

## EYFS curriculum map

At Wrenbury Primary school, we strive for our children in the EYFS to be independent, curious learners who understand and can articulate how they are feeling in order to self-regulate. We want to provide our children with a range of learning experiences in order to develop their understanding of the world around them, linking their learning back to our local area and help them to answer the question ‘Why does this matter to me?’ At Wrenbury, we want to ensure that during their time in the EYFS all of our children are given the opportunity to develop, practise and embed key skills through an ambitious curriculum in order to provide them with secure foundations that will prepare them for Year 1 and the rest of their school learning journey.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Communication and Language	Nursery	Development Matters (3-4 years)	<p><b><u>Listening, Attention and Understanding</u></b> Children will point out objects/pictures in a story.</p> <p>Children will understand an instruction with one part.</p> <p><b><u>Speaking</u></b> Children will know at least three nursery rhymes.</p> <p>Children will be able to talk about familiar books to them that link to their theme.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand ‘what’ questions.</p> <p>Children will understand and instruction that has two parts.</p> <p><b><u>Speaking</u></b> Children will know and retell a story familiar to them.</p> <p>Children will know and use vocabulary linked to Diwali, Bonfire night and Christmas.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand ‘where’ questions.</p> <p>Children will listen to longer stories and be able to talk remember much of what happens.</p> <p><b><u>Speaking</u></b> Children will know and be able to retell some of the story, using pictures to prompt them.</p> <p>Children will know and use vocabulary linked to a longer story that links to their theme.</p> <p>Children will develop their communication but continue to have problems with irregular tenses. ‘I swimmmed’.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand ‘when’ questions.</p> <p>Children will listen to longer stories and be able to remember and discuss much of what happens.</p> <p><b><u>Speaking</u></b> Children will know and use vocabulary linked to their theme.</p> <p>Children will start a conversation with an adult or friend and have a return conversation.</p> <p>Children will know at least 6 or more nursery rhymes/songs.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand ‘who’ questions.</p> <p>Children will pay attention to more than one thing at a time.</p> <p><b><u>Speaking</u></b> Children will know and use vocabulary linked to their theme.</p> <p>Children will use talk to organise themselves and their play: ‘Let’s go on a bus... you sit there... I’ll be the driver.’</p> <p>Children will be able to talk about books that are familiar to them.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand and answer ‘why’ questions.</p> <p><b><u>Speaking</u></b> Children will be able to express a point of view with an adult or friend using words as well as actions.</p> <p>Children will be able to sing a repertoire of songs.</p> <p>Children will know many rhymes.</p>
			<p><b>Observational Checkpoint:</b> Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using ‘because’, ‘or’, ‘and’. Can children use future and past tense? Can children answer a simple ‘why’ question?</p>					

