

EYFS Curriculum Overview 2022-2023

Reception



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

*Covid status dependent

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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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<p>Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>I talk in full sentences, sometimes with support.</p> <p>I can talk in front of a small group</p> <p>I can talk to class teacher and TA</p> <p>I can learn new vocabulary</p> <p>I am beginning to use more complex sentences to link thoughts using connectives.</p>	<p>I can offer my own ideas in several situations with support.</p> <p>I can answer questions in front of the whole class</p> <p>I can use new vocabulary throughout the day</p> <p>I am beginning to link thoughts and ideas using connectives</p> <p>I am beginning to use talk to explain what is happening and anticipate what might happen next</p> <p>I am beginning to use a range of tenses</p>	<p>I can make up my own simple stories following a simple beginning, middle, end structure.</p> <p>I can offer my own ideas and recall experiences</p> <p>I can answer <i>where and when</i> questions, sometimes adding more detail to my answers.</p> <p>I am developing the confidence to talk to other adults they see daily</p> <p>I can talk in sentences using conjunctions e.g., and, because</p> <p>I can use talk to explain what is happening and anticipate what might happen next</p>	<p>I can explain and express my opinion.</p> <p>I can tell my own stories including increasing detail.</p> <p>I can talk about what I've done and what others have done.</p> <p>I can share my work to the class when standing up at the front</p> <p>I can use new vocabulary in different contexts</p> <p>I can use a range of tenses when talking</p> <p>I can talk extensively about things that are important to me</p>	<p>I speak in longer sentences joined by conjunctions following a spoken model.</p> <p>I link statements and stick to a main theme when talking</p> <p>I can use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>I can use language to imagine and recreate roles and experiences in play situations.</p>	<p>I can talk to different adults around the school</p> <p>I speak in longer sentences joined by conjunctions.</p> <p>The stories I make up include aspects of story language</p> <p>I can answer <i>how and why</i> questions adding more detail to my answers.</p> <p>I can talk about why things happen</p> <p>I can talk in sentences using a range of tenses</p>
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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

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

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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

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including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.	I can cut using scissors, with growing control.	pictures. I can form some identifiable letters. I can hold, and use, a fork and spoon.	sometimes sitting on a line. I am beginning to hold a knife correctly and use it to cut food with support.	tissue, sometimes with support. I can form identifiable letters independently, on a line.	case letters that I know, with some support.	independently, with good control, to eat a meal.
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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, non-fiction, 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 c k e u r h b f l) 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 ll 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

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	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 Write simple phrases and sentences that can be read by others.	I am beginning to form the taught phase 2 graphemes. (s a t p i n m d g o c k c k e u r h b f l) I assign meaning to the marks that I make. I can copy my name, with support.	I am beginning to form the taught phase 2 graphemes (ff ll ss j v w x y z zz qu ch sh th ng nk) and phase 3 graphemes (ai ee igh oa) I can write my name, sometimes supported. I can write a CVC word, with support.	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 write my name. I can copy some common exception words correctly using a word mat or with support. 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 form, most of the taught phase 2 and 3 graphemes correctly I can spell some common exception words and copy some others using a word mat and 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 am beginning to understand that a sentence starts with a capital letter and ends with a full stop, with support.	I can form, most of the taught phase 2 and 3 graphemes correctly I can spell some common exception words correctly, sometime using a word mat and 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 know that a sentence starts with a capital letter and ends with a full stop with support.	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) I can spell some common exception words correctly. 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 know that a sentence starts with a capital letter and ends with a full stop.

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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 is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

