



# EXPLORERS

## Congerstone Primary School EYFS Curriculum Coverage Map 2025-2026



|                                                                                                         | Autumn 1                                                                                                                                                   | Autumn 2                                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                | Summer 2                                                                                                                                                                                                                                                                   |
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| Maths<br>(White Rose)                                                                                   | <ul style="list-style-type: none"> <li>Baseline</li> <li>Baseline</li> <li>1,2,3</li> <li>Match, sort and compare</li> <li>Measure and Patterns</li> </ul> | <ul style="list-style-type: none"> <li>Circles and triangles,</li> <li>1,2,3,4,5</li> <li>Shapes with 4 sides</li> </ul>                                                                                                                                         | <ul style="list-style-type: none"> <li>Alive in 5</li> <li>Mass and capacity</li> <li>Growing 6,7,8,</li> <li>Length, height and time.</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Building 9 and 10</li> <li>Explore 3D shapes.</li> </ul>                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Doubling</li> <li>Halving</li> <li>Odds and Evens</li> <li>Counting to 20</li> <li>Length</li> <li>Height, distance</li> </ul>                                   | <ul style="list-style-type: none"> <li>Weight</li> <li>Capacity</li> <li>Revisit patterns including complex patterns</li> <li>Review</li> </ul>                                                                                                                            |
| English                                                                                                 | <p><b>Familiar stories</b><br/>e.g Gruffalo<br/>Supertato</p> <p><b>Stories about families and friends</b></p>                                             | <p>Story:Handa's surprise</p> <p>Non Fiction Report:<br/>When the Sharks disappeared</p>                                                                                                                                                                         | <p><b>Stories about people who help us</b></p> <p>Police Officer; Amanda Askew/Andrew Crowson</p> <p>Daisy the Doctor; Jo Litchfield &amp; Felicity Brooks</p> <p>Vicky the Vet; Jo Litchfield/Felicity Brooks</p> | <p>Adventure;<br/>Where the Wild Things Are; Maurice Sendak</p> <p>Postcard;<br/>The snail and the whale</p>                                                                                                                                                                                                                | <p>Stories about our Earth</p> <p>What a Wonderful World;<br/>Bob Thiele</p> <p>It Starts with a Seed;<br/>Laura Knowels</p> <p>Handa's Surprise; Eileen Browne</p>                                     | <p><b>Non-Fiction: Chocolate Mug Cake</b></p> <p><b>Story;</b><br/>Jack and the Jelly Beanstalk</p>                                                                                                                                                                        |
| <p><b>Learning Means the World</b></p> <p>Understanding the World</p> <p>Expressive Arts and Design</p> | <p> <b>'Happy to Be Me'</b><br/>(All About Me)</p> <p>Who am I?<br/>Eyes and Ears<br/>Fingers Toesies, Mouth and Noses</p>                                 | <p> <b>'Under the Sea' 'The Spirit of Christmas'</b><br/>(Additional Unit)</p> <p><b>Under the Sea</b><br/>Funky Fish<br/>Rainbow Fish<br/>Sharks, Whales and Dolphins<br/>Nugget and Fang<br/>Crazy Crustaceans<br/>The Lonely Lobster<br/><b>Christmas</b></p> | <p> <b>'Help is At Hand'</b><br/>(Who helps us)</p> <p>Help at Home<br/>Help at School<br/>Police, Fire &amp; Ambulance<br/>Doctors and Nurses<br/>Other Helpers<br/>Helping Others</p>                            | <p><b>'Animal Crackers'</b><br/>(Additional Unit)<br/><b>'Way Back When Bicycles Had Different Sized Wheels'</b><br/>(Additional Unit)</p> <p><b>Animal Crackers</b><br/>Big Animals<br/>Small Animals<br/>At the Farm<br/>Unusual Animals<br/>Baby Animals<br/>Animal Stories<br/><b>Bicycles</b><br/>Way Back When...</p> | <p> <b>'What on Earth....?'</b><br/>(Looking after things)</p> <p>'Showing Respect for Our World'<br/>Living Things<br/>Pretty Things<br/>Big Things<br/>Small Things<br/>Old Things<br/>New Things</p> | <p><b>'Food Glorious Food'</b><br/>(Additional Unit)<br/><b>'Come and Join the Celebration'</b><br/>(Additional Unit)</p> <p><b>Food</b><br/>Crunchy Food<br/>Sweet Food<br/>Savoury Food<br/>Favourite Food<br/>Growing Food<br/>Food Festival<br/><b>Celebration</b></p> |

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|                                                        |                                                                                                                                                                                                                                                                 | Love, Joy, Peace<br>Animals<br>Food<br>Stars<br>Light<br>Gifts                     |                                                  | On Your Bike<br>Bonkers Bikes<br>I am the Music Man<br>Mrs Armitage on<br>Wheels |                                                                               | What is a<br>Celebration?<br>Birthdays<br>Weddings<br>Christenings |