<b>Reception</b>	Development Matters (Reception)	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand how to listen and why listening is important.</p> <p>Children will listen carefully to a story.</p> <p>Children will ask <b>what</b> and <b>who</b> questions.</p> <p><b><u>Speaking</u></b> Children will know and retell a story linked to their theme.</p> <p>Children will know and use vocabulary linked to their theme.</p> <p>Children will use complete sentences in everyday talk.</p> <p>Children will know at least three rhymes or songs.</p> <p>Children will begin to explain how things work and why they might happen.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will join in with repeated refrains in a story.</p> <p>Children will ask <b>what, who</b> and <b>when</b> questions.</p> <p>Children will engage in non-fiction books.</p> <p><b><u>Speaking</u></b> Children will know and retell a story linked to their theme.</p> <p>Children will know and use vocabulary linked to their theme, including vocabulary linked to <b>Bonfire night, Diwali and Christmas.</b></p> <p>Children will develop social phrases. ‘Good morning, how are you?’</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will talk about key events in a story.</p> <p>Children will ask <b>what, who, when</b> and <b>where</b> questions.</p> <p><b><u>Speaking</u></b> Children will know and retell a story that is familiar to them.</p> <p>Children will know and use vocabulary linked to their theme in different contexts.</p> <p>Children will describe events in some detail.</p> <p>Children will know at least 6 rhymes or songs.</p> <p>Children will start to connect one idea or action to another using a range of connectives.</p> <p>Children will begin to use talk to solve a problem together.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will ask <b>what, who, when, where</b> and <b>why</b> questions.</p> <p>Children will listen to and talk about selected non-fiction to develop familiarity.</p> <p><b><u>Speaking</u></b> Children will know and retell a story linked to our theme.</p> <p>Children will use new vocabulary that has been explicitly taught throughout the day.</p> <p>Children will know and use vocabulary that is linked to Chinese New year, St David’s day and Easter.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will link events in a story to their own experiences.</p> <p>Children will ask questions to find out more and check they understand what has been said to them.</p> <p><b><u>Speaking</u></b> Children will know and retell a story that is familiar to them.</p> <p>Children will know and use vocabulary linked to their theme.</p> <p>Children will know at least 10 rhymes or songs.</p> <p>Children will describe events in some detail and start to use sequencing words.</p> <p>Children will articulate their ideas and thoughts in well-formed sentences.</p> <p>Children will use talk to help work out problems and organise their thinking.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will ‘hot seat’ characters from a story.</p> <p><b><u>Speaking</u></b> Children will know and retell a story linked to their theme.</p> <p>Children will know and use vocabulary linked to their theme.</p> <p>Children will express ideas using past and present tense.</p> <p>Children will talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
	<p><b><u>Listening, Attention and Understanding:</u></b> 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. 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.</p> <p><b><u>Speaking:</u></b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, 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>						

Personal, Social and Emotional	Nursery	Development Matters (3-4 years)	<p><b><u>Self-Regulation</u></b> Children will begin to move away from adults/key worker within setting.</p> <p><b><u>Managing Self</u></b> Children will understand how to listen and be able to demonstrate this in most inputs.</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p> <p><b><u>Building Relationships</u></b> Children will know how to play alongside each other.</p>	<p><b><u>Self-Regulation</u></b> Children will know what adults can help them in Little Wrens and will begin to ask for help when they feel they need it.</p> <p><b><u>Managing Self</u></b> Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'.</p> <p>Children will know to drink water to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will know how to play partner games.</p>	<p><b><u>Self-Regulation</u></b> Children will become confident with visitors and new members of staff/children in the EYFS environment.</p> <p><b><u>Managing Self</u></b> Children will understand why rules are important and be able to follow them with minimal support.</p> <p>Children will know examples of healthy food.</p> <p><b><u>Building Relationships</u></b> Children will share resources and play in a group.</p>	<p><b><u>Self-Regulation</u></b> Children will show more confidence in new social situations. (<i>trips, walks around village</i>)</p> <p><b><u>Managing Self</u></b> Children will know to exercise to be healthy.</p> <p>Children will understand a range of feelings and be able to express how they feel relating to the Colour Monster.</p> <p><b><u>Building Relationships</u></b> Children will take turns whilst playing and waiting patiently to have a go.</p>	<p><b><u>Self-Regulation</u></b> Children will show confidence and responsibility within the EYFS environment.</p> <p><b><u>Managing Self</u></b> Children will know to brush their teeth to be healthy.</p> <p>Children will understand a range of ways to calm themselves down when feeling angry, such as deep breaths.</p> <p><b><u>Building Relationships</u></b> Children will consider the feelings of others in stories.</p>	<p><b><u>Self-Regulation</u></b> Children will take on and carry out tasks to take care of their environment. <i>E.g. clean the mud kitchen when finished, take fruit and milk out for everybody.</i></p> <p><b><u>Managing Self</u></b> Children will know how to independently use the toilet.</p> <p><b><u>Building Relationships</u></b> Children will know how to listen to a friend and agree a compromise.</p>
			<p><b><u>Observational Checkpoint:</u></b> Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?</p>					

