

Mathematics

(EYFS Mathematics: Numbers

Numerical Patterns)

	Numbers and the Number System	Covered
	Say and use the number names in order in familiar contexts first to five, then ten, then twenty and beyond	
	Recite the number names in order, continuing the count forwards or backwards from a given number	
	Count beyond 20 recognising the pattern in numbers	
	Count reliably up to 10 everyday objects, giving just one number name to each object.	
	Use fingers to represent numbers to 5 and then 10	
	Subitise to 5	
	Begin to recognise 'none' and 'zero'	
	Match numeral and quantities correctly	
	Recognise numerals 0 to 10	
	Form numerals 0 to 10	
	Use language such as more or less, greater or smaller, to compare two quantities (objects/pictures) and say which is more or less or the same.	
	Order a given set of numbers 0-10, e.g. the set of numbers 1 to 6 given in random order	
	Begin to understand and use ordinal numbers to 10	
	Explore and represent patterns of odd and even numbers	
	Find and recall double facts to 5 and then 10	
	Share quantities equally	
	Composition: have a deep understanding of the numbers 1-10 and their composition	
	Use 5 frames and 10's frames to explore composition of numbers	

In practical activities and discussion:

	Calculations	Covered
	Begin to use the vocabulary involved in adding and subtracting	
	Understand the relationship between consecutive numbers using one more/one less	
	Begin to relate addition to combining two groups of objects, counting all the objects; extend to three groups of objects	
	Begin to relate addition to counting on	
	Separate (partition) a given number of objects into two groups linking to number bonds recall	
	Select two groups of objects to make a given total : Number bonds	

Begin to relate subtraction to 'taking away' and counting how many are left	
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Fact recall

Automatically recall bonds of 5	
Automatically recall related subtraction facts of bonds of 5	
Introduce rapid recall of number pairs with a total of 10	
Recall double facts to 10	

Multiplication and division

Simple practical activities involving grouping or sharing	
Distribute quantities equally	

Fractions

Practical experience of half	
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Measures: (Shape, Space and Measures)

Position

Understand positional vocabulary under, on top	
Understand positional vocabulary behind, in front	

Length

Vocabulary:- longer, shorter, comparing 2 or more lengths	
Practical activities using non-standard units e.g. hands/feet	

Mass

Vocabulary:- heavier, lighter, balanced	
Practical activities:- using the balance and non standard units e.g. multilink, conkers etc.	

Capacity

Vocabulary:- more, less, full, empty, deep, shallow	
Practical activities: using sand and water etc.	

Time

Use simple timing equipment	
Vocabulary:- begin to understand and use the vocabulary of time	
Sequence familiar events	

Begin to know the days of the week in order	
Begin to read o'clock time	

Money

Use developing mathematical ideas and methods to solve practical problems involving counting and comparing in a real or role play context	
Begin to understand and use the vocabulary related to money	
Sort coins and use them in role play to pay and given change	

Geometry: Shape

Use correct mathematical language to describe simple 2D and 3D shapes	
Begin to name solids such as a cuboid, cone, sphere	
Begin to name flat shapes such as circle, triangle, rectangle (including square)	
Use a variety of shapes to make models, pictures and patterns, and describe them	
Put sets of shapes in order of size	
Combine shapes to make new ones	
Compose and decompose shapes to realise shapes like numbers contain other shapes	
Talk about, recognise and recreate patterns e.g. simple repeating or symmetrical patterns in the environment	
Use everyday words to describe position, direction and movement e.g. follow and give instructions about positions, directions and movements in P.E. and other activities	
Use jigsaws to develop spatial awareness and problem solving skills	

Statistics

Introduce sorting, classifying and organising in simple ways	
Introduce simple lists, tables, pictograms and block graphs to compare quantities	
Develop vocabulary of comparison, more, less, greater, smaller	

English- Reading (EYFS: LITERACY

Comprehension

Word Reading

	Understand the use of books ie, to find something out, to tell us something	
	Understand how books should be handled to read ie, turn the pages	
	Understand text, in English, is read left to right and top to bottom	
	Recognise own Name	
	Hear and say the first sound of words ie, Eye spy (oral segmenting)	
	Hear and say the last sounds of words	
	Recognise 40+ phonemes on sight including digraphs and trigraphs	
	Name letters of the alphabet	
	Recognise consonant clusters	
	Orally blend CVC words (from adult spoken)	
	Blend VC words (from own segmenting)	
	Blend CVC words (from own segmenting)	
	Read simple sentences	
	Read Tricky words on sight	
	Read high frequency words	
	Understand simple sentences that have been read by themselves	
	Develop fluency through re reading sentences and books	
	Talk about books that have been read using vocabulary from within them	
	Anticipate events in stories read to them	

Writing: (EYFS: LITERACY

Writing)

