

Physical Development

Reception Skills

Gross Motor Skills

- To make large movements/draw circles etc on paper/playground with chalk, paint and crayons.
- To use climbing equipment safely and competently.
- To negotiate space effectively and find their own space when asked.
- To move safely in different ways.
- To safely go over, under, in-between and through.
- To balance on one foot for five seconds.
- To combine/link a series of movements.
- To be able to catch and throw with different sized balls.
- To use a bat to hit a large ball.
- To play games that involve teams and rules.
- To begin to dance, roll, crawl, walk, jump, run, hop, skip and climb confidently.
- To go up and down stairs with one foot on each stair.
- To use a scooter safely.
- To ride a bike with two wheels. (home)
- To dig and use larger gardening tools at Woodland Work.

Fine Motor Skills

- To complete a jigsaw.
- To complete other fine motor activities.
- To develop strength in their hands and fingers.
- To decide on a dominant hand.
- To enjoy drawing freely.
- To hold a pencil with a comfortable grip - moving to the tripod grip when able.
- To begin to use anticlockwise movement and retrace vertical lines.
- To retrace diagonal lines and form a square and circle.
- To copy over patterns and letters.
- To begin to form letters correctly using our school chant for each letter.
- To reduce the size of their letters over time.
- To write each letter on the line - noticing that some letters go above/below the line.
- To use a paintbrush effectively.
- To make cuts in paper using scissors with increasing control.
- To have a go at cutting up their food using a knife and fork.
- To open their own milk straw and fruit at breaktime.
- To begin to do up buttons and zips independently.
- To handle tools, objects, construction and malleable materials safely and with increasing control.

Reception Knowledge

Gross Motor Skills

- To know how to use the trim trail safely.
- To know how to move/place their body for different skills - catching a ball etc.
- To know how good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- To know getting out of breath when exercising is good and to explain why our heart beats faster.
- To know why we must look after our teeth and explain how we do this.
- To know that reducing screen time can help with wellbeing.
- To know how to cross a road safely with an adult.

Fine Motor Skills

- To know how to hold a pencil using the tripod grip.
- To know how to use scissors effectively and safely.
- To know how to use a knife and fork effectively.
- To know how to form the letters in their name correctly.
- To know how to form all letters correctly - including uppercase letters.
- To know which handwriting family each letter belongs to.
- To recite, with support, the formation chant for each lowercase letter.
- To know how to handle a range of equipment and tools effectively, including a paintbrush.
- To know why it is important to handle different apparatus safely.
- To know how a zip works.

Early Learning Goals

Gross Motor Skills

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 Skills.

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.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Understanding the World

Reception Skills

Past and Present

- To talk about a special event in their life.
- To talk about immediate members of their family.
- To talk about how they have changed since they were a baby.
- To talk about how our village (and other things) have changed since their grandparents were children.
- To ask questions about things that have happened in the past.
- To compare and contrast.
- To learn about the lives of some key people that lived in the past - linked to our topics/interests.
- To learn about key historical events in the past - linked to our topics/interests.
- To use a timeline to gain a very basic understanding of chronology.
- To use ICT to gather new information about the past and present.

People, Culture and Communities

- To become familiar with their local environment through experience and discussions.
- To use simple maps to explore their local environment.
- To be introduced to a variety of maps, globes, atlases etc.
- To begin to use geographical language to describe their environment.
- To begin to explore similarities and differences between our country and other countries.
- To ask questions to extend their understanding.
- To be able to talk about the different jobs that adults do and how they can help us (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).
- To talk about how other people may have different religions and celebrate key events in different ways.
- To learn about some key festivals that are celebrated in other countries - Chinese New Year, Diwali etc.
- To use ICT to gather new information about people and places.

The Natural World

- To use their senses to explore their natural world and immediate environment.
- To begin to explore some contrasting environments that differ from our own.
- To talk about the changes they observe in their environment - linked to seasons.
- To talk about how we can care for our natural world.
- To closely observe our natural world - animals, plants etc.
- To plant a seed and watch it grow - discussing changes over time.
- To talk about the life cycle of plants and animals and what they need to survive.
- To explore natural processes - ice melting, shadows, floating/sinking, magnets etc.
- To explore a range of habitats, looking at why the animal lives like that.
- To ask questions to extend their understanding and find out more.
- To use a range of equipment - binoculars, magnifying glasses, bug catches etc.
- To use ICT to gather new information about our world.