Reception	Development Matters (Reception)	<p><b><u>Self-Regulation</u></b> Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Children will understand a range of feelings and express how they are feeling using the Colour Monster to support them.</p> <p><b><u>Managing Self</u></b> Children will know how regular exercise is important for their health.</p> <p>Children will understand the importance of washing their hands.</p> <p><b><u>Building Relationships</u></b> Children will be able to listen to each other and staff.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to be helpful by taking on jobs such as serving snack and individual class responsibilities.</p> <p><b><u>Managing Self</u></b> Children will know how healthy eating is important for their health.</p> <p>Children will independently wash their hands before eating/ after toileting.</p> <p><b><u>Building Relationships</u></b> Children will listen and respond to others in the class with kindness and understand the importance of sharing and playing collaboratively.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to make the right choice and the consequences of not doing so.</p> <p><b><u>Managing Self</u></b> Children will know how regular teeth brushing is important for their health.</p> <p><b><u>Building Relationships</u></b> Children will know how to treat others in our class/school using the statement ‘We all matter’.</p>	<p><b><u>Self-Regulation</u></b> Children will know the effects of their behaviour on others.</p> <p>Children will consider the feelings of others.</p> <p><b><u>Managing Self</u></b> Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p><b><u>Building Relationships</u></b> Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p>	<p><b><u>Self-Regulation</u></b> Children will understand a range of techniques to help them when they are feeling upset/angry.</p> <p><b><u>Managing Self</u></b> Children will know about the importance of a good sleep routine for their health.</p> <p><b><u>Building Relationships</u></b> Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to overcome challenges, developing their perseverance and resilience.</p> <p><b><u>Managing Self</u></b> Children will know how to be a safe pedestrian and why this is important.</p> <p><b><u>Building Relationships</u></b> Children will know how to resolve a problem by talking it through with a friend or adult.</p>
		<p><b><u>Self-Regulation:</u></b> 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.</p> <p><b><u>Managing Self:</u></b> 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b><u>Building Relationships:</u></b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>					

Physical	Nursery	Development Matters (3-4 years)	<p><b>Gross Motor</b> Children will know how to ride a balance bike.</p> <p><b>Fine Motor</b> Children will explore large mark making to develop cross the mid-line movements.</p>	<p><b>Gross Motor</b> Children will know how to ride a three wheeled scooter.</p> <p><b>Fine Motor</b> Children will know how to use hammers to hit a large headed nail/peg.</p> <p>Children will know how to put their coat on independently.</p>	<p><b>Gross Motor</b> Children will know how to ride a tricycle.</p> <p>Children will know how to throw a ball.</p> <p><b>Fine Motor</b> Children will know how to use loop scissors to make snips in paper.</p>	<p><b>Gross Motor</b> Children will know how to climb using alternate feet.</p> <p><b>Fine Motor</b> Children will know how to zip up their coat.</p> <p>Children will know how to make snips in paper using two-hole scissors.</p>	<p><b>Gross Motor</b> Children will know how to skip, hop and stand on one leg.</p> <p><b>Fine Motor</b> Children will know how to use a comfortable grip when holding a pencil.</p>	<p><b>Gross Motor</b> Children will know how to work together to carry large items such as planks of wood.</p> <p><b>Fine Motor</b> Children will show preference for a dominant hand.</p>	
	<p><b>Observational Checkpoint:</b> Can children make ‘cross the mid-line’ marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?</p>								
	Reception	Development Matters (Reception)	<p><b>Gross Motor</b> Children will know how to hop, skip and jump.</p> <p><b>Fine Motor</b> Children will know the correct posture and how to sit at a table when writing.</p> <p>Children will begin to use the correct pencil grip.</p> <p>Children will know how to correctly form the letters s, a, t, p, i</p>	<p><b>Gross Motor</b> Children will know how to ride a tricycle.</p> <p>Children will be able to run, skip and jump in various directions. (e.g. <i>in and out of cones</i>)</p> <p><b>Fine Motor</b> Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters n, m, d, g, o</p>	<p><b>Gross Motor</b> Children will know how to ride a two wheeled scooter.</p> <p>Children will be able to safely and confidently use a range of large apparatus indoors and outdoors.</p> <p><b>Fine Motor</b> Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters c, k, e, u, r</p>	<p><b>Gross Motor</b> Children will know how to kick and pass different sized balls.</p> <p><b>Fine Motor</b> Children will know how to do up and undo buttons.</p> <p>Children will know how to correctly form the letters h, b, f, l, j</p>	<p><b>Gross Motor</b> Children will be able to ride a bike with stabilisers.</p> <p>Children will know how to throw and begin to catch different size balls.</p> <p><b>Fine Motor</b> Children will know how to thread and sew.</p> <p>Children will know how to correctly form the letters v, w, x, y, z.</p>	<p><b>Gross Motor</b> Children will begin to ride a bike without stabilisers.</p> <p>Children will know how to bat and aim using different sized balls.</p> <p><b>Fine Motor</b> Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to correctly form capital letters.</p>	

