PSE	PD	Lit	Maths	UW	EA
can recall key facts from	I can complete challenges	I can play group games	I am beginning to answer	<u>Comparison</u>	I can talk about St	I make up my own stories
nonfiction texts we've	I have set for myself and	which involve ball skills,	questions about what they	I can estimate a number of	George's Day and explore	and narratives.
oeen reading	set by an adult.	control of large-scale	have read	things, showing	the similarities/differences	
		movements and following		understanding of relative size	between life then and	I can talk about how
can ask questions to find	I can adapt and refine my	the rules of the game.	I use vocabulary that is	Counting	now.	different types of music
out more	thinking and actions when		influenced by their	Counting I can recite numbers		make me feel
	I encounter a problem in	I can dribble a ball using	experiences of books	forwards and backwards to	I can talk about King	
can understand	my play.	feet		20 with support.	Charles III's coronation	I can draw a self-portrait
questions such as why			I can recognise		and explore the	using a mirror.
and how	I can identify and name	I can bounce a ball.	taught phase 2	I can count on, and back,	differences between the	
	healthy foods		and 3 sounds (th ng nk ai	from a given number up to 10	present day and when the	I can explore adding black
speak in longer		I can kick a ball to a target	ee igh oa oo oo ar or ur	using a number line.	King was born.	and white to create
sentences joined by	I can manage my own		ow oi ear air er)	I can count and represent		different shades of a
conjunctions following a	basic needs	I can hit a ball with a bat.		objects up to 10.	I can explore the Islamic	colour.
spoken model.	independently		I can read taught common		celebration of Eid	
		I can use scissors to cut	exception words (all are	Cardinality		I can talk about my
link statements		a variety of materials to	her was my)	Matches the numeral with a	I can talk about the	creation and explain how I
and stick to a main		independently support my		group of items to show how	similarities/differences	made it.
theme when talking		model making / artwork.	I can read books	many there are (up to 10)	between Leicester City	
			matching my phonics		and a city/rural area in a	
can use talk to		I can form some capital	ability.	Composition	different country.	
organise, sequence		letters matched to lower		I can recall number bonds to 10.		
and clarify thinking,		case letters that I know,	I can form, most of the	10.	I can talk about seasonal	
deas, feelings and		with some support.	taught phase 2 and 3	In practical activities, adds	changes – Spring	
events			graphemes correctly (th	one and subtracts one (with		
			ng nk ai ee igh oa oo oo	numbers to 10) with support	I know how to care for	
can extend my			ar or ur ow oi ear air er)	Spatial Awareness	growing plants.	
vocabulary, especially by				Enjoys composing and		
grouping and naming,			I can spell some common	decomposing shapes,	I know features of the	
exploring the meaning			exception words correctly,	learning which shapes combine to make other	Earth – Links to Earth	
and sounds of new words			sometime using a word	shapes	Day and National Space	
Loop was language to			mat and with support.		Day	
can use language to			I can write a sequence of	Shape		
magine and			simple sentences that can	I am beginning to understand		
recreate roles and				the relationship between 2d		
experiences in play situations.			be read by others with support.	and 3d shapes.		



		I sometimes leave a finger space in between words that I write.	Pattern Measure	
		I know that a sentence starts with a capital letter and ends with a full stop with support.		



CLL	PSE	PD	Lit	Maths	UW	EA
I can ask questions and	I can maintain focus	I can travel with	I can answer questions	Comparison	I can talk about the	I can talk about the
explain what I understand	during	confidence and skill,	about what they have	I can sort quantities into	different jobs that	creative choices of others
by the answers.	extended whole class	negotiating space	read	groups which are the same,	adults do and how they	
	teaching	independently.		different and equal and use	can help us.	I can move in time with
I can have conversations			I know that information	language of more/fewer.	·	music
with adults and peers with	I can follow instructions of	I can independently use a	can be retrieved from	I can share a given quantity	I can talk about the	
back-and-forth exchanges	three steps or more	range of large and small	books	into two equal groups.	similarities/differences	I can design and make
G	·	apparatus indoors and		into two equal groups.	between Leicester City	my own sculpture.
I can talk to different	I show resilience and	outside.	I can predict what will	I can halve a whole number	and a city/rural area in a	
adults around the	perseverance in the face		happen next	by sorting it into two equal	different country.	I can talk about my
school	of challenge	I use the tripod grip when		groups.	,	creation and say what I
		using pens/pencils.			I can make simple maps	might do differently next
I speak in longer	I show a 'can do' attitude	acing periorperione.	I can form, most of the	I know that when a group	of my local environment,	time.
sentences joined by		I can form most taught	taught phase 2 and 3	can't be shared equally, it is	with support	
conjunctions.	I understand the	letters correctly on a line.	graphemes correctly (ng	odd and when a group can	саррон	
oonjunetiene.	importance of healthy	loughe controlly on a line.	nk ai ee igh oa oo oo ar	be shared equally, it is even.	I can talk about floating	
The stories I make up	food choices	I can use cutlery	or ur ow oi ear air er)	Counting	and sinking.	
include aspects of story	100d choices	independently, with good	or ar ow or car air cry	I can recite numbers	and sinking.	
language	I am confident to	control, to eat a meal.	I can recognise	forwards and backwards to	I can harvest grown fruit	
language	communicate with adults	Control, to cat a meal.	taught phase 2	20.	and vegetables.	
I can answer how and	around the school		and 3 sounds (ng nk		and vegetables.	
why questions adding	around the school		ai ee igh oa oo oo ar or	Cardinality	I can talk about changes	
more detail to my	I have developed		ur ow oi ear air er)	Beginning to match the	in state that happen when	
<u> </u>	friendships.		di ow oi eai ali ei)	numeral to group of items to	we're cooking different	
answers.	menasnips.			show how many there are	recipes – Ice Iollies	
I can talk about why			I can read taught common	(beyond 10)	recipes – ice iollies	
•			G		I can talk about features	
things happen			exception words ()	Composition	of the Earth	
Lasa tally in assets			Lean read beats	Begins to conceptually subitise larger numbers by	of the Earth	
I can talk in sentences			I can read books	subitising smaller groups	I am tally also at a annual	
using a range of			matching my phonics	within the number, e.g. sees	I can talk about seasonal	
tenses			ability.	six raisins on a plate as three	changes - Summer	
				and three		
			I can spell some common	In practical activities, adds		
			exception words correctly.	one and subtracts one (with		
				numbers to 10)		
				Spatial Awareness		



	I can write a se simple sentenc be read by other I leave a finger between words write.	es that can including following and giving directions, using relative terms and describing what they see from different viewpoints	
	I know that a se starts with a ca and ends with a	bital letter I full stop. Measure I can describe length using shorter than, it is longer than, it is equal to.	
		I can describe weight, using heavier than, it is lighter than, it is equal to. I can describe distance Far, further, furthest I can describe capacity	