Transcription

	Write VC and CVC words by segmenting using phonemes taught	
	Spell tricky words taught	
	Write from left to right and top to bottom	
	Say what they are going to try and write	
	Compose orally what is going to try and be written	
	Slow talk down to write words in sentences	
	Spell words using knowledge of sounds	
	Write own name	

Writing: Handwriting **(Physical Development:
Fine Motor Skills)**

	Sit correctly at the table, feet flat and back straight	
	Form letters correctly	
	Holds pencil in a tripod grip	
	Write lower case and capital letters for correctly	

Writing: Composition

	Write: Labels	
	Write: Captions	
	Write: Lists	
	Write: Letters	
	Write: Descriptions	
	Write: Stories	
	Writes sentences sticking to main theme or intention	

Writing: Punctuation and Grammar

	Begins to use Capital Letters and Full Stops	
	Begins to use finger spaces in sentences.	
	Spells some tricky words	

Communication and language:

**(EYFS:-Listening, attention and understanding
-Speaking)**

Listening, Attention and understanding

	Understand why listening is important	
	Listen to others in small groups in a range of situations	
	Listen to and recall stories	
	Join in with songs and rhymes, anticipating key events within them and stories	
	Develop attention and concentration in activities	
	Listen to stories accurately anticipating key events	
	Respond to stories and discussions in small group interactions with relevant comments, questions or actions	

	Listen and respond to what people say whilst engaged in another activity	
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	Listen and respond to others in discussion and conversation	
	Answer how and why questions about events, stories and experiences	

Speaking

	Use more complex sentences saying and / because / but	
	Retell a past events in detail using past present and future tense	
	Talk about own experiences	
	Connect ideas, explain what is happening and anticipate what might happen next using spoken language	
	Build up a bank of vocabulary based on experiences	
	Explore the meaning of new sounds and vocabulary	
	Use language to recreate roles and experiences in play	
	Talk liking statements and sticking a theme or intention, sequencing thinking ideas feelings and events	
	Use past present and future forms accurately in speech	
	Develop own narratives and explanations by connecting ideas and events	
	Use speech to organise thinking, explain how things work and why they might happen	
	Learn rhymes, Poems and songs	
	Talk about fiction and non fiction texts using new vocabulary learnt	

Science (Understanding the World :

-The Natural World)

Working Scientifically

	Ask questions and take part in discussions	
	Make observations	
	Suggest conclusions to simple experiments	

Plants:

	Make observations and drawings of plants they explore	
	Talk about plants that are found, and changes over time	
	Develop understanding of growth/decay over time	
	Show care for the environment ie, trampling, watering, growing	

Animals including Humans

	Explore using senses in practical activities outdoors	
	Name external parts of the body,	
	Classify animals into simple groups using own ideas, ie, can fly/lives in water	
	Make observations and drawings of animals as they explore	

Seasons

	Observe natural changes	
	Observe four seasons and talk about them	
	Observe changing weather and states of matter	

Materials

	Recognise differences between materials ie, texture soft, hard, rough smooth	
	Recognise uses of materials for different purposes	

Health: (EYFS: PSED: Self Regulation)

	Understand the need for a variety of foods	
	Show understanding of good practises with exercise, sleeping, eating and hygiene contribute to good health	
	Understand the need for oral hygiene, water/brushing teeth	

History (EYFS:Understanding the world

-Past and Present)

Chronology:

	Use common words and phrases relating to the passing of time eg, old, new, before, after, long ago, days of the week, months of the year, past, present	
	Talk about roles in society today and the lives of people around us (present)	

Historical Knowledge and understanding

	Understand that history is in the past, which is different from the present	
	Talk about differences between things in the past and now	

Interpretation of History

	Understand the difference between a fairy story and a story about the past (ie, Guy Fawkes	
	Understand the past through class reading and discussions	

Historical Enquiry

	Develop the ability to draw information from artefacts and books. eg, photographs, internet and non fiction	

Organisation and Communication

	Communicate awareness and understanding in a variety of ways eg, pictorial, role-play, written, speaking	
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Geography (Understanding the World:

-The natural world)

Map skills

	Talk about picture maps and draw simple information from them	
	Draw picture maps from imagination or stories, developing ideas of 'routes'	

Language

	Describe own immediate environment	
	Make some comparisons between environments	
	Develop vocabulary in the outdoor environment	

Fieldwork

	Observe, question and record with support from an adult	
	Communicate ideas and information orally and pictorally	
	Explore places that are special to members of the community (ie, park, gardens, memorial hall, river bank	

Art (EYFS: Expressive arts and design:

-Creating with materials

-Being imaginative and expressive)

Exploring and Developing Ideas

Pupils should be taught to :-

	Begin to record what has been experienced, observed and imagined	
	Begin to recognise images and artefacts as sources of inspiration for their work	
	Create representations of people, objects, places and events	

Investigating and Making

Pupils should be taught to :-

	Select appropriate tools for different purposes	
	Experiment with tools and techniques for drawing, painting, printmaking, collage and sculpture, exploring a range of materials.	