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

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<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>I can take turns to play maths games which involve counting and recognising numerals (up to 5.)</p> <p>Composition I am beginning to recognise that each counting number is one more than the one before</p> <p>I am beginning to separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>	<p>understand that a number can be made up of two smaller numbers</p>	<p>I can arrange compositions of number bonds to 5 in different ways using a five frame, with support.</p> <p>I can begin to show a knowledge of number bonds to 5.</p>	<p>I can partition numbers to 10 in a part whole model with support.</p> <p>I am beginning to learn some number bonds to ten with support.</p> <p>I can arrange compositions of number bonds to 10 in different ways using a tens frame, with support.</p> <p>I can use ten frames to make numbers beyond 10 with support.</p>		<p>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</p> <p>In practical activities, adds one and subtracts one (with numbers to 10)</p>
<p>Maths – Measure, shape & spatial thinking</p> <p>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.</p>	<p>Spatial Awareness I can complete a 9–12-piece puzzle by manipulating the shapes and using a picture for reference</p> <p>Shape I can sort objects based on different attributes e.g., colour, size, shape with support.</p> <p>Pattern I can extend and copy a repeating ABAB pattern.</p> <p>Measure I can match objects.</p> <p>I can make comparisons using language such as bigger/ smaller, heavier/lighter and empty/full with support.</p>	<p>Spatial Awareness I understand positional language In front, on top, next to, behind with support.</p> <p>Shape I can name and recognise circles, triangles, squares and rectangles.</p> <p>I can describe a shape using terms such as 'sides, corners with support.</p> <p>Pattern</p> <p>Measure I am beginning to measure time in simple ways with support.</p> <p>I use language of time, such as first, then, next, last, to sequence events.</p>	<p>Spatial Awareness</p> <p>Shape I can recognise and name some basic 2-D and 3-D shapes.</p> <p>I can describe a shape using terms such as 'sides, corners, flat, solid, faces.</p> <p>Pattern</p> <p>Measure I can recite the days of the week in order, with support.</p> <p>I can make comparisons using language such as bigger/biggest, smaller/smallest, longer/longest, shorter/shortest, heavier/heaviest, lighter/lightest.</p>	<p>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)</p> <p>Shape</p> <p>Pattern I can create my own AB patterns.</p> <p>I can repeat more complex patterns e.g., AABB, ABB, AABBB.</p> <p>Measure</p>	<p>Spatial Awareness Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</p> <p>Shape I am beginning to understand the relationship between 2d and 3d shapes.</p> <p>Pattern</p> <p>Measure</p>	<p>Spatial Awareness Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</p> <p>Shape</p> <p>Pattern</p> <p>Measure I can describe length using shorter than, it is longer than, it is equal to.</p> <p>I can describe weight, using heavier than, it is lighter than, it is equal to.</p> <p>I can describe distance Far, further, furthest</p> <p>I can describe capacity</p>

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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 III'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

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country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.						
The Natural World ELG Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	I can discuss daily weather I can talk about seasonal changes - Autumn	I can 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 lollies 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.

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

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	I can ask for help from familiar adults or other children when I need it.			<p>to recognise that the total is still the same</p> <p><u>Spatial Awareness</u> I can complete a 9–12-piece puzzle by manipulating the shapes and using a picture for reference</p> <p><u>Shape</u> I can sort objects based on different attributes e.g., colour, size, shape with support.</p> <p><u>Pattern</u> I can extend and copy a repeating ABAB pattern.</p> <p><u>Measure</u> I can match objects.</p> <p>I can make comparisons using language such as bigger/ smaller, heavier/lighter and empty/full with support.</p>		
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Reception Advent 2 Milestones to work towards to be 'on track'						
CLL	PSE	PD	Lit	Maths	UW	EA
I can engage in story times, joining in with repeated phrases and actions	I can retell known stories in my own words, with some support	I can balance	I engage in story times, joining in with repeated phrases and actions	Comparison I can say which group has more and which group has fewer, with support.	I can explore the differences between Christmas in the past and now.	I can join in with known stories and I am beginning to retell known stories
I can respond to instructions with more than one step	I can offer my own ideas and recall experiences using new words I've learnt.	I can hold a position for 10 seconds.	I am beginning to answer questions about the stories read to them	I can use the language of equal to when two groups are the same, with support.	I can explore the Hindu celebration of Diwali	I can sing new songs once they've been taught to me
I can listen to others in one to one or small groups, when conversations interest them	I can make up my own stories with support.	I can run and stop	I can change direction	Counting I can count and represent objects up to 5, with support.	I can explore Jewish celebration of Hanukah.	I can perform by singing and dancing
I can listen to familiar stories with increasing attention and recall	I talk in full sentences using past and present	I can jump forward with two feet/hop	I enjoy an increasing range of books including fiction, non-fiction and poetry.	I can say what will be one more/one less than a given number (up to 5) using concrete objects with support.	I can talk about the Christmas Story and explore how it is celebrated across the world.	I can create patterns using mixed media
I can focus attention, can listen and do	I can show an increasing awareness and understanding of the feelings of others.	To explore different ways to travel using equipment	I can recognise taught phase 2 sounds (ck e u r h b f l ff ll ss)	Cardinality I can subitise numbers, presented in familiar patterns, up to 5 with support	I can talk about changes in state that happen when we're cooking different recipes – Pumpkin soup	I can mix materials to create different textures
I am beginning to understand prepositions	I follow classroom rules and routines.		I can read taught common exception words (no go into you)	Matches the numeral with a group of items to show how many there are (up to 5)	I can talk about how you can shine light through some materials, but not others.	I can explore sculptures using different media
I can offer my own ideas in several situations with support.	I can complete two-part instructions given to me by my teacher without reminders.		I can read books matching my phonics ability with support	Composition I am beginning to understand that a number can be made up of two smaller numbers		I can explore different ways of joining materials with support
I can answer questions in front of the whole class	I can make independent choices in the learning environment.		I can form some of the taught phase 2 and 3 graphemes correctly. (ck e u r h b f l ff ll ss)	Spatial Awareness I understand positional language In front, on top, next to, behind with support.	I can explore shadows and silhouettes.	I can say what my creation is and talk about it with support.
I can use new vocabulary throughout the day	I can continue an activity until completion with support.		I can write my name.	Shape I can name and recognise circles, triangles, squares and rectangles.		
I am beginning to link	I am beginning to have confidence to try new		I can copy some common exception words correctly using a word mat or with support.			