| <b>PSED</b><br>&<br>Communic-<br>ation and<br>Language | Getting to Know each other<br>School Rules,<br>Belonging, Relationships<br>with Families & Friends                                                                                                                                                              | Exploring Emotions<br>Developing social skills<br>and working together a a<br>team | Identities and diversity                         | My body and growing<br>up                                                        | Healthy Eating                                                                | Going for Goals and<br>New Beginnings                              |
| Computing<br>(Mini Mash                                | Staying safe online<br>Using iPads<br>Taking Photos                                                                                                                                                                                                             | Developing Mouseskills<br>Beginning to Type                                        | Logging On and Off<br>Staying Safe Online        | Exploring Mini Mash linking to LMTW                                              |                                                                               |                                                                    |
| Fine<br>motor PD                                       | Access to a variety of activities through continuous provision, lollipop stick challenges and adult led activities, which will develop children's finger<br>muscles help support their writing. Activities include playdough, threading, sorting small objects. |                                                                                    |                                                  |                                                                                  |                                                                               |                                                                    |
| P.E<br>Mon am                                          | Smartmoves assessment and groups                                                                                                                                                                                                                                |                                                                                    |                                                  |                                                                                  |                                                                               |                                                                    |
| P.E.<br>Wed pm                                         | Gymnastics Unit N/R -<br>Introduction                                                                                                                                                                                                                           | Games- Unit 2<br>Focus on using balls                                              | Gymnastics -Unit B,<br>stretching and curling    | Biking                                                                           | Dance Unit 4 - The<br>Scarf, painting a<br>picture, The Hungry<br>Caterpillar | Games -Unit 3 Focus<br>on hoops and quoits                         |
| P.E<br>Thurs am                                        | Games -U1 focus on<br>using bean bags                                                                                                                                                                                                                           | Gymnastics -Unit A<br>travelling,                                                  | Dance Unit1 &2<br>(depending on class interests) | Dance Unit 3 - Blowing<br>bubbles, Dinosaurs,<br>The shaking puppet              | EYFS - Gymnastics-<br>Unit C- Taking weight<br>on different parts             | EYFS - Games - Unit<br>4- Focus on ropes,<br>bats and balls        |

|                    | Autumn 1                                                                                                                | Autumn 2                                                                                                                           | Spring 1                                                                                                                                                                                                                                                 | Spring 2                                                                                                                                                                                                         | Summer 1                                                                                                                                                  | Summer 2                                                                                                                                                                                                                  |
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| <b>Literacy</b>    | Mark making, exploring different marks.<br>Developing CVC writing.<br>Recognising and writing own name.                 | Writing to inform –<br>Writing about our world<br><br>Developing CVC writing<br>Writing longer words<br>Writing lists and captions | Writing to inform-<br>writing about jobs we like and how people can help us in our community<br><br>Exploring non-fiction texts.<br><br>Writing captions / sentences.<br>Using spaces between words.<br>Writing words containing digraphs and trigraphs. | Writing to entertain –<br>retelling traditional tales, adapting a traditional tale to make our own<br><br>Using simple punctuation and spaces between words.<br>Writing words containing digraphs and trigraphs. | Writing to entertain –<br>poems<br><br>Developing writing stamina.<br>Developing the skill to reread their work and make simple corrections with support. | Writing to inform –<br>identifying where food comes from<br><br>Writing to inform –<br>instructions<br>Developing writing stamina.<br>Developing the skill to reread their work and make simple corrections with support. |
