



Early Years Curriculum Intent

“The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to ‘scaffold’ their learning by giving them just enough help to achieve something they could not do independently.”

Development Matters 2021

At Our Lady’s, we provide our children in Early Years with a curriculum that is designed to be flexible, engaging and exciting so that their unique needs, passions and interests are embraced.

Every child is an exceptional individual and we celebrate and respect differences within our diverse school community. The ability to learn is underpinned by the teaching of basic skills, knowledge and values that equips our children to be able to solve future challenges of the modern world.

Aims

- Work in partnership with our parents and carers to promote independent, confident and enthusiastic learners who thrive in school and make at least good progress from their various starting points.
- Plan for our children’s interests and provide opportunities throughout our EYFS curriculum to support learning, consolidate and deepen knowledge so that the foundations are in place to help children solve the future challenges of the modern world.
- Provide our children with a wide range of rich, first hand experiences to take the curriculum beyond the classroom.
- Foster the development of each child’s character through RUAH, health and wellbeing preparing them to make a valuable contribution to society.
- Provide purposeful, enticing and well planned indoor and outdoor environments which supports learning in all areas of the curriculum.
- Prepare children to reach the Early Learning goals at the end of the Foundation Stage and ensure children make at least good progress from their starting points.

“Without confidence and love, there can be no true education.”

St John Bosco

Behaviour, Attitudes and Personal Development: Reception

Respect

'We show respect toward the common good and care for the world God created.'

- I can say please and thank you.
- I can say good morning and good bye at the beginning and end of the school day.
- I can tidy up when asked.
- I listen to all adults in the school.
- I understand that we are all different but all made in the image and likeness of God even though we all look different.
- I can look after my classroom.
- I can take care when playing outside.



Understanding

'We understand how to reach our age expectations and beyond by using our God given talents to the full.'

- I am curious about what I can find inside and outside.
- I can ask questions to further my understanding.
- I always try hard in my lessons.
- I understand that I am learning when I am playing.
- I love listening to stories and reading them myself.
- I love to write about what I have made or about what I am interested in.
- I can say what I am good at.



Affection

'We behave with affection and appreciate the importance of life-long learning.'

- I am friends with everyone.
- I always greet everyone with a smile.
- I always open my games to other children.
- I always look after my friends.
- I always help my friends if they are sad or lonely.



Humour

'We have the confidence to solve future challenges in the modern world with a sense of humour.'

- I am always happy.
- I can share a joke with my friends.
- I laugh at stories that are funny.
- I love listening to stories and get so much joy out of them.
- I can laugh when I am playing.





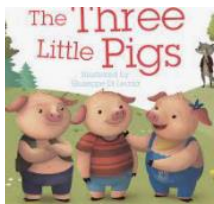
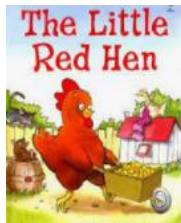

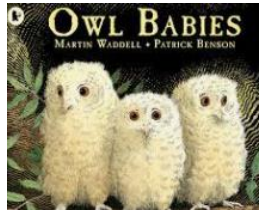

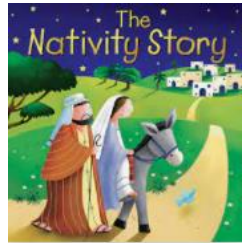


Characteristics of effective Learning: Development Matters 2021

<p>Playing and exploring <i>Children investigate and experience things, and 'have a go'</i></p>	<p>Children will be learning to:</p> <ul style="list-style-type: none">• Realise that their actions have an effect on the world, so they want to keep repeating them.• Plan and think ahead about how they will explore or play with objects.• Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."• Make independent choices.• Bring their own interests and fascinations into early years settings. This helps them to develop their learning.• Respond to new experiences that you bring to their attention.
<p>Active learning <i>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</i></p>	<p>Children will be learning to:</p> <ul style="list-style-type: none">• Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.• Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.• Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.• Keep on trying when things are difficult.
<p>Creating and thinking critically <i>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i></p>	<p>Children will be learning to:</p> <ul style="list-style-type: none">• Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.• Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.• Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.• Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Reception Long Term Overview