**Gross Motor:** 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.

**Fine Motor:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Literacy	Nursery	Development Matters (3-4 years)	<p><b>Comprehension</b> Children will know that print has meaning.</p> <p>Children will recognise familiar logos.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will identify environmental and instrumental sounds.</p> <p><b>Writing</b> Children will know how to draw horizontal and vertical lines.</p>	<p><b>Comprehension</b> Children will know what a cover and title is.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will clap syllables in a word.</p> <p><b>Writing</b> Children will know how to draw circles.</p>	<p><b>Comprehension</b> Children will know print has different purposes by exploring menus, magazines, newspapers, labels.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will spot and suggest rhymes and alliteration.</p> <p><b>Writing</b> Children will know how to draw diagonal lines.</p>	<p><b>Comprehension</b> Children will know the names of different parts of a book including the author.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will know familiar words with the same initial sound such as mum and milk.</p> <p><b>Writing</b> Children will write the initial sound in their name.</p>	<p><b>Comprehension</b> Children will know how to turn the pages of a book carefully.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will begin to orally blend CVC words.</p> <p><b>Writing</b> Children will use some letter knowledge to write some letters accurately.</p>	<p><b>Comprehension</b> Children will know how to read from left to right and top to bottom.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b>Word Reading</b> Children will begin to orally segment CVC words.</p> <p><b>Writing</b> Children will write their name.</p>
			<p><b>Observational Checkpoint:</b> Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?</p>					

Reception	Development Matters (Reception)	<p><b>Comprehension</b> Children will read and re-read a selection of books containing sounds they have learnt, developing fluency, comprehension, prosody and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r h, b, f, l</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky words is, l, the</p> <p><b>Writing</b> Children will know how to correctly form the letters s, a, t, p, i</p> <p>Children will know how to write their name.</p> <p>Children will know how to write initial and end sounds.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books containing sounds they have learnt, developing fluency, comprehension, prosody and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <p>Children will blend known sounds in words.</p> <p>Children will know the tricky words as, and, has, his, her, go, no, to, into, she, he, of, we, me, be</p> <p><b>Writing</b> Children will know how to correctly form the letters n, m, d, g, o.</p> <p>Children will know how to write CVC/CVCC words.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books containing sounds they have learnt, developing fluency, comprehension, prosody and enjoyment.</p> <p><b>Word Reading</b> Children will read and correctly form the sounds ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>Children will blend known sounds in words.</p> <p>Children will know the tricky words was, you, they, my, by, all, are, sure, pure</p> <p><b>Writing</b> Children will know how to correctly form the letters c, k, e, u, r.</p> <p>Children will know how to write a short phrase.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books containing sounds they have learnt, developing fluency, comprehension, prosody and enjoyment.</p> <p><b>Word Reading</b> Children will review all previous sounds.</p> <p>Children will blend known sounds in words.</p> <p>Children will review all tricky words taught so far.</p> <p><b>Writing</b> Children will know how to correctly form the letters h, b, f, l, j.</p> <p>Children will know how to write a short sentence.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books containing sounds they have learnt, developing fluency, comprehension, prosody and enjoyment.</p> <p><b>Word Reading</b> Children will read longer words and compound words.</p> <p>Children will read words with short vowels and adjacent consonants. (LW)</p> <p>Children will know tricky words said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.</p> <p><b>Writing</b> Children will know how to correctly form the letters v, w, x, y, z.</p> <p>Children will write a short sentence using a capital letter and full stop.</p>	<p><b>Comprehension</b> Children will read and re-read a selection of books containing sounds they have learnt, developing fluency, comprehension, prosody and enjoyment.</p> <p><b>Word Reading</b> Children will read words with phase 3 long vowel graphemes with adjacent consonants.</p> <p>Children will read words ending in suffixes.</p> <p>Children will review all tricky words taught so far.</p> <p><b>Writing</b> Children will know how to correctly form capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>
		<p><b>Comprehension:</b> 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.</p> <p><b>Word Reading:</b> 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.</p> <p><b>Writing:</b> 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.</p>					