| <b>Handwriting</b> | Revise letter formation from phonics scheme.<br>Introduce letter family groups.                                         | Revise letter formation from phonics scheme.<br>Introduce letter family groups.                                                    | Revise letter formation from phonics scheme.<br>Introduce letter family groups.                                                                                                                                                                          | Revise letters again in letter family groups.                                                                                                                                                                    | Capital letters and numbers.                                                                                                                              | Applying letter formation through CVC words.                                                                                                                                                                              |
| <b>Reading</b>     | Developing blending and segmenting skills.<br>Identifying common exception words.<br>Shared reading.<br>Guided reading. |                                                                                                                                    |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                  |                                                                                                                                                           |                                                                                                                                                                                                                           |
| <b>Phonics</b>     | Introducing phonemes<br>Introduce common exception words (CEW):<br>I, the, go, to, no, into                             | Introducing phonemes<br>Recap previously taught CEW<br>Introduce new CEW:<br>He, she, we, me                                       | Introducing phonemes and digraphs<br>Introduce CEW:<br>Be, was, my, you, her, they, all, are                                                                                                                                                             | Introducing digraphs<br>Recap previously taught CEW<br>Introduce new CEW:<br>Some, one, said, come, do, so                                                                                                       | Introducing digraphs and trigraphs<br>Introduce new CEW:<br>Were, when, have, there, out, like                                                            | Introducing split digraphs<br>Alternative graphemes<br>Introduce new CEW:<br>Little, what<br>Recap previously taught CEW                                                                                                  |

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| <b>Communication &amp; Language</b>               | <ul style="list-style-type: none"> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>                                                             |                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>                                                                                                                      |                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>- 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.</li> </ul> |                                                                                                                                                                                                                                                                                                         |
| <b>Maths</b>                                      | <ul style="list-style-type: none"> <li>• Baseline</li> <li>• Matching and sorting</li> <li>• Comparing amounts</li> <li>• Comparing size, mass and capacity</li> <li>• Exploring patterns</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>• Representing, comparing and composition of numbers 1, 2 and 3</li> <li>• Circles and Triangles</li> <li>• Positional language</li> <li>• Representing numbers to 5</li> <li>• One more and one less</li> <li>• Shapes with 4 sides</li> <li>• Time</li> </ul> | <ul style="list-style-type: none"> <li>• Introducing zero</li> <li>• Comparing numbers to 5</li> <li>• Composition of 4 and 5</li> <li>• Comparing mass</li> <li>• Comparing capacity</li> <li>• 6, 7 and 8</li> <li>• Combining two amounts</li> <li>• Making pairs</li> </ul>                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Length and height</li> <li>• Time</li> <li>• Counting to 9 and 10</li> <li>• Comparing numbers to 10</li> <li>• Bonds to 10</li> <li>• 3D shapes</li> <li>• Spatial awareness</li> <li>• Patterns</li> </ul> | <ul style="list-style-type: none"> <li>• Build numbers beyond 10</li> <li>• Count patterns beyond 10</li> <li>• Spatial reasoning</li> <li>• Match, rotate, manipulate</li> <li>• Adding more and taking away</li> <li>• Compose and decompose</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Doubling</li> <li>• Sharing and grouping</li> <li>• Even and odd</li> <li>• Spatial reasoning</li> <li>• Visualise and build</li> <li>• Deepening understanding</li> <li>• Patterns and relationships</li> <li>• Spatial mapping</li> <li>• Mapping</li> </ul> |
| <b>Personal, Social and Emotional Development</b> | <ul style="list-style-type: none"> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> </ul> |                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- 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.</li> </ul> |                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>- Show sensitivity to their own and to others' needs.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>                                               |                                                                                                                                                                                                                                                                                                         |