	2D PAINT	
	Colour Mixing – use of primary colours to make other colours	
	Introduce brush sizes	
	Introduce brush techniques	
	Experiment with variety of paints:- powder poster	
	Experiment with printing	
	PASTEL	
	Introduction to properties of pastels	
	Simple experiences of working with pastels	
	DRAWING MEDIA	
	Pencil	

	Pencil Crayon	
	Ink	
	Charcoal	
	MULTIMEDIA	
	Collage:- paper – card – textiles – natural – manmade materials – recycled materials	
	3D MODELLING	
	Recycled – natural – man made materials	
	MALLEABLE	
	Play dough	
	Salt dough	
	Clay	
	Papier Mache	
	<u>Talking about Processes</u>	
	Enjoy sharing creations	
	Explain the process used to make own art work	

**Design Technology EYFS: (Expressive arts and design:
-Creating with materials)**

Knowledge, Skills and Understanding

Pupils should be taught to :-

	INVESTIGATING SKILLS	
	Look at a range of familiar products	
	Consider how they are made and how they work	
	DESIGNING SKILLS	
	Discuss Ideas	
	Develop their ideas through assembly	
	Make suggestions about how to proceed	
	Consider ideas as they develop and identify strengths and weaknesses	
	Use a variety of methods including drawing and making models	
	MAKING SKILLS	
	Select materials, tools and techniques	
	Explore sensory qualities of materials	
	cut out and shape	
	Assemble, join and combine materials	
	Talk about ideas including likes and dislikes	
	EVALUATING	
	Evaluate products by discussing how improvements could be made.	
	TECHNICAL KNOWLEDGE	
	Discuss uses of different materials for purposes, ie, strength, size	

	Materials . E.g. paper, card, plastic, wood, clay, dough.	
	Cutting	Introduce the use of scissors and different tools for different purposes.
	Joining	Introduce a range of fixing materials, eg. glue, staples fasteners, tape, pins.
	Moulding	Experience use of dough and clay tools
	Construction	Use of construction apparatus
	Textiles – Handle different textiles and begin to understand properties e.g. strength, texture, warmth, water resistance etc.	
	Cutting	Begin to develop the use of scissors
	Joining	Experience using a needle or glue for enhancement
	Stitching	Experience stitching and weaving of materials
	Food	
	Develop hygiene procedures, discuss importance washing hands and cleaning tables	
	Handle different types of food	
	Begin to understand properties eg. smell, colour, texture, taste etc.	
	Experience measuring using spoons, cups and scales	
	Follow a simple recipe with adult support	
	Develop understanding of how to use kitchen tools safely and correctly	
	Prepare simple foods with adult support	
	Understand the idea of a healthy diet	

ICT:

	Understand information can be retrieved from computers, ie, find a picture or information on the internet	
	Use a simple programme on the computer/tablet	
	Use a range of hardware and software, camera, board, tablet, computer, bee bot, codepillar to support other learning	
	Select and use technology for a purpose, ie, a camera for a photo, a toaster for toast, a fridge for cooling	
	Begin to develop understanding of safety online through discussions when accessing technology	

RE: (EYFS Understanding the World

-People, Culture and communities

	Join in with family customs and routines and talk about these events	
	Talk about similarities and differences between themselves and others	
	Develop awareness of and explore life in this country and other countries, communities and traditions, ie, how each celebrate New Year, Christmas, Easter,	
	Using class reading develop understanding of similarities and differences between different religious and cultural communities, ie, Diwali, Eid, Hanukka, Understanding Christianity	
	Explore religious communities ie, Hinduism, Sikhism(*diwali), Jewish (hanukka)	

P.E (Physical Development:

-Gross Motor Skills)

Movement (e.g. running, jumping and throwing)

Skill	
Copy simple movements	
Explore rhythm, speed, level and direction	
Move with confidence, imagination and in safety	
Repeat sequences correctly	
Listen and respond to instructions in good time	

Balance (e.g. dance/gymnastics)

Skill	
Watch and respond to Dance	
Show controlled and co-ordinate body actions	
Perform basic gymnastic actions smoothly	
Develop spatial awareness	
Link actions	

Equipment skills (e.g. through indoor and outdoor games)

Skill	
Respond to a range of stimuli	
Travel around, under, over and through a balancing beam and climbing equipment individually and in a group	
Control a range of small and large equipment	
Explore ball skills with different body parts	
Send an object to a target (aim)	

Music (EYFS: Expressive arts and Design:

-Being Imaginative and Expressive)

	Copy and follow a clapping rhythm	
	Explore the different sounds instruments make	
	Explore the different sounds a selected instrument can make, ie, volume, speed, use	
	Use instruments to enhance a song or a story	
	Sing songs and build a repertoire of songs to sing	
	Experiment with changing song and rhymes	
	Represent own ideas, thoughts or feelings though music	