Reception Knowledge

Past and Present

- To know that everyone starts as a baby and grows up.
- To know the definition of the words past, present and future.
- To decide if something is fact or fiction.
- To know and recall some key facts about the famous historical people we study in our topics.
- To know and recall some key facts about the historical events we study in our topics.
- To know where to find information about a topic.
- To know how to use ICT to find out about the past and present.

People, Culture and Communities

- To know the names of different body parts.
- To name the five senses and the part of the body linked to each sense.
- To know that adults do a variety of jobs.
- To know that the emergency services exist and what they do.
- To understand and use/follow positional language.
- To name the village our school is in.
- To know we live in a very tiny part of the whole world.
- To know that there are many countries around the world.
- To know different countries around the world have different climates/traditions.
- To know that people in other countries may speak different languages.
- To know that people around the world have different religions.
- To know that Christians celebrate Easter and Christmas.
- To know how to use ICT to find out about people and places.

The Natural World

- To name the four seasons and discuss the weather in each season.
- To know that there are different environments to their own and describe them.
- To know that some animals are nocturnal.
- To know that humans and other animals can grow.
- To sort animals into their different groups and talk about their structure.
- To name the main parts of a plant.
- To know the names of common fruits and vegetables.
- To know how to use ICT to find out about our world.

- To select appropriate materials according to their properties.*
- To name and identify a range of different materials and to know how they are used in familiar environments.*

Early Learning Goals

Past and Present

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.

People, Culture and Communities

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, non-fiction texts and - when appropriate - maps.

The Natural World

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.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Literacy

Reception Skills

Comprehension

- To listen to familiar stories and recall some facts.
- To begin to anticipate/predict what may happen next in the stories they hear.
- To think about the emotions of the characters they come across as they read and are read to.
- To discuss the vocabulary we come across in books.
- To sequence stories they are familiar with.
- To begin to spot adjectives in the books we read.
- To become familiar with the VIPERS used by the whole school.
- To discuss the books they read and have read to them.

Word Reading

- To listen to and identify sounds in the environments.
- To tell stories using the pictures in books, creating a narrative.
- To enjoy sharing books with adults and their friends.
- To know letters convey meaning.
- To read some familiar words in our environment.
- To continue a rhyming string.
- To clap out the syllables in a word.
- To orally blend a CVC word, when an adult says the sounds.
- To listen to and hear initial sound in words.
- To listen to and hear sounds in CVC words.
- To listen to and hear sounds in CCVC and CVCC words.
- To identify sounds on a sound mat.
- To say the phoneme when shown any Phase 2 or 3 sound - as taught.
- To blend the sounds in CVC words to read.
- To blend the sounds in CCVC/CVCC words to read.
- To read some 'tricky' words - as taught.
- To read simple sentences.
- To re-read books they have already read, to help them gain confidence and fluency.

Writing

- To give meaning to the marks they make and have confidence to make marks on paper for a purpose.
- To think of a sentence they want to write and say it out loud.
- To break a sentence into individual words.
- To count the number of words in the sentence they want to write.
- To use their phonics skills to write the first sound in each word they want to write.
- To use their phonics skills to segment CVC/CCVC/CVCC words to write.
- To use their phonics skills to write a short, simple sentence.
- To begin to use finger spaces between words.
- To try and form each letter correctly.
- To read their work back to make sure it makes sense and make changes when necessary.
- To read their work to an adult.
- To spell some 'tricky' words correctly - as taught - using word banks when necessary.
- To begin to use some full stops and capital letters with support.
- To begin to use a connective to extend a sentence - with support.
- To start to think about using adjectives and adventurous words in their writing.
- To write for a variety of purposes around the classroom and in focused tasks.

Reception Knowledge

Comprehension

- To know that some books are fiction and some books are non-fiction - explain how we know.
- To use learned words and phrases to discuss familiar stories or during role play.
- To increase their vocabulary as time goes on.
- To be able to offer a definition for new words that are taught.
- To know how to sequence familiar stories.
- To name the VIPERS used by the whole school.

Word Reading

- To know that words can be read.
- To know how to hold a book the correct way around.
- To know how to turn the pages of a book.
- To know that in English we read from left to right.
- To know and say the sound for all the sounds covered - as taught.
- To know and therefore read some 'tricky' words - as taught.

Writing

- To know that words can be written.
- To know how to hold a pencil with a comfortable grip - moving to the tripod when able.
- To know how to form all lower case and capital letters,
- To recite the formation chant for each lowercase letter.
- To know which handwriting family each letter belongs to.
- To know how to spell some 'tricky' words - as taught.
- To know that there is a space between each word in a sentence.
- To know that a sentence starts with a capital letter and ends with a full stop.

- To know that sentences can be extended by using a connective.

Early Learning Goals

Comprehension

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

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.

Writing

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.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Communication and Language

Reception Skills

Listening and Understanding

- To listen carefully to all the words when they are spoken to.
- To look at the person who is speaking.
- To respond appropriately so we know they have understood.
- To ask for clarification if they don't understand.
- To make comments about what they hear.
- To ask questions to find out more information.
- To talk about our 5 listening rules.
- To respond to an instruction that includes a series of steps.
- To listen to rhymes and songs attentively.
- To listen to and learn new vocabulary.
- To use our new vocabulary throughout the day and in different contexts.
- To listen to and talk about stories - even when there are no pictures.
- To have a back and forth conversation with adults and other children.

Speaking

- To have a back and forth conversation with adults and other children.
- To add extra detail and information to their recounts and narratives.
- To share their thoughts and ideas about their own experiences.
- To ask questions to find out more information.
- To read and discuss non-fiction books.
- To articulate their ideas in well-formed sentence.
- To connect two ideas using connectives.
- To describe an event in detail.
- To use talk to solve problems and organise thinking.
- To use talk to help solve friendship problems.
- To learn some rhymes, poems and songs by heart.
- To use and develop social phrases.
- To use manners in different situations.
- To talk about themselves and others.
- To sing songs.
- To use role play to share their ideas, thoughts and new vocabulary.
- To make comments about their observations.
- To describe familiar texts with detail and using full sentences.
- To retell a story after they have heard it.
- To remember and use repetitive phrases in books.
- To use the past, present and future tense correctly.
- To explain why they think things might happen.

Reception Knowledge

Listening and Understanding

- To know our 5 listening rules.
- To know we have to listen to all the words to help us fully understand what is being said.
- To know the new vocabulary we have learned as a class and offer a definition.
- To know a range of facts on a variety of topics.
- To know they need to ask for clarification if they don't understand.
- To know where to look to find out more information on a topic.
- To know why we use a thesaurus.

Speaking

- To know familiar songs, poems and rhymes by heart.
- To know different traditional stories by heart.
- To describe different story and non-fiction texts.
- To know the different features of fiction and non-fiction books.
- To express their ideas and feelings about their experiences.
- To know how to talk confidently about why things happen using new vocabulary learned.
- To know how to engage in meaningful conversations with others.
- To know how to speak to adults/children appropriately in different situations.
- To know that we need to use our voice in different ways, depending on the situation - playtime, whispering, in a church/library etc.

Early Learning Goals

Listening and Understanding

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 interaction. 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.

Speaking

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.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Expressive Arts and Design

Reception Skills

Creating with Materials

- To give meaning to the marks they make.
- To draw circles, squares, diagonal and straight lines.
- To use simple tools and techniques competently and appropriately.
- To explore paint - mixing colours and working on different scales.
- To use a variety of sized paintbrushes.
- To use paints, pastels and other resources to create observational drawings.
- To draw for a range of purposes.
- To print using their hands, fingers and objects.
- To use textiles to create patterns and pictures.
- To use clay to achieve a planned outcome - including joining two pieces of clay and adding details using tools.
- To construct with a purpose in mind, using a variety of resources.
- To use tools when necessary, including a hole punch and scissors.
- To practise joining two materials together.
- To use a range of resources to create own props to aid role play.
- To plan, carry out and evaluate and change where necessary.
- To manipulate materials to achieve a planned effect.
- To use what they have learnt about media and materials in an original way and be able to explain their choices.
- To explore a variety of artists and try and replicate their work in an original way.
- To use ICT to create pieces of artwork or explore the work of an artist.

Being Imaginative and Expressive

- To remember the words to a range of songs, nursery rhymes and poems.
- To sing in a group.
- To listen to and discuss a wide range of music from different genres and cultures.
- To explore the sounds that different instruments make.
- To find the pulse in a piece of music.
- To keep a steady beat.
- To tap out a rhythm - using syllables.
- To discuss if they like or dislike a piece of music and explain why.
- To create their own pieces of music and share them with the class - including making their own instruments.
- To join in with well know dances from around the world.
- To create their own dances - perform them to their friends.
- To introduce a storyline in their pretend play.
- To begin to create their own narratives and stories with children and adults.
- To retell stories with adults and other children.
- To begin to explore the structure of stories/narratives - beginning, middle and end.

Reception Knowledge

Creating with Materials

- To know how to safely construct with a purpose.
- To learn the names of different tools and techniques that can be used to create art.
- To know the colour that is made when two primary colours are mixed together.
- To understand that pictures can be created by making observations or by using our imagination.
- To know how to use a range of props to support and enhance role play.
- To identify and select resources and tools to achieve a particular outcome.
- To know the different uses and purposes of a range of media and materials.
- To learn key vocabulary to be able to evaluate their designs.
- To know ways to safely use and explore a variety of materials.
- To know there are many artists from all over the world.
- To be able to recall some facts about an artist we study.

Being Imaginative and Expressive

- To learn a range of songs, nursery rhymes and poems from around the world.
- To recite a few well known simple poems.
- To know the names of some musical instruments.
- To know that most stories follow a simple structure - beginning, middle and end.

Early Learning Goals

Creating with Materials

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

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.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Personal, Social and Emotional Development

Reception Skills

Self-Regulation

- To talk about what makes them special, interesting, able and unique. Talk about their likes, dislikes and family members.
- To feel confident to tell an adult when they feel upset, hurt or worried.
- To think about others feelings as well as their own.
- To be able to shift attention when necessary.
- To manage their emotions appropriately, with the help of an adult when necessary.
- To behave appropriately in different situations - assembly vs outdoor play etc.
- To set their own goals.
- To be able to wait for things they want.
- To tell the truth even when it is difficult.
- To give their full attention when an adult is speaking, with less support over time.
- To follow instructions involving more than one idea or action.
- To talk about ways we can keep our minds healthy - connecting, giving, creating, getting active and mindful moments.
- To learn different ways we can breath to help us calm down or relax - hand breathing, box breathing etc.

Managing Self

- To become familiar with our classroom resources and select what they need independently.
- To show **resilience** and **persevere** when things are difficult.
- To begin to stay calm in the face of frustration.
- To develop the confidence to try new activities.
- To choose an activity independently and stay focused for longer periods of time.
- To follow instructions involving more than one idea or action.
- To be able to talk about why a character has made a poor choice and what the consequences are.
- To be able to talk about how the character could have made a better choice.
- To talk about our class rules and why they are important.
- To demonstrate how to make the right choices and discuss the consequences of not making the right ones.
- To talk about how we can solve a problem.
- To talk about how we can look after our bodies and keep them healthy.
- To use the toilet independently and wash their hands.
- To get changed for PE more independently over time.
- To put on their coat, jumpers, cardigans, hats and gloves with less support over time.
- To show good practice with regard to exercise, eating, sleeping and hygiene.
- To demonstrate good manners when eating.
- To use their manners when communicating with adults and other children.
- To begin to talk about and make some healthy food choices.

Building Relationships

- To become familiar with the adults around school and build positive relationships with them.
- To begin taking turns with their friends.
- To demonstrate friendly behaviour. And show kindness to others.
- To learn to join in with whole group activities.
- To join in with a game/activity when it has already started without them. To allow other children to join their games.
- To listen to adults and their friends.
- To begin to resolve small friendship issues with less adult support.
- To start to see another child's perspective on a situation.
- To identify ways of being helpful to others and discuss how this will make them feel.

Reception Knowledge

Self-Regulation

- To know what to do/who to talk to when they have a problem.
- To know the impact their behaviour has on others.
- To name a variety of emotions.
- To know how people may respond when they are feeling a certain way.
- To know how to adjust their behaviour depending on the situation - assembly vs outdoor play etc.
- To know how to set a realistic goal.
- To list things they can do to keep their minds healthy.
- To know some ways to help them calm down when they are frustrated or overexcited - including breathing techniques.
- To know that a situation can be fair, even when the outcome is not what they wanted.

Managing Self

- To define the terms perseverance and resilience.
- To know and follow class and school rules.
- To know our school reward/sanction systems.
- To know how to solve simple problems.
- To know right from wrong.
- To know some ways we can keep our body healthy in relation to exercise.
- To know we must wash our hands before we eat and after we use the toilet.
- To know we must look after our teeth by brushing them twice a day and being careful about how much sugar we eat.
- To know and discuss why we need to eat a range of healthy food.
- To know which foods are healthier and explain that we need a range of food groups to keep us healthy.
- To know when and why manners are important.

Building Relationships

- To know what friendly behaviour is.
- To know some strategies for joining in when a game has already started.
- To know that they may not always get their own way in a game/situation.
- To know that everyone is unique and has different likes, dislikes, routines and daily lives.
- To know that everyone is unique.
- To know and talk about different festivals and cultures.
- To understand that different people celebrate different things, in different ways.
- To know about different family structures.

Early Learning Goals

Self-Regulation

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

Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.

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.

Building Relationships

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.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Mathematics

Reception Skills

Number and Numerical Pattern

- To join in with number rhymes.
- To count up to 10 objects with 1:1 correspondence.
- To estimate how many might be in a group before counting them.
- To count out a quantity from a larger group.
- To match quantities to a numeral.
- To begin to recognise numbers automatically on a dice/card to 5/Numicon.
- To use a ten frame to represent a number to 10.
- To show a given number to 5, then 10 on their fingers quickly.
- To order numbers to 10.
- To count to 20 and beyond independently.
- To begin to explore number bonds to 5.
- To explore the composition of numbers to 10.
- To begin to use the language of 'whole' and 'part'.
- To begin to count in jumps of 10, 5 and 2.
- To compare the quantity of objects in two sets using the correct vocabulary.
- To find the total of 2 groups of objects by counting them all.
- To use objects to solve addition and subtraction problems.
- To recall some number bonds to 10.
- To double a number using objects.
- To share objects between a group of people equally.

- To use money during role play activities to buy items.*
- To compose and decompose shapes, to recognise shapes within shapes.*
- To select, rotate and manipulate shapes.*
- To make observations of and compare length, weight and capacity.*
- To use non-standard units to measure length, weight and capacity.*
- To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.*
- To read the time to O'clock on a digital and analogue clock.*
- To continue a repeated pattern.*

Reception Knowledge

Number and Numerical Pattern

- To say the number names to 10 in order.
 - To recall one more/less than numbers to 10, then 20.
 - To recognise numbers to 5, then 10.
 - To subitise.
 - To write numbers to 10, forming some of them correctly.
 - To know that addition involves combining two or more groups of objects.
 - To know the difference between odd and even.
 - To know that addition involves combining two or more groups of objects.
 - To know that subtraction involves removing an object from a group.
 - To be able to count, order and recognise numbers to 20.
 - To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.
 - To use a number line to help solve simple addition and subtraction number problems.
 - To know that the word 'more' indicates that the group is getting larger.
 - To know that the word 'less' indicates that a group is getting smaller.
 - To count forwards and backwards to 20 and beyond.
 - To know many number bonds to 10.
 - To know some doubles facts by heart.
 - To know that halving means splitting a quantity in two and doubling means having two quantities of the same amounts.
 - To know that sharing equally means everyone will have the same amount.
- To know that money can be used to buy items.*
 - To know the names of some 2D/3D shapes.*
 - To know that 2D shapes can have sides and corners.*
 - To know that 3D shapes can have vertices, edges and faces.*
 - To know that length, weight and capacity can be measured using non-standard/standard units.*
 - To say the days of the week in order.*
 - To begin to say the months of the year in order.*
 - To know that the long hand represents the minutes and the short hand represents hours.*
 - To know that patterns are repeated designs.*
 - To understand and use a range of prepositions in everyday contexts.*

Early Learning Goals

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.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.