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| <b>Physical development<br/>Fine Motor</b>  | Explore mark making.<br>Develop pencil control.<br>Explore different tools and how to use them safely and confidently – scissors, paintbrushes, knife/fork. Writing letters in our name.                                                                                                                                                                                                                                                              | Holding a pencil effectively, developing tripod grip.<br>Developing scissor skills.<br>Confidently writing our name.                       | Developing letter formation using letter families.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Writing recognisable letters, forming these with growing accuracy. | Continuing to practise lower case letters.<br>Forming capital letters.                                                                                                                                                                                                                                                                                                                                                                                                       | Continuing to practise lower case letters.<br>Forming capital letters.                      |
| <b>Physical development<br/>Gross Motor</b> | Team games<br>Negotiating space<br>Dressing and undressing                                                                                                                                                                                                                                                                                                                                                                                            | Gymnastics - A/B travelling, stretching and curling<br>Large equipment<br>Develop overall body strength, balance, coordination and agility | Dance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Gymnastics - Taking weight on different parts                      | Ball skills<br>Throwing, catching, dribbling and kicking                                                                                                                                                                                                                                                                                                                                                                                                                     | Team sport activities<br>Striking and fielding – EYFS cricket                               |
| <b>Understanding the World</b>              | <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> </ul> |                                                                                                                                            | <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> |                                                                    | <ul style="list-style-type: none"> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>- 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.</li> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> </ul> |                                                                                             |
| <b>Expressive Arts and Design</b>           | <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> </ul>                                                                                                                                                                                               |                                                                                                                                            | <ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used.</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>                                                                                                                                                                                                                                                                                                                                       |                                                                    | <ul style="list-style-type: none"> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>                                                                                                                                                                                                        |                                                                                             |
| <b>Computing</b>                            | Online Safety<br>Using an ipad – taking photos                                                                                                                                                                                                                                                                                                                                                                                                        | Developing mouse control<br>Completing simple tasks on a computer                                                                          | Online Safety<br>Using a keyboard<br>Logging on and logging off                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Exploring Mini Mash<br>Simple programming using BeeBots            | Exploring Mini Mash<br>Online Safety – staying safe when on the internet                                                                                                                                                                                                                                                                                                                                                                                                     | Exploring Mini Mash<br>Exploring more complex programming and fixing mistakes using BeeBots |