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

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Reception Lent 1 Milestones to work towards to be 'on track'						
CLL	PSE	PD	Lit	Maths	UW	EA
<p>I can ask questions to find out more</p> <p>I can understand a range of complex sentence structures</p> <p>I can show a good understanding of prepositions</p> <p>I can understand what, where and when questions</p> <p>I can make up my own simple stories following a simple beginning, middle, end structure.</p> <p>I can offer my own ideas and recall experiences</p> <p>I can answer <i>where</i> and <i>when</i> questions, sometimes adding more detail to my answers.</p> <p>I am developing the confidence to talk to other adults they see daily</p> <p>I can talk in sentences using conjunctions e.g., and, because</p> <p>I can use talk to explain what is happening and</p>	<p>I know when I get frustrated and can manage my feelings appropriately.</p> <p>I can focus during longer whole class lessons</p> <p>I can follow two step instructions</p> <p>I am beginning to show resilience and perseverance in the face of challenge</p> <p>I can do up a zipper/Buttons/buckles</p>	<p>I can create short sequences using shapes, balances and travelling actions</p> <p>I can balance and safely use apparatus</p> <p>I can jump and land safely from a height</p> <p>I can explore traveling around, over and through apparatus.</p> <p>I can use a pen, pencil, scissors, or paintbrush to follow along / trace a line / shape</p> <p>I can draw lines, circles and shapes to draw pictures.</p> <p>I can form some identifiable letters.</p> <p>I can hold, and use, a fork and spoon.</p>	<p>I can use pictures to tell a story</p> <p>I am beginning to act out stories</p> <p>I am beginning to predict what may happen in the story</p> <p>I can suggest how a story might end</p> <p>I can recognise taught phase 2 sounds (ck e u r h b f l ff ll ss)</p> <p>I can read taught common exception words (no go into you)</p> <p>I can read books matching my phonics ability with support.</p> <p>I can form some of the taught phase 2 and 3 graphemes correctly. (ck e u r h b f l ff ll ss)</p> <p>I can write my name.</p> <p>I can copy some common exception words correctly</p>	<p><u>Comparison</u> I can compare two quantities (up to 8) and say which has more/fewer items and which groups are the same.</p> <p><u>Counting</u> I can recite numbers forwards and backwards to 8 sometimes using a number line with support.</p> <p><u>Cardinality</u> I can subitise numbers, presented in familiar patterns, up to 5</p> <p>Matches the numeral with a group of items to show how many there are (up to 8) with support</p> <p>I can represent numbers (up to 8) using my fingers.</p> <p><u>Composition</u> I know that a number can be made up of two smaller numbers.</p> <p>I can arrange compositions of number bonds to 5 in different ways using a five frame, with support.</p> <p>I can begin to show a knowledge of number bonds to 5.</p> <p><u>Spatial Awareness</u></p>	<p>I can explore the differences/similarities between technology in the past and now.</p> <p>I can explore Chinese New Year.</p> <p>I can talk about how my local environment is the same/different to a city/rural area in a different country.</p> <p>I can describe changes in water as it freezes and melts.</p> <p>I can talk about seasonal changes - Winter</p>	<p>I can recount known stories</p> <p>I have a repertoire of songs which I can sing from memory</p> <p>I use instruments to keep a beat</p> <p>With support, I am beginning to talk about whether music makes me feel happy/sad/angry</p> <p>I can create prints using a variety of techniques.</p> <p>I am beginning to follow simple instructions to create a model.</p> <p>I can mix primary colours to create secondary colours.</p> <p>I can talk about my creation and say what I like about it.</p>