Maths	Nursery	Development Matters (3-4 Years)	<p><b>Number</b> Children will recite numbers to 5.</p> <p><b>Numerical Patterns</b> Children will compare big and small.</p> <p>Children will sequence events using language including first, then and after.</p> <p>Children will identify patterns around them such as stripes on clothes.</p>	<p><b>Number</b> Children will count to in correspondence to 5.</p> <p><b>Numerical Patterns</b> Children will sort by colour, size and object.</p> <p>Children will identify a circle, square and triangle.</p> <p>Children will use language including sides, corners, straight, flat and round.</p>	<p><b>Number</b> Children will count in correspondence to 5, knowing that the total is 5.</p> <p>Children will show 'finger numbers' up to 5.</p> <p><b>Numerical Patterns</b> Children will use language including tall, long, short.</p> <p>Children will use language including light, heavy, full and empty.</p> <p>Children will identify a cube, pyramid and cylinder.</p>	<p><b>Number</b> Children subitise up to 3 objects.</p> <p>Children will identify more/less.</p> <p><b>Numerical Patterns</b> Children will use positional language including on top, under, next to and behind.</p> <p>Children will match objects that are the same.</p>	<p><b>Number</b> Children will recite numbers to 10.</p> <p>Children will recognise numbers 1, 2, and 3.</p> <p><b>Numerical Patterns</b> Children will make shape pictures selecting shapes appropriately.</p> <p>Children will solve real world mathematical problems with numbers up to 5.</p>	<p><b>Number</b> Children will recognise numbers 4 and 5.</p> <p>Children will experiment with their own symbols and marks as well as numerals.</p> <p><b>Numerical Patterns</b> Children will make an AB repeating pattern.</p> <p>Children will notice and correct an error in a repeating pattern.</p> <p>Children will discuss routes and locations using words such as 'in front of' and 'behind'.</p>
			<p><b>Observational Checkpoint:</b> Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?</p>					
	Reception	Development Matters (Reception)	<p><b>Number</b> Children will count objects actions and sounds.</p> <p>Children will represent, compose and compare numbers to 3.</p> <p><b>Numerical Patterns</b> Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns and correct an error within a pattern.</p>	<p><b>Number</b> Children will represent, compose and compare numbers to 5.</p> <p><b>Numerical Patterns</b> Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will identify one more and one less within 5.</p>	<p><b>Number</b> Children will know number bonds to 4.</p> <p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p><b>Numerical Patterns</b> Children will compare mass and capacity.</p> <p>Children will make pairs.</p>	<p><b>Number</b> Children will know number bonds to 5.</p> <p><b>Numerical Patterns</b> Children will combine 2 groups.</p> <p>Children will explore length, height and time.</p> <p>Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p><b>Number</b> Children will know <math>5+5=10</math>, <math>0+10=10</math>.</p> <p>Children will count forwards and backwards within 10.</p> <p><b>Numerical Patterns</b> Children will build and identify numbers to 20.</p> <p>Children will match patterns using tangrams and shapes.</p> <p>Children will add more and take away within 10.</p>	<p><b>Number</b> Children will double within 10.</p> <p><b>Numerical Patterns</b> Children will equally share into two groups.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will verbally count beyond 20.</p>

**Number:** Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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.

**Numerical Patterns:** Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World	Reception - Development Matters (Reception)	History	<p><b>Past and Present</b> Children will know how they have changed from being a baby to being 4/5.</p> <p>Children will comment on images of familiar situations in the past. (<i>their families</i>)</p>	<p><b>Past and Present</b> Children will know that Remembrance Day is to remember soldiers who died in the war.</p>	<p><b>Past and Present</b> Children will look at images of transport/schools from the past and identify similarities and differences.</p>	<p><b>Past and Present</b> Children will explore images, stories and artefacts from the past.</p>	<p><b>Past and Present</b> Children will know that the past is anything before the current day.</p> <p>Children will now that the present is now.</p>	<p><b>Past and Present</b> Children will look at images of their local area from the past and present and identify similarities and differences.</p>
		Geography	<p><b>People, Culture and Communities</b> Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will know that a globe shows different countries around the world.</p> <p>Children will identify typical weather in Autumn.</p>	<p><b>People, Culture and Communities</b> Children will know how people in different countries celebrate Christmas.</p> <p>Children will know that Wrenbury is in England.</p>	<p><b>People, Culture and Communities</b> Children will explore aerial maps of our school and identify key features.</p> <p>Children will draw a simple map of our school/local area.</p> <p>Children will identify typical weather in Winter.</p>	<p><b>People, Culture and Communities</b> Children will know that we do not have certain animals in England and will compare with another country.</p> <p>Children will identify typical weather in Spring.</p>	<p><b>People, Culture and Communities</b> Children will identify key landmarks in Wrenbury.</p> <p>Children will understand Wrenbury is a village and London is a city.</p>	<p><b>People, Culture and Communities</b> Children will identify similarities and differences between life in London and life in Wrenbury.</p> <p>Children will identify typical weather in Summer.</p>
		Science	<p><b>The Natural World</b> Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know the 5 senses.</p> <p>Children will know that this time of year is Autumn.</p>	<p><b>The Natural World</b> Children will identify plastic and metal.</p> <p>Children will know what material a magnet picks up.</p>	<p><b>The Natural World</b> Children will know that this time of year is Winter.</p> <p>Children will explore floating and sinking.</p>	<p><b>The Natural World</b> Children will observe changes and growth of a frog.</p> <p>Children will know the life cycle of a frog.</p> <p>Children will know that this time of year is Spring.</p>	<p><b>The Natural World</b> Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will know the life cycle of a sunflower.</p> <p>Children will know how to care for a plant.</p> <p>Children will observe how a tree has changed over the 4 seasons.</p>	<p><b>The Natural World</b> Children will know that this time of year is Summer.</p> <p>Children will know that some animals can live underwater.</p> <p>Children will melt and solidify different substances such as chocolate and butter and observe the results.</p>

		<p><b>RE</b></p> <p><b>People, Culture and Communities</b> Children will know how and why we celebrate Harvest Festival.</p> <p>Children will think about the questions; who am I? where do I belong?</p>	<p><b>People, Culture and Communities</b> Children will know the story of Diwali.</p> <p>Children will know the Christian Christmas story.</p>	<p><b>People, Culture and Communities</b> Children will know the Easter story.</p>	<p><b>People, Culture and Communities</b> Children will name and explain the purpose of a church.</p> <p>Children will think about why some objects/places are more special than others.</p>	<p><b>People, Culture and Communities</b> Children will think about the questions: What makes someone important? Why is God important to Christians?.</p>	<p><b>People, Culture and Communities</b> Children will think about forgiveness. They will think about the questions: Why do people say 'sorry'? Why do Christians say 'it doesn't matter' when people make mistakes?</p>
<p><b>Past and Present:</b> 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.</p> <p><b>People, Culture and Communities:</b> 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 country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><b>The Natural World:</b> 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.</p>							