Autumn	Spring	Summer
<p data-bbox="257 304 616 347">Once upon a time</p> 	<p data-bbox="974 304 1265 347">The Big Freeze</p> 	<p data-bbox="1624 304 1982 347">Life in the Garden</p> 
<p data-bbox="291 826 582 869">Light and Dark</p> 	<p data-bbox="963 826 1276 869">Where We Live</p> 	<p data-bbox="1601 826 2004 869">The Great Outdoors</p> 

	Autumn 1 st Term			Autumn 2 nd Term		
Main Theme	<p>Once upon a time</p> 			<p>Light and Dark</p> 		
Linked Themes	<ul style="list-style-type: none"> • Starting school • New beginnings • All about me • Exploring different materials • Building materials • Feelings • Harvest 			<ul style="list-style-type: none"> • Times of day: clocks going back making the day shorter and night longer • Remembrance Day • Guy Fawkes and fireworks • Things that make light • Nocturnal animals including Owls • Family celebrations • Advent • Christmas 		
Key Texts	<p><i>Three little pigs</i></p> 	<p><i>Little Red Hen</i></p> 	<p><i>The Colour Monster</i></p> 	<p><i>Owl Babies</i></p> 	<p><i>Whatever Next!</i></p> 	<p><i>Nativity Story</i></p> 

	Spring 1 st Term			Spring 2 nd Term			
Main Theme	<p>The Big Freeze</p> 			<p>Where We Live</p> 			
Linked Themes	<ul style="list-style-type: none"> • The weather in winter • Birds in the winter • Hibernation • Animals in the Antarctic • What is happening below and above the ground in winter 			<ul style="list-style-type: none"> • Landscapes • Maps of the local area • Families and where we come from • Family celebrations • Our local park • Our school and the Salesian convent 			
Key Texts	<p><i>Jack Frost</i></p> 	<p><i>Over and under</i></p> 	<p><i>Emperor's Egg</i></p> 	<p><i>Every house in every street</i></p> 	<p><i>The tree</i></p> 	<p><i>A house that once was</i></p> 	<p><i>The Easter Story</i></p> 

	Summer 1 st Term				Summer 2 nd Term		
Main Theme	<p align="center">Life in the Garden</p> 				<p align="center">The Great Outdoors</p> 		
Linked Themes	<ul style="list-style-type: none"> • Life cycles – plants, insects, frogs • Habitats – to make the garden into a bug friendly area for wildlife • Living rainforest • Real life growing of butterflies and frogs • Pollination • How to care for animals and plants in the garden 				<ul style="list-style-type: none"> • What can we find on a beach • Water safety • Exploring transport • Holidays • Transition to year 1 		
Key Texts	<p><i>The sunflower house</i></p> 	<p><i>Jack and the beanstalk</i></p> 	<p><i>Christopher's Caterpillars</i></p> 	<p><i>What the ladybird heard</i></p> 	<p><i>The lighthouse keeper's lunch</i></p> 	<p><i>When we go camping</i></p> 	<p><i>The little house by the sea</i></p> 