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

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				<p>frame, with support.</p> <p>I can use ten frames to make numbers beyond 10 with support.</p> <p><u>Spatial Awareness</u> Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</p> <p><u>Shape</u></p> <p><u>Pattern</u> I can create my own AB patterns.</p> <p>I can repeat more complex patterns e.g., AABB, ABB, AABBB.</p> <p><u>Measure</u></p>		
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Reception Pentecost 1 Milestones to work towards to be 'on track'						
CLL	PSE	PD	Lit	Maths	UW	EA
<p>I can recall key facts from nonfiction texts we've been reading</p> <p>I can ask questions to find out more</p> <p>I can understand questions such as why and how</p> <p>I speak in longer sentences joined by conjunctions following a spoken model.</p> <p>I link statements and stick to a main theme when talking</p> <p>I can use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>I can use language to imagine and recreate roles and experiences in play situations.</p>	<p>I can complete challenges I have set for myself and set by an adult.</p> <p>I can adapt and refine my thinking and actions when I encounter a problem in my play.</p> <p>I can identify and name healthy foods</p> <p>I can manage my own basic needs independently</p>	<p>I can play group games which involve ball skills, control of large-scale movements and following the rules of the game.</p> <p>I can dribble a ball using feet</p> <p>I can bounce a ball.</p> <p>I can kick a ball to a target</p> <p>I can hit a ball with a bat.</p> <p>I can use scissors to cut a variety of materials to independently support my model making / artwork.</p> <p>I can form some capital letters matched to lower case letters that I know, with some support.</p>	<p>I am beginning to answer questions about what they have read</p> <p>I use vocabulary that is influenced by their experiences of books</p> <p>I can recognise taught phase 2 and 3 sounds (th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>I can read taught common exception words (all are her was my)</p> <p>I can read books matching my phonics ability.</p> <p>I can form, most of the taught phase 2 and 3 graphemes correctly (th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>I can spell some common exception words correctly, sometime using a word mat and with support.</p> <p>I can write a sequence of simple sentences that can be read by others with support.</p>	<p>Comparison I can estimate a number of things, showing understanding of relative size</p> <p>Counting I can recite numbers forwards and backwards to 20 with support.</p> <p>I can count on, and back, from a given number up to 10 using a number line.</p> <p>I can count and represent objects up to 10.</p> <p>Cardinality Matches the numeral with a group of items to show how many there are (up to 10)</p> <p>Composition I can recall number bonds to 10.</p> <p>In practical activities, adds one and subtracts one (with numbers to 10) with support</p> <p>Spatial Awareness Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</p> <p>Shape I am beginning to understand the relationship between 2d and 3d shapes.</p>	<p>I can talk about St George's Day and explore the similarities/differences between life then and now.</p> <p>I can talk about King Charles III's coronation and explore the differences between the present day and when the King was born.</p> <p>I can explore the Islamic celebration of Eid</p> <p>I can talk about the similarities/differences between Leicester City and a city/rural area in a different country.</p> <p>I can talk about seasonal changes – Spring</p> <p>I know how to care for growing plants.</p> <p>I know features of the Earth – Links to Earth Day and National Space Day</p>	<p>I make up my own stories and narratives.</p> <p>I can talk about how different types of music make me feel</p> <p>I can draw a self-portrait using a mirror.</p> <p>I can explore adding black and white to create different shades of a colour.</p> <p>I can talk about my creation and explain how I made it.</p>