Expressive Arts and Design	Nursery - Development Matters (3-4 years)	Music	<p><b>Being Imaginative</b> Children will know at least 3 nursery rhymes.</p> <p>Children will take part in pretend play. They will use an object to represent something else.</p>	<p><b>Being Imaginative</b> Children will be able to recite 3 nursery rhymes.</p> <p>Children will begin to develop story lines within their play.</p>	<p><b>Being Imaginative</b> Children will know at least 6 nursery rhymes.</p> <p>Children will begin to use small world resources such as dolls, and doll houses to develop stories.</p>	<p><b>Being Imaginative</b> Children will be able to recite 6 or more nursery rhymes.</p> <p>Children will develop their own small worlds using blocks/ loose parts.</p>	<p><b>Being Imaginative</b> Children will know a repertoire of nursery rhymes.</p> <p>Children will use their own small worlds within role play and adapt as they play.</p> <p>Children will play sound matching games.</p>	<p><b>Being Imaginative</b> Children will create their own songs or improvise a song around one they know.</p> <p>Children will notice children who are not taking part and help them to join in.</p> <p>Children will play a range of instruments to express their feelings and ideas.</p>
		Art and Design	<p><b>Creating with Materials</b> Children will do large scale drawings/paintings.</p> <p>Children will use pencils to free draw.</p>	<p><b>Creating with Materials</b> Children will paint on a flat surface and an easel.</p> <p>Children will create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p><b>Creating with Materials</b> Children will explore colour mixing.</p> <p>Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc.</p>	<p><b>Creating with Materials</b> Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.</p> <p>Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</p>	<p><b>Creating with Materials</b> Children will do observational drawings.</p> <p>Children will begin to draw with complexity and detail.</p>	<p><b>Creating with Materials</b> Children will show different emotions in their drawings and paintings.</p>
	<p><b>Observational Checkpoint:</b> Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?</p>							
Reception - Development Matters (Reception)	Music	<p><b>Being Imaginative</b> Children will know 3 or more nursery rhymes.</p> <p>Children will listen attentively and move to a range of music.</p> <p>Children will develop storylines in their pretend play.</p>	<p><b>Being Imaginative</b> Children will know a range of Christmas songs.</p> <p>Children will talk about their feelings and opinions of a range of music.</p> <p>Children will listen to a visitor play a range of instruments and identify similarities and differences.</p>	<p><b>Being Imaginative</b> Children will know 6 or more nursery rhymes.</p> <p>Children will watch and talk about dances, expressing their feelings and responses.</p> <p>Children will know how to tap/clap along to a rhythm.</p>	<p><b>Being Imaginative</b> Children will know a range of Easter songs.</p> <p>Children will join in with choreographed dances.</p> <p>Children will experiment with different ways of playing instruments.</p>	<p><b>Being Imaginative</b> Children will know at least 10 nursery rhymes.</p> <p>Children will know how to match a pitch.</p>	<p><b>Being Imaginative</b> Children will sing in a group or on their own, following the melody.</p> <p>Children will know perform their own dances using steps and techniques that they have learned.</p>	

	Art and Design	<p><b>Creating with Materials</b> Children will know how to draw a person – head, body, arms, legs and facial features.</p> <p>Children will know how to use two-loop scissors.</p>	<p><b>Creating with Materials</b> Children will know how to mold malleable materials.</p> <p>Children will know which glue or tape to use for their chosen purpose.</p>	<p><b>Creating with Materials</b> Children will know what primary colours are.</p> <p>Children will explore with colour mixing and understand what colours are made when mixing the primary colours.</p>	<p><b>Creating with Materials</b> Children will know how to use and mix watercolour paints.</p> <p>Children will know how to make a slot join.</p>	<p><b>Creating with Materials</b> Children will know how to make a tab join and split pin join.</p> <p>Children will know how to plan and create a design.</p>	<p><b>Creating with Materials</b> Children will know how to make different shades of the same colour.</p> <p>Children will discuss problems that arise and think carefully about how they can overcome them.</p>
<p><b>Creating with Materials:</b> 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. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>							