Progression of Skills

|         | Autumn 1                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Writing | <p>Mark making, exploring different marks.</p> <p>Write individual letters to represent sounds.</p> <p>Can write initial letters in words and begin to write final letters.</p> <p>Recognising and writing own name.</p> | <p>Writing to inform – Writing about our world</p> <p>Can confidently write initial and final letters in words.</p> <p>Begin to write CVC words</p> <p>Writing lists and captions</p> | <p>Writing to inform- writing about jobs we like and how people can help us in our community</p> <p>Exploring non-fiction texts.</p> <p>Attempt at writing longer words</p> <p>Writing captions / sentences.</p> <p>Using spaces between words.</p> <p>Writing words containing digraphs and trigraphs.</p> | <p>Writing to entertain – retelling traditional tales, adapting a traditional tale to make our own</p> <p>Using simple punctuation and spaces between words.</p> <p>Writing words containing digraphs and trigraphs.</p> <p>Can attempt to re-read work to check it makes sense.</p> | <p>Writing to entertain –poems</p> <p>Developing writing stamina.</p> <p>Developing the skill to reread their work and make simple corrections with support.</p> <p>Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> | <p>Writing to inform – identifying where food comes from</p> <p>Writing to inform – instructions</p> <p>Developing writing stamina.</p> <p>Developing the skill to reread their work and make simple corrections with support.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Write recognisable letters, most of which are correctly formed (ELG)</p> <p>Writes simple phrases and sentences that can be read by others (ELG)</p> |

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| Word Reading  | <p>Can read some individual letters by saying the sounds for them</p>                                                                | <p>Reads individual letters by saying the sounds for them</p> <p>Beginning to blend phonemes together</p> <p>Can read some CEWs from this list:<br/>I, the, go, to, no, into</p> | <p>Can confidently blend 3 phonemes together</p> <p>Understands that 2 letters can join together to make 1 sound (digraph)</p> <p>Begin to recognise some capital letters and know their letter name.</p> <p>Can read some CEWs from this list and including previously taught CEWs:<br/>He, she, we, me</p> | <p>Can recognise digraphs within words</p> <p>Can blend words containing digraphs.</p> <p>Can read simple phrases and sentences.</p> <p>Can read some CEWs from this list and including previously taught CEWs:<br/>be, was, my, you, her, they, all, are</p> | <p>Understands that 3 letters can join together to make 1 sound (trigraph)</p> <p>Can recognise trigraphs within words</p> <p>Can blend words containing trigraphs</p> <p>Can read some CEWs from this list and including previously taught CEWs:<br/>some, one, said, come, do, so, were, when, have, there, out, like</p> | <p>Reads aloud simple sentences and books that are consistent with his/her phonics knowledge, including some CEW (ELG)</p> <p>Can read words consistent with his/her phonic knowledge by sound-blending (ELG)</p> <p>Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p>                                                                                  |
| Comprehension | <p>To recognise the front cover of a book</p> <p>Turn individual pages</p> <p>Begin to use pictures within books to tell a story</p> | <p>Can read from left to right</p> <p>To know what a title is</p> <p>To know what an author is</p>                                                                               | <p>Can predict what might happen next in a story.</p> <p>Can recall key events from a well-known story.</p> <p>Introduce new vocabulary they have learnt within their role-play/day-to-day conversations</p>                                                                                                 | <p>To begin to answer simple questions related to what an adult has read</p>                                                                                                                                                                                  | <p>To begin to answer simple questions related to what they have read</p> <p>To answer inference questions related to what an adult has read</p>                                                                                                                                                                            | <p>Anticipates, where appropriate, key events in stories (ELG)</p> <p>Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG)</p> <p>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play (ELG)</p> |

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| Communication and Language | <p>Understands how to listen carefully and know why listening is important.</p> <p>Engages in story times.</p> <p>Learns rhymes, poems and songs.</p> <p>Is developing social phrases.</p> | <p>Participate in small group, class and one-to-one discussions, offering their own ideas.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Is able to describe events in some detail.</p> | <p>Participate in small group, class and one-to-one discussions, using recently introduced vocabulary</p> <p>Learns new vocabulary.</p> <p>Listens carefully to rhymes and songs, paying attention to how they sound.</p> <p>Is able to articulate his/her ideas and thoughts in well-formed sentences.</p> | <p>Uses new vocabulary throughout the day.</p> <p>Can retell the story, once he/she has developed a deep familiarity with the text, some as exact repetition and some in his/her own words.