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			<p>I sometimes leave a finger space in between words that I write.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop with support.</p>	<p><u>Pattern</u></p> <p><u>Measure</u></p>		
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Reception Pentecost 2 Milestones to work towards to be 'on track'						
CLL	PSE	PD	Lit	Maths	UW	EA
<p>I can ask questions and explain what I understand by the answers.</p> <p>I can have conversations with adults and peers with back-and-forth exchanges</p> <p>I can talk to different adults around the school</p> <p>I speak in longer sentences joined by conjunctions.</p> <p>The stories I make up include aspects of story language</p> <p>I can answer <i>how and why</i> questions adding more detail to my answers.</p> <p>I can talk about why things happen</p> <p>I can talk in sentences using a range of tenses</p>	<p>I can maintain focus during extended whole class teaching</p> <p>I can follow instructions of three steps or more</p> <p>I show resilience and perseverance in the face of challenge</p> <p>I show a 'can do' attitude</p> <p>I understand the importance of healthy food choices</p> <p>I am confident to communicate with adults around the school</p> <p>I have developed friendships.</p>	<p>I can travel with confidence and skill, negotiating space independently.</p> <p>I can independently use a range of large and small apparatus indoors and outside.</p> <p>I use the tripod grip when using pens/pencils.</p> <p>I can form most taught letters correctly on a line.</p> <p>I can use cutlery independently, with good control, to eat a meal.</p>	<p>I can answer questions about what they have read</p> <p>I know that information can be retrieved from books</p> <p>I can predict what will happen next</p> <p>I can form, most of the taught phase 2 and 3 graphemes correctly (ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>I can recognise taught phase 2 and 3 sounds (ng nk ai ee igh oa oo oo ar or ur ow oi ear air er)</p> <p>I can read taught common exception words ()</p> <p>I can read books matching my phonics ability.</p> <p>I can spell some common exception words correctly.</p>	<p>Comparison I can sort quantities into groups which are the same, different and equal and use language of more/fewer.</p> <p>I can share a given quantity into two equal groups.</p> <p>I can halve a whole number by sorting it into two equal groups.</p> <p>I know that when a group can't be shared equally, it is odd and when a group can be shared equally, it is even.</p> <p>Counting I can recite numbers forwards and backwards to 20.</p> <p>Cardinality Beginning to match the numeral to group of items to show how many there are (beyond 10)</p> <p>Composition 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</p> <p>In practical activities, adds one and subtracts one (with numbers to 10)</p> <p>Spatial Awareness</p>	<p>I can talk about the different jobs that adults do and how they can help us.</p> <p>I can talk about the similarities/differences between Leicester City and a city/rural area in a different country.</p> <p>I can make simple maps of my local environment, with support</p> <p>I can talk about floating and sinking.</p> <p>I can harvest grown fruit and vegetables.</p> <p>I can talk about changes in state that happen when we're cooking different recipes – Ice lollies</p> <p>I can talk about features of the Earth</p> <p>I can talk about seasonal changes - Summer</p>	<p>I can talk about the creative choices of others.</p> <p>I can move in time with music</p> <p>I can design and make my own sculpture.</p> <p>I can talk about my creation and say what I might do differently next time.</p>

EYFS Curriculum Overview 2022-2023

Reception



			<p>I can write a sequence of simple sentences that can be read by others.</p> <p>I leave a finger space in between words that I write.</p> <p>I know that a sentence starts with a capital letter and ends with a full stop.</p>	<p>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</p> <p><u>Shape</u></p> <p><u>Pattern</u></p> <p><u>Measure</u></p> <p>I can describe length using shorter than, it is longer than, it is equal to.</p> <p>I can describe weight, using heavier than, it is lighter than, it is equal to.</p> <p>I can describe distance Far, further, furthest</p> <p>I can describe capacity</p>		
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