Progression Across Reception				ELG
				Children at the expected level of development will:
Prime Areas Communication and Language <i>Listening, attention and understanding</i> <i>Speaking</i>	Autumn <i>Listening, attention and understanding</i> <ul style="list-style-type: none"> I understand how to listen carefully. I understand why listening is important. I can follow directions. I am beginning to learn new vocabulary relating to the topic. I am developing good social phrases e.g. Good morning, how are you? I can engage in story times, joining in with repeated phrases and actions. I am starting to articulate my ideas and thoughts in well-formed sentences. I can explore non – fiction books about the topic. I am beginning to understand that there are different types of books, including fiction and non-fiction. I am beginning to understand how and why questions. I can respond to instructions with more than one step. <i>Speaking</i> <ul style="list-style-type: none"> I can talk in front of a small group. I can talk to my class teachers and support staff. I am learning new vocabulary. I can answer questions in front of my whole class. I am using new vocabulary throughout the day. 	Spring <i>Listening, attention and understanding</i> <ul style="list-style-type: none"> I can listen to and talk about a range of stories to build familiarity and understanding. I am continuing to engage in story times, joining in with repeated phrases and actions. I can ask questions to find out more information. I am beginning to understand humour. I am learning new rhymes and poems and songs to help me develop my knowledge of the topic. I can follow a story without pictures or prompts. I can engage in non-fiction books. <i>Speaking</i> <ul style="list-style-type: none"> I am developing the confidence to talk to other adults that I see on a daily basis. I am starting to connect one idea or action to another and talk using a range of conjunctions. I can share my work to the class by standing up at the front and talking about what I have done. I am using new vocabulary in different contexts. 	Summer <i>Listening, attention and understanding</i> <ul style="list-style-type: none"> I understand questions such as who, what, where, when, why and how I am paying more attention to rhymes and songs and I can create my own rhymes. I can describe events in some detail. I can retell the story, once I have developed a deep familiarity with the text. <i>Speaking</i> <ul style="list-style-type: none"> I can link statements and stick to a main theme. I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. I can talk to different adults and visitors around our school I can talk about why things happen. I can talk in sentences using a range of tenses. I can talk about non-fiction books with new knowledge and new vocabulary. I can have conversations with adults and peers with back and forth exchanges. 	<i>Listening, attention and understanding:</i> <ul style="list-style-type: none"> 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. <i>Speaking:</i> <ul style="list-style-type: none"> 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.

Progression Across Reception				ELG			
				Children at the expected level of development will:			
Prime Areas	Personal, Social and Emotional Development	Building Relationships	<p>Autumn</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> I can recognise different emotions. I understand how people show emotions. I can focus during short whole class activities. I can follow one step instructions. I can talk about how I am feeling. I am beginning to consider the feelings of others. I can adapt my behaviour to a range of situations. I feel safe in school and the environment. I am starting to identify and moderate my own feelings socially and emotionally. 	<p>Spring</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> I can focus during longer whole class lessons. I can follow two-step instructions. I can identify and moderate my own feelings socially and emotionally. I am beginning to express my own feelings and consider the feelings of others. 	<p>Summer</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> I can think about the perspectives of others. I can moderate my own feelings socially and emotionally. I can control my emotions using a range of techniques. I can set a target and reflect on my progress throughout. I can maintain focus during extended whole class teaching. I can follow instructions of three steps or more. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions 	
		Managing self	<p>Managing Self</p> <ul style="list-style-type: none"> I can wash hands independently. I can put my coat and socks on independently. I can explore different areas within our inside and outside classroom environments. I can manage my own needs by asking to go to the toilet or for a drink when I need one. I understand the need to have rules and I can follow them. I have the confidence to try new activities. 	<p>Managing Self</p> <ul style="list-style-type: none"> I am beginning to show resilience and perseverance in the face of challenge I can attempt to do up the zipper on my coat. I am developing independence when dressing for outside activities. I am starting to develop resilience and perseverance in the face of challenges. I am beginning to talk about myself as a valuable member of the class and my family. I am starting to know and talk about the different factors that support my overall health and wellbeing. 	<p>Managing Self</p> <ul style="list-style-type: none"> I can identify and name healthy foods. I can manage my own basic needs independently. I understand the importance of healthy food choices. I can show resilience and perseverance in the face of challenge. I can show a 'can do' attitude. I can put my uniform on and do up zippers, buttons and buckles with minimal support I can get changed for P.E with support. 		<p>Managing Self</p> <ul style="list-style-type: none"> 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.
		Self-Regulation					