</p> <p>Uses talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen.</p> <p>Can connect one idea or action to another using a range of connectives.</p> | <p>Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Engages in non-fiction books – (See English planning)</p> <p>Use new vocabulary in different contexts.</p> <p>Ask questions to find out more and to check he/she understands has been said to him/her.</p> | <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>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>Holds conversation when engaged in back and forth exchanges with his/her peers (ELG).</p> <p>Listens attentively and responds to what he/she hears with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG).</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG)</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (ELG)</p> <p>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. (ELG)</p> |
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| Number | <p>Recognise numerals up to 3<br/>Show 1:1 correspondence up to 3</p> | <p>Recognise numerals up to 5<br/>1:1 correspondence up to 5<br/>Can identify one more/one less up to 5<br/>Begin to subitise numbers up to 5</p> <p>Is able to link the number symbol (numeral) with its cardinal number value to 5.</p> | <p>Begin to recall some numberbonds to 5.</p> | <p>Recognise numerals up to 10<br/>1:1 correspondence up to 10<br/>Can identify one more/one less up to 10<br/>Show confidence in subitising numbers to 5.<br/>Begin to subitise numbers beyond 5.</p> <p>Is able to link the number symbol (numeral) with its cardinal number value to 10.<br/>Recall most numberbonds to 5.</p> | <p>Count beyond 10</p> | <p>Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts (ELG)<br/>Has a deep understanding of number to 10, including the composition of each number (ELG)<br/>Is able to subitise (recognise quantities without counting) up to 5 (ELG)</p> |
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| Numerical Patterns | Begin to explore simple repeating patterns<br>Begin to explore length, weight and capacity | Beginning to recognise simple 2D shapes and explain their properties |  | Growing in confidence when recognising 2D shapes and explaining their properties<br><br>Begin to recognise 3D shapes and understand the relationship between 2D and 3D shapes.<br><br>Can compare length, height and distance |  | Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity (ELG)<br>Is able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (ELG)<br>Verbally counts beyond 20, recognising the pattern of the counting system (ELG) |
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| <b>Personal, Social and Emotional Development</b>           | <ul style="list-style-type: none"> <li>- Begin to form positive attachments to adults and friendships with peers.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.=</p> | <p><b>Begin to consider the feelings of others</b></p> <p>Further develop positive relationships with adults and peers.</p>                                                                                             | <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- 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.</li> </ul> | <p><b>Knows and can talk about the different factors that support their overall health and wellbeing: regularly physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', the importance of a good sleep routine, being a safe pedestrian.</b></p> | <ul style="list-style-type: none"> <li>- Show sensitivity to their own and to others' needs.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> | <p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG).</b></p> <p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG).</b></p> <p><b>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 (ELG).</b></p> <p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG).</b></p> <p><b>Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG).</b></p> <p><b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices (ELG).</b></p> <p><b>Forms positive attachments to adults and friendships with peers (ELG).</b></p> <p><b>Shows sensitivity to his/her own and to others' needs (ELG).</b></p> <p><b>Works and plays cooperatively and takes turns with others (ELG).</b></p> |
| <b>Physical development<br/>Fine Motor/<br/>Handwriting</b> | <p>Explore mark making.</p> <p><b>Develop pencil control. Explore different tools and how to use them safely and confidently – scissors, paintbrushes, knife/fork.</b></p> <p>Writing some letters in our name</p> <p>Making plausible attempts at writing recognisable letters.</p>                                                                    | <p><b>Beginning to develop our pencil grip, encouraging children to use a tripod grip.</b></p> <p>Developing scissor skills.</p> <p>Confidently writing our name.</p> <p>Be able to form some recognisable letters.</p> | <p>Can start some letters in the correct starting point.</p> <p>Can write some letters in the correct direction.</p>                                                                                                                                                                                                                                                                                                                      | <p><b>Hold a pencil effectively, using a tripod grip.</b></p> <p>Writing recognisable letters, forming these with growing accuracy.</p> <p><b>Is able to add details to our drawings. Make small, accurate snips.</b></p>                                                     | <p>Continuing to practise lower case letters.</p> <p>Forming capital letters.</p> <p>Can start many letters in the correct starting point.</p> <p>Can write many letters in the correct direction.