		<p><i>Building Relationships</i></p> <ul style="list-style-type: none"> • I can seek the support of adults when needed. • I am gaining confidence to speak to peers and adults. • I can play with children who are playing with the same activity. • I am starting to take turns and sharing when playing games with my friends • I am beginning to develop friendships with lots of children in my class. • I have positive relationships with all staff in Reception. 	<p><i>Building Relationships</i></p> <ul style="list-style-type: none"> • I am beginning to work as a group with support. • I can use taught strategies to support turn taking. • I can listen to the ideas of other children and agree on a solution and compromise. • I am building constructive and respectful relationships with my friends. 	<p><i>Building Relationships</i></p> <ul style="list-style-type: none"> • I can work as a group. I am beginning to develop relationships with other adults around the school. • I have the confidence to communicate with adults around the school. • I have strong friendships with other children in my class and around the school. 	<p><i>Building Relationships</i></p> <ul style="list-style-type: none"> • 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.
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Progression Across Reception

ELG

Children at the expected level of development will:

		Autumn	Spring	Summer	
Prime Areas	Physical Development Gross motor skills Fine Motor Skills	<p style="text-align: center;">Gross Motor Skills</p> <p style="text-align: center;"><i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i></p> <ul style="list-style-type: none"> I can move safely in a space. I can stop safely. I am developing control when using equipment. I can follow a path and take turns. I can work cooperatively with a partner. I can balance. I can run and stop. I can change direction. I can jump. I can hop. I can explore different ways to travel using equipment. 	<p style="text-align: center;">Gross Motor Skills</p> <p style="text-align: center;"><i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i></p> <ul style="list-style-type: none"> I can roll and track a ball. I can develop accuracy when throwing to a target. I can use my hands to throw and catch a ball with a partner. I can dribble a ball using my feet. I can kick a ball to a target. I can create short sequences using shapes, balances and travelling actions. I can balance and safely use apparatus. I can jump and land safely from a height. I am exploring traveling around, over and through apparatus. I can create short sequences linking actions together and including apparatus. 	<p style="text-align: center;">Gross Motor Skills</p> <p style="text-align: center;"><i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i></p> <ul style="list-style-type: none"> I can use counting to help to stay in time with the music when copying and creating actions. I can move safely with confidence and imagination, communicating ideas through movement I can explore movement using a prop with control and coordination. I can move with control and coordination, expressing ideas through movement. I can move with control and coordination, copying, linking and repeating actions. I can remember and repeat actions, exploring pathways and shapes. I am developing accuracy when throwing and practise I can follow instructions and move safely when playing tagging games. I am learning to play against an opponent. I can play by the rules and develop coordination. I can explore striking a ball and keeping score. I can work cooperatively as a team. 	<p style="text-align: center;">Gross Motor Skills</p> <p style="text-align: center;"><i>Fundamental movement, striking and fielding, invasion games, gymnastics, dance.</i></p> <ul style="list-style-type: none"> 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.
		<p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> I can use a dominant hand. I can mark make using different shapes. I can use tweezer to transfer objects. I can thread large beads. I can use large pegs. I can hold scissors correctly and make snips in paper. I can hold a fork and spoon correctly. I am beginning to use anticlockwise movement and retrace vertical lines 	<p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> I can use a tripod grip when using mark making tools. I can hold scissors correctly, cut along a curved line and cut out large shapes. I can thread small beads. I can use small pegs. I can write taught letters using the correct formation and control the size of my letters. I can use a hammer, saw and screwdriver. 	<p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> I can hold scissors correctly and cut out small I can paint using thinner paintbrushes. I can hold scissors correctly and cut various materials. I can create drawings with details. I can independently use a knife, fork and spoon to eat a range of meals. 	<p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none">• I can hold scissors correctly and cut along a straight and zigzagged lines.• I can use a tripod grip when using mark making tool.• I can accurately draw lines, circles and shapes to draw pictures.• I can write taught letters using correct formation.• I am beginning to hold a knife correctly and use to cut food with support.			
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Progression Across Reception				ELG		
				Children at the expected level of development will:		
Specific Areas	Literacy	Autumn	Spring	Summer		
		Writing	<p>Comprehension</p> <ul style="list-style-type: none"> I can use pictures to tell stories. I can sequence familiar stories I can independently look at book, holding them the correct way and turning pages. I can engage in story times, joining in with repeated phrases and actions. I am beginning to answer questions about the stories read to them. I can enjoy an increasing range of books including fiction, non-fiction, poems and rhymes. 	<p>Comprehension</p> <ul style="list-style-type: none"> I can retell stories. I am beginning to predict what may happen in the story. I can suggest how a story might end. I can follow a story without pictures or prompts. I can talk about the characters in the books that I am reading. 	<p>Comprehension</p> <ul style="list-style-type: none"> I can answer questions about what I have read. I know that information can be retrieved from books. I can use vocabulary that is influenced by my experiences of books. I can retell a story that I am deeply familiar with using words as exact repetition or using my own words. 	<p>Comprehension</p> <ul style="list-style-type: none"> 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.
		Word Reading	<p>Word Reading</p> <ul style="list-style-type: none"> I can recognise my name. I can recognise taught Phase 2 sounds. I can recognise taught Phase 2 Tricky Words. I am beginning to blend sounds together to read words using the taught sounds. I can read words ending with s e.g. hats, sits. I am beginning reading captions and sentences using taught sounds. I can read books matching my phonics ability. 	<p>Word Reading</p> <ul style="list-style-type: none"> I can recognise taught Phase 2 and 3 sounds. I can recognise and read taught Phase 2 and 3 Tricky Words. I can read longer words including those with double letters. I can read words with s/z/ in the middle. I can read words with -es/z/ at the end. I can read words with s and s/z/ at the end. I can read sentences containing Tricky Words and digraphs. I can read books matching my phonics ability. 	<p>Word Reading</p> <ul style="list-style-type: none"> I can recognise taught Phase 2 and 3 sounds. I can recognise and read taught Phase 2, 3 and 4 Tricky Words. I can read words with phase 3 long vowel sounds with adjacent consonants. I can read longer words. I can read compound words. I can read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, -er, -est). I can read longer sentences containing Phase 4 words and Tricky Words. I can read books matching my phonics ability. 	<p>Word Reading</p> <ul style="list-style-type: none"> 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.
Comprehension						

		<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • I can hold a pencil effectively in preparation for fluent writing. • I can write my name. • I can give meanings to the marks I make. • I can use the correct letter formation of taught letters. • I can copy taught letters. • I can write initial sounds. • I am beginning to write CVC words using taught sounds. • I can write words and labels using taught sounds. • I am beginning to write captions using taught sounds. 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • I can form lowercase letters correctly and begin to form capital letters. • I can write sentences using finger spaces and full stops. • I can spell words using taught sounds. • I can spell some taught tricky words correctly. • I can use words and phrases from familiar stories in my writing. • I can use new vocabulary in context. • I am beginning to describe events in some detail. 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • I can form lowercase and capital letters correctly. • I can write longer words and compound words which are spelt phonetically. • I can write sentences using a capital letter, finger spaces and full stop. • I can spell some taught tricky words correctly. • I can read my work back and check that it makes sense. • I can connect one idea or action to another using a range of connectives. • I can re-read what I have written to check that it makes sense. • I can articulate my ideas and thoughts in well-formed sentences. • I can describe events in some detail. • I can retell a story, once I have a deep familiarity with the text, using either exact repetition or in my own words. 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • 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.
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Progression Across Reception				ELG	
				Children at the expected level of development will:	
Specific Areas	Maths	Autumn	Spring	Summer	
		Number	Number	Number	Number:
		<ul style="list-style-type: none"> I can recognise numbers 1-5. I am beginning to subitise to 5. I can find one more of numbers to 5. I can find one less of numbers to 5. I can match the number to quantity. I can compare numbers using vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. I understand the 'one more than/one less than' relationship between consecutive numbers. I can explore the composition of 4 and 5. 	<ul style="list-style-type: none"> I can recognise numbers 0-10. I can subitise to 5. I can find one more of numbers to 10. I can find one less of numbers to 10. I can explore the composition of numbers 6-10. I can practise number bonds to 10. I know addition facts to make 5. I can estimate a number of objects. 	<ul style="list-style-type: none"> I can recognise numbers to 20. I can revise number bonds to 5. I know the composition of each number to 10 I can solve simple number problems. I know addition and subtraction facts to 10. I know doubling facts. 	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number.
		Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns:
<ul style="list-style-type: none"> I can say which group has more. I can say which group has less. I can compare quantities to 5. I can compare equal and unequal groups. I can recite to and beyond 10. I can order numbers to 10. 	<ul style="list-style-type: none"> I can count to 20. I can compare quantities to 10 I can count back from 10. I can order numbers to 20. I can combine two groups of objects. I can take away objects and count how many are left. I can find the missing number. 	<ul style="list-style-type: none"> I can count to 30 and beginning to count higher (100). I can add numbers. I can subtract numbers. I can find the missing number. I can order numbers e.g. 13, 15, 19. I can find the missing number in addition and subtraction sentence problems. I know that 1, 3, 5, 7 and 9 are odd. I know that 2, 4, 6, 8, 10 are even. I can double numbers up to 10. I can find half of numbers up to 10. I can share quantities equally. I can combine into groups of 2s, 5s and 10s. I can explore odd and even numbers. 	<ul style="list-style-type: none"> 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. 		
Shape, Space and Measures	Shape, Space and Measures	Shape, Space and Measures	Shape, Space and Measures		
<ul style="list-style-type: none"> I can match objects. I can compare capacity, length, height, size. I can continue, copy and create AB patterns. 	<ul style="list-style-type: none"> I can order objects by height and length. I can begin to measure height and length using identical units. 	<ul style="list-style-type: none"> I can order objects by weight and capacity. I can describe the properties of 2D and 3D shapes. I am beginning to name some 3D shapes. 			

		<ul style="list-style-type: none">• I can understand and use the language of position and direction.• I can recognise and name circle, triangle, square and rectangle.• I can measure time.• I can recognise 1p, 2p and 5p.	<ul style="list-style-type: none">• I can identify the unit of repeat in patterns and spot errors.• I can order the days of the week.• I am beginning to talk about the properties of 2D and 3D shapes.• I can recognise 10p and 20p.	<ul style="list-style-type: none">• I can use shapes to make pictures and patterns.• I can continue, copy and create ABB and ABBC patterns.• I can use abstract positional language to talk about time.	
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Progression Across Reception				ELG		
				Children at the expected level of development will:		
Specific Areas	Understanding of the World	Autumn	Spring	Summer		
		<i>The Natural World</i>	<p>Past and Present <i>Chronological understanding, historical interpretation, historical investigation</i></p> <ul style="list-style-type: none"> I know about my own life-story. I know how I have changed. I know about figures from the past: St John Bosco and St Mary Mazzarello. I know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. 	<p>Past and Present <i>Chronological understanding, historical interpretation, historical investigation</i></p> <ul style="list-style-type: none"> I can talk about the lives of the people around us. I know that the emergency services exist and what they do. I know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. I know about the past through settings, characters and events encountered in books read in class and storytelling. I can comment on pictures of our school in the past. I can compare and contrast characters from stories including figures from the past. 	<p>Past and Present <i>Chronological understanding, historical interpretation, historical investigation</i></p> <ul style="list-style-type: none"> I know about the past through settings, characters and events encountered in books read in class and story-telling. I know some similarities and differences between holidays in the past and now, drawing on experiences and what has been read in class (Seaside) 	<p>Past and Present: <i>Chronological understanding, historical interpretation, historical investigation</i></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
		<i>People, Culture and Communities</i>	<p>People, Culture and Communities <i>Geographical skills and fieldwork, locational knowledge, place knowledge, human and physical geography</i></p> <ul style="list-style-type: none"> I know about family structures and I can talk about who is part of my family. I can identify similarities and differences between myself and my peers. I know the name of the town that my school is in. I know about features of the immediate school environment. I know that there are many countries around the world. I can talk about the season of Advent and that it is a time for preparation. I can talk about the Christmas Story and how it is celebrated. 	<p>People, Culture and Communities <i>Geographical skills and fieldwork, locational knowledge, place knowledge, human and physical geography</i></p> <ul style="list-style-type: none"> I know about people who help us within the local community. I know that Christians celebrate Easter. I am beginning to recognise some similarities and differences between life in this country and life in other countries. I know that simple symbols are used to identify features on a map. 	<p>People, Culture and Communities <i>Geographical skills and fieldwork, locational knowledge, place knowledge, human and physical geography</i></p> <ul style="list-style-type: none"> I know that people in other countries may speak different languages (Italian). I can recognise some similarities and differences between life in this country and life in other countries. 	<p>People, Culture and Communities: <i>Geographical skills and fieldwork, locational knowledge, place knowledge, human and physical geography</i></p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this

- I know that people around the world have different religions.

The Natural World

Working scientifically, seasonal changes, living things and their habitats, light, forces and magnets, materials, plants.

- I can ask questions about the natural environment.
- I can respect and care for the natural environments
- I know about and can recognise the changing signs of autumn.
- I know that some animals are nocturnal.

Technology

Online safety, technology in our lives.

- I can show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons.
- I know about the importance of safety when using technology.
- I can draw pictures on IWB and begin to change colours.
- I can use the iPad to take pictures.

The Natural World

Working scientifically, seasonal changes, living things and their habitats, light, forces and magnets, materials, plants.

- I know about and recognise the signs of winter.
- I know some important processes and changes in the natural world including states of matter (freezing).
- I know about and recognise the signs of spring.
- I know about features of my own immediate environment and how they might vary from another.
- I can plant seeds.
- I know the different between herbivores and carnivores.
- I can explore ways to make objects move by pushing and pulling.
- I can explore ways to make objects go faster and slower using ramps.

Technology

Online safety, technology in our lives.

- I can access, understand and interact with a range of technology within my classroom environment.
- I can draw pictures on IWB, changing colour and pen size.
- I can play different games on the IWB.

The Natural World

Working scientifically, seasonal changes, living things and their habitats, light, forces and magnets, materials, plants.

- I can observe the growth of seeds and talk about changes.
- I know how to care for growing plants.
- I know about the lifecycles of plants and animals.
- I know about different habitats.
- I know about and recognise the signs of summer.
- I know that some things in the world are man-made and some things are natural.
- I can harvest grown fruit and vegetables.
- I know some important processes and changes in the natural world including states of matter (melting, floating and sinking).

Technology

Online safety, technology in our lives.

- I can explore how a Bee-Bot works.
- I can use the internet with adult supervision to find and retrieve information.
- I am beginning to give reasons why we need to stay safe online.
- I can use the BeeBots and program them to go forwards and backwards.
- I can type my name using a keyboard.

country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World:

Working scientifically, seasonal changes, living things and their habitats, light, forces and magnets, materials, plants.

- 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>Languages <i>Listening, speaking</i></p> <ul style="list-style-type: none">• I can repeat modelled words and phrases in Italian.• I can count to 10.• I can say colour names.• I can answer simple questions: What is your name? How are you?	
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Progression Across Reception				ELG	
				Children at the expected level of development will:	
		Autumn	Spring	Summer	
Specific Areas	Expressive Arts and Design Being Imaginative and Expressive	<p>Creating with materials <i>Painting, drawing, textiles, printing, sculpture, digital media, collage, design, make, evaluate, cooking and nutrition.</i></p> <ul style="list-style-type: none"> I can name colours. I can experiment with mixing colours. I can use colours for a particular purpose. I can create simple representations of people and objects. I can draw and colour with pencils and crayons. I can produce lines of different thickness. I can explore different techniques for joining materials (glue stick, PVA). I can use different construction materials. I know how to work safely and hygienically. I can use non-statutory measures (spoons, cups) I can use some cooking techniques (spreading, cutting) I can share my creations. I can role play using given props and costumes. 	<p>Creating with materials <i>Painting, drawing, textiles, printing, sculpture, digital media, collage, design, make, evaluate, cooking and nutrition.</i></p> <ul style="list-style-type: none"> I can draw on different surfaces and media. I can draw from observations and imagination. I can use a range of different tools to spread paint, including brushes, sponges, fingers and twigs. I can explore mixing different colours. I can explore different techniques for joining materials (glue stick, PVA, masking tape, tape, split pins). I can imprint into dough or clay. I can create a collage by cutting and sticking materials together to create new textures. I can handle, manipulate and enjoy using different materials and textiles. I can construct sculptures using a variety of materials (junk modelling). I can work as part of a group to develop a sculpture. I can use tools to cut and join wood using different nails and screws. I know the names of some tools. I can use natural objects to make a piece of art in the same style as Andy Goldsworthy. I can share creations and talk about the process. I can make props and costumes for different role play scenarios. I understand that fruit and vegetables helps to keep us healthy. With support, I can create simple food, such as bread, biscuits or fruit salad. 	<p>Creating with materials <i>Painting, drawing, textiles, printing, sculpture, digital media, collage, design, make, evaluate, cooking and nutrition.</i></p> <ul style="list-style-type: none"> I enjoy drawing with different tools – e.g. fingers, chalk, pens, pastels and pencils. I can plan what I am going to make (cooking, wood work, construction, junk modelling) I know which prime colours you mix together to make secondary colours. I can paint on different surfaces. I can draw more detailed pictures of people and objects. I can create observational drawings. I can manipulate materials. I know the similarities and differences between some materials. I can use some cooking techniques. I can share my creations, talk about the process and evaluate my work. I know about the work of the artist: Matisse and Van Gogh. I can use a range of materials and fabrics to create a piece of art with different textures. I can construct 3D sculptures using a variety of materials (junk modelling). I can work as part of a group to develop a sculpture. I can use an ipad to take photographs and use the photograph in my creations. I can discuss problems and how they might be solved as they arise. I can reflect on how I have achieved my aims. 	<p>Creating with materials: <i>Painting, drawing, textiles, printing, sculpture, digital media, collage, design, make, evaluate, cooking and nutrition.</i></p> <ul style="list-style-type: none"> 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.

Being Imaginative and Expressive

Singing, playing instruments, composing, listening to music, responding to music.

- I can sing and perform nursery rhymes.
- I can perform a song in the Christmas Play.
- I can sing the melodic shape of familiar songs.
- I am beginning to build up a repertoire of songs.
- I can sing entire songs.
- I can experiment with different instruments and their sounds.
- I can talk about whether I like or dislike a piece of music.
- I can create musical patterns using body percussion.
- I can use costumes and resources to act out narratives.

Being Imaginative and Expressive

Singing, playing instruments, composing, listening to music, responding to music.

- I can join in with whole school singing assemblies.
- I can create musical patterns using untuned instruments.
- I can choose sounds and instruments for a specific purpose.
- I can explore and engage in music making independently or as part of a group.
- I can follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control.
- I am beginning to create own patterns using instruments
- I can use percussion instruments to accompany a chant or song independently.
- I am beginning to create costumes and resources for role play.
- I can associate genres of music with characters and stories.
- I can create costumes and resources for role play.
- I can suggest the effect the music is meant to have and why.

- I know how to work safely and hygienically.

Being Imaginative and Expressive

Singing, playing instruments, composing, listening to music, responding to music.

- I can sing as part of a group or independently.
- I can sing confidently by beginning to match the pitch, beat and follow the melody.
- I can explore how to make high and low sounds.
- I can make and control fast and slow sounds, loud and quiet and high and low to create mood and show feelings.
- I can confidently name classroom instruments.
- I can confidently select and choose my own instruments to create my own beats and sequences independently and within a group.
- I can select and choose instruments to represent and respond to stimulus (stories or linked to curriculum topics)
- I can move in time to music.
- I can learn dance routines.
- I can join in with whole school singing assemblies.
- I can act out well know stories.

- I can create my own products using levers and wheels.
- I can create products as a team using levers and wheels.

Being Imaginative and Expressive:

Singing, playing instruments, composing, listening to music, responding to music.

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

				<ul style="list-style-type: none">• I can follow a musical pattern to play tuned instruments.• I can create my own compositions using tuned instruments.• I can create narratives based around stories and make costumes and resources.• I can listen attentively, move to and talk about music, expressing feelings and responses.• I can confidently express how different types of music make me feel and why.	
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