</p>                                                                                                                                                                                                         | <p><b>Write recognisable letters, most of which are correctly formed (ELG)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <b>Physical development</b><br><b>Gross Motor</b> | <p>Team games<br/>Negotiating space<br/>Dressing and undressing</p> <p>Uses core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Can line up and queue.</p> | <p>Gymnastics - A/B travelling, stretching and curling</p> <p>Develop overall body strength, balance, coordination and agility</p> <p>Refining fundamental movements –rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> | <p>Dance</p> <p>Working towards a more fluent style of moving, with developing control and grace</p> <p>Can combine different movements with ease and fluency</p> <p>Can use cutlery effectively during mealtimes.</p> | <p>Gymnastics</p> <p>Confidently and safely uses a range of large and small apparatus</p> | <p>Ball skills<br/>Throwing, catching, dribbling and kicking</p> <p>Refining a range of ball skills including: throwing, catching kicking, passing, batting and aiming</p> <p>Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> | <p>Team sport activities<br/>Striking and fielding – EYFS cricket</p> <p>Demonstrates strength balance and coordination when playing (ELG)<br/>Moves energetically such as running, jumping, dancing, hopping, skipping and climbing (ELG)<br/>Is able to negotiate space and obstacles safely, with consideration for themselves and others (ELG)</p> |
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| Understanding the World | <p>Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.</p> <p>Talks about members of his/her immediate family and community<br/>Names and describes people who are familiar to him/her<br/>Understands that some places are special to members of his/her community</p> | <p>Recognises that people have different beliefs and celebrate special times in different ways<br/>Recognises some similarities and differences between life in this country and life in other countries.<br/>Recognises some environments that are different to the one in which he/she lives.</p> | <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | Is able to compare and contrast characters from stories, including figures from the past | <p>Explores the natural world around him/her<br/>Describes what he/she can see, hear and feel whilst outside.<br/>Is able to draw information from a simple map<br/>Understands the effect of changing seasons on the natural world around him/her</p> <p>Explore the natural world around them by making observations and drawing pictures of animals and plants.</p> | <p>Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)<br/>Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)<br/>Knows some similarities and differences between things in the past and now, drawing on his/her experiences and what has been read in class (ELG)<br/>Describes his/her immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)<br/>Knows some similarities and differences between different religious and cultural communities in this country, drawing on his/her experiences and what has been read in class (ELG)<br/>Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps (ELG)<br/>Explores the natural world around him/her, making observations and drawing pictures of animals and plants (ELG)<br/>Knows some similarities and differences between the natural world around him/her and contrasting environments, drawing</p> |
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|                            |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                       |                                                         |                                                                          | <p>on his/her experiences and what has been read in class (ELG)</p> <p>Understands some important processes and changes in the natural world around him/her, including the seasons and changing states of matter (ELG)</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Expressive Arts and Design | <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> </ul> | <ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used.</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- <b>Selects the appropriate colour when drawing.</b></li> </ul> | <ul style="list-style-type: none"> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul> | -                                                       | -                                                                        | <p>Invents, adapts and recounts narratives and stories with peers and his/her teacher (ELG).</p> <p>Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG).</p> <p>Sings a range of well-known nursery rhymes and songs (ELG).</p> <p>Makes use of props and materials when role playing characters in narratives and stories (ELG).</p> <p>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG).</p> <p>Shares his/her creations, explaining the process he/she has used (ELG).</p> |
| Computing                  | Online Safety<br>Using an ipad – taking photos                                                                                                                                                                                                          | Developing mouse control<br>Completing simple tasks on a computer                                                                                                                                                                                                          | Online Safety<br>Using a keyboard<br>Logging on and logging off                                                                                                                                                                                                       | Exploring Mini Mash<br>Simple programming using BeeBots | Exploring Mini Mash<br>Online Safety – staying safe when on the internet | Exploring Mini Mash<br>Exploring more complex programming and fixing mistakes using BeeBots                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |