



# CRABTREE FARM EYFS SKILLS AND PROGRESSION 2024-25

TOPIC	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Cycle A	Ourselves, Our Environment, People who help us Settling into the EYC!	Celebrations	Nursery Rhymes and Traditional Tales	Animals	Our Diverse World	Going Places
Cycle B 24-25		Festivals		Dinosaurs	Our Natural World	Magical Adventures

## PRIME AREAS

### EYFS Framework Educational Programmes: 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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Communication and Language: Listening, Attention and Understanding</b>						
<b>N1</b>	To give eye contact to the adult when talking. To respond to their own name.	To listen for a short period/a short story during carpet times.	To answer simple closed questions about familiar topics.	To follow simple, every day one step instructions.	To join in with a few familiar nursery rhymes.	To make comments about what they have heard/learnt.
<b>N2</b>	To pay attention to the adult during short carpet sessions.	To listen to longer stories and recall some information from the book.	To engage with familiar Big Book sessions, joining in with repeated refrains.	To follow simple two-part instructions. To answer questions about familiar topics.	To sing nursery rhymes confidently in front of peers.	To maintain a conversation with a peer, responding appropriately to what has been said.
<b>F2</b>	To understand how to listen carefully To understand why listening is important. To be able to follow two-three-part instructions. To sit and show listening skills- looking and making appropriate eye contact.	To engage in story times, joining in with repeated phrases and actions. To begin to understand and answer how and why questions. To respond to instructions with more than one step. Listen carefully to rhymes and songs, paying attention to how they sound. To respond to what has been listened to e.g. finger on nose for a keyword. To answer simple closed questions. To use descriptive language. To understand question words- how, why, what, where, when.	To ask questions to find out more. To begin to understand humour. To understand a range of complex sentence structures. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. To answer open ended questions and ask questions based on what is being listened to. To use eye contact when holding a conversation.	To retell a story. To follow a story without pictures or props. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. To use conversation to problem-solve and use new vocabulary.	To understand questions such as who, what, where, when, why and how Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. To use descriptive language relevant to the topic of conversation. Talk about the similarities and differences between themselves and the other children in their class.	To have conversations with adults and peers with back-and-forth exchanges. See ELG.

## Communication and Language: Speaking

<b>N1</b>	To join in with everyday greetings.	To begin to respond to choices given e.g. where to choose.	To join in with familiar nursery rhymes and poems.	To connect 3 words to make a short sentence.	To use a wider range of vocabulary to express themselves, including adjectives, nouns and verbs.	To look through their achievement books and make comments, recalling what they have done, naming what they are doing.
<b>N2</b>	To talk about their own interests.	To take turns in their speech when sharing ideas with a talk partner.	To start to use new vocabulary learnt throughout the topic.	To voice their opinions confidently, extending their thoughts.	To speak in sentences of at least 4-6 words, starting to use connectives.	To speak in sentences to continue a conversation or share ideas. To look through their achievement books and talk about what they are doing and why/who they are playing with.
<b>F2</b>	To talk to class teacher and TA's To talk to familiar peers.	To learn/use new vocab throughout the day. Describe events in some detail. Develop social phrases. Engage in story times. Learn rhymes, poems and songs. To begin to talk using full sentences.	To talk in sentences using conjunctions e.g. and, because. To begin to use speech to share their opinions.	To use new vocabulary in different contexts. To engage in non-fiction books To share opinions in a range of contexts.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To begin to use tenses correctly.	To talk about why things happen. To talk in sentences using a range of tenses. See ELG.

### Early Learning Goal:

#### Listening, Attention 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 interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged back-and-forth exchanges with their teachers 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.

## EYFS Framework Educational Programmes: 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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Personal, Social and Emotional Development: Self-regulation</b>						
<b>N1</b>	To separate from PCG with some support.	To follow everyday routines. Select and use activities and resources with some support.	To follow and respond to everyday routines and visual timetable.	To respond to everyday boundaries. To begin to follow simple instructions.	Show an understanding of their own feelings.	Begin to recognise the needs and feelings of their peers through visual and vocal cues.
<b>N2</b>	To separate from PCG with some support for new N2's/more confidently for previous N1's.	Select and use activities and resources independently.	To maintain attention at an activity and short carpet session.	Respond to the needs and feelings of their peers.	Start to regulate their own feelings.	Follow a simple two-part instruction.
<b>F2</b>	To recognise different emotions. To understand how people show emotions. To focus during short whole class activities To follow one step instructions.	To begin to consider the feelings of others. To adapt behaviour to a range of situations. To talk about how they are feeling-using appropriate vocabulary. To be able to control immediate impulses.	To follow two-step instructions. To understand the importance of waiting for a turn- showing patience. To focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally. To consider the feelings and needs of others.	To control their emotions using a range of techniques. To set a target and reflect on progress throughout.	To follow instructions of three steps or more. To maintain focus during extended direct teaching sessions. See ELG
<b>Personal, Social and Emotional Development: Managing Self</b>						
<b>N1</b>	To explore the environment with some support. To try to put on own coat with minimal support.	To know when they need the toilet and go independently. To ask for help when needed.	To follow the everyday rules and routines.	To stay focussed at an activity for longer periods of time.	To select resources for their play and use appropriately.	To share and take turns in their play, knowing right from wrong.
<b>N2</b>	To explore the environment without adult support.	To put own coat on independently and try to zip without support.	To know what is a good choice and what is not a good choice.	To know why they need to follow the rules and routines and behave accordingly.	To show perseverance, continuing with an activity when they are struggling, with some support.	To start to know healthy food choices and the effects of exercise on the body.
<b>F2</b>	To wash hands independently. To put own coat on independently.	To have confidence to try new activities.	To begin to show resilience and perseverance in the face of challenge.	To develop independence when dressing and undressing for PE.	To manage own basic needs independently.	To understand the importance of healthy food choices.

	<i>To explore different areas within F2 environment. To use the toilet independently. To develop class rules and understand the need to have rules.</i>	<i>To have an awareness of hygiene needs e.g. wiping nose when it runs. To understand right and wrong- linked to the rules of the EYC.</i>	<i>To practise doing up a zipper. To practise doing buttons. To practise doing up buckles. To identify and name healthy foods.</i>	<i>To be able to explain in simple terms what our rules are and why we have them.</i>		<i>To show resilience and perseverance in the face of challenge. To show a 'can do' attitude To put uniform on and do up zippers, buttons and buckles with minimal support. See ELG.</i>
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**Personal, Social and Emotional Development: Building Relationships**

<b>N1</b>	<i>To play alongside others.</i>	<i>To begin to communicate with their peers when they are playing.</i>	<i>To form a special friendship with another child.</i>	<i>To seek out a special friend or familiar adult when they are upset.</i>	<i>To play alongside others, starting to share resources. To accept a peer's request to play.</i>	<i>To start to play with others, sharing a simple narrative in their play.</i>
<b>N2</b>	<i>To show awareness of others by interacting with a range of children within the group.</i>	<i>To initiate play with a special friend.</i>	<i>To be aware of their peers needs and try to accommodate these.</i>	<i>To initiate and maintain play with a group of friends.</i>	<i>To be aware of their peers' feelings and start to comfort them when they are upset.</i>	<i>To play cooperatively with a friend. To take turns with others.</i>
<b>F2</b>	<i>To seek support of adults when needed. To gain confidence to speak to peers and adults.</i>	<i>To play with children who are playing at the same activity. To begin to develop friendships. To have positive relationships with all staff. To be able to take turns and share.</i>	<i>To begin to work as a group with support. To use taught strategies to support turn taking.</i>	<i>To listen to the ideas of other children and agree on a solution and compromise. To work collaboratively to share ideas.</i>	<i>To work as a group. To begin to develop relationships with other adults around the school. To work collaboratively to share ideas and understand that it is okay to compromise when problem solving.</i>	<i>To have confidence to communicate with adults around the school. To have strong friendships. To give instructions to others and take on a lead role. See ELG.</i>

**Early Learning Goal:**

**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 focus and attention to what the teacher says, responding appropriately even when engaged in an 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 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.

**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 other's needs.

## EYFS Framework Educational Programmes: Physical development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Physical Development: Gross Motor skills</b>						
<b>N1</b>	To move in different ways, including; walking, running, skipping, jumping etc.	To copy large movements. To move to a rhythm.	To use balancing apparatus with some support.	To demonstrate cross body movements.	To pour liquids from one jug to another with increasing control (moving items with some weight).	To go up or down stairs using alternating feet.
<b>N2</b>	To know how to move in time with a rhythm e.g. slowly for slow music and faster on quicker beats.	To start to show some spatial awareness, being aware of obstacles around them.	To stand on one foot for a couple of seconds.	To move freely and confidently in a range of ways including; running, jumping, rolling, skipping etc.	To catch a large ball. To show increasing coordination.	To run skilfully and negotiate space successfully. To adjust speed or direction to avoid collisions.
<b>F2</b>	To move safely in a space. To stop safely. To develop control when using equipment. To follow a path and take turns. To work cooperatively with a partner.	To balance. To run and stop. To change direction. To jump and hop. To explore different ways to travel using equipment.	To roll and track a ball. To develop accuracy when throwing to a target. To dribble using hands. To throw and catch with a partner. To dribble a ball using feet. To kick a ball to a target.	To create short sequences linking actions together-including using apparatus.	To move with control and coordination, copying, linking and repeating actions To remember and repeat actions, exploring pathways and shapes.	To work cooperatively as a team. See ELG.
<b>Physical Development: Fine Motor Skills</b>						
<b>N1</b>	To put on their coats with some support.	To show a preference for a dominant hand.	To use tweezers and pegs with increasing control.	To make snips with the scissors.	To show some control when writing, following lines.	To put on their coats independently.
<b>N2</b>	To hold a pencil in their dominant hand, using a comfortable grip, showing good control.	To know they need to use tools in their dominant hand for better control.	To cut a piece of paper confidently with scissors, holding them correctly.	To use 'pinchy' fingers to carefully turn pages of a book one at a time.	To cut around a shape, holding the scissors correctly.	To do their coat zips independently.
<b>F2</b>	To use a dominant hand. To mark make using different shapes. To begin to use a tripod grip when using mark making tools.	To begin to use anticlockwise movement and retrace vertical lines. To hold scissors correctly and cut along straight and zigzagged lines.	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line. To use small pegs.	To hold scissors correctly and cut out large shapes. To write letters using the correct letter formation and control the size of letters.	To hold scissors correctly and cut out small shapes. To paint using thinner paintbrushes with good control.	To hold scissors correctly and cut various materials. To create drawings with details. To independently use a knife, fork and spoon.

<p>To use tweezers to transfer objects. To thread large beads. To use large pegs. To begin to copy letters with some accuracy.</p>	<p>To use a tripod grip when using mark making tools. To accurately draw lines, circles and shapes to draw pictures. To write taught letters using correct formation. To thread small beads.</p>	<p>To write taught letters using correct formation.</p>			<p>To write letters of a similar size- showing good pencil control. See ELG.</p>
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**Early Learning Goal:**

**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.

**SPECIFIC AREAS**

**EYFS Framework Educational Programmes: 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).

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Literacy: Comprehension</b>						
<b>N1</b>	To repeat the name of a story.	To know what a familiar story is about.	To follow a simple instruction.	To answer simple questions about a familiar story.	To talk about the stories they have heard.	To look at the pictures and identify what is happening.
<b>N2</b>	To use the front and back cover to identify what a story might be about.	To recall repeated refrains in familiar stories.	To talk with some confidence about a familiar story, recalling key events and characters.	To use story language or new vocabulary in their play.	To engage in extended conversations about stories, learning new vocabulary.	To retell familiar stories.
<b>F2</b>	To use pictures to tell stories. To sequence familiar stories.	To begin to answer questions about the stories read to them.	To act out stories.	To retell a story. To follow a story without pictures or props.	To begin to answer questions about what they have read.	To answer questions about what they have read.

	<i>To browse books in a reading area before selecting. To independently look at a book, holding them the correct way and turning pages.</i>	<i>To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes. To engage in story times and join in with repeated phrases and actions. To begin to make predictions with imaginative outcomes.</i>	<i>To predict what may happen in the story using what has been read. To suggest how a story might end.</i>	<i>To talk about the characters in the books they are reading. To show an understanding of what has been learnt and apply it independently.</i>	<i>To use vocabulary that is influenced by their experiences of books.</i>	<i>To know that information can be retrieved from books. See ELG.</i>
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**Literacy: Word Reading**

<b>N1</b>	<i>To look at pictures and 'say what they see' in books etc.</i>	<i>To identify letters in the environment and know that is the initial grapheme in their name.</i>	<i>To identify their own name from a choice of 2/3.</i>	<i>To know that print has meaning and can have different purposes.</i>	<i>To identify text in the environment, even if they don't know what it means.</i>	<i>To turn pages in a book and tells the story using the pictures.</i>
<b>N2</b>	<i>To identify their own name confidently.</i>	<i>To identify their own and peers' names.</i>	<i>To point out known graphemes in books and the environment.</i>	<i>To identify familiar logos.</i>	<i>To know the names of different parts of a book.</i>	<i>To identify familiar books.</i>
<b>F2</b>	<i>To begin to blend sounds together to read words using the taught sounds. To begin to read books matching their phonics ability.</i>	<i>To blend sounds to read words using taught sounds. To begin reading captions and sentences using taught sounds. To read books matching their phonics ability. To read simple sentences containing Tricky Words and digraphs.</i>	<i>To begin to read longer words. To recognise taught digraphs in words and blend the sounds together. To read longer sentences containing Tricky Words and digraphs. To read books matching their phonics ability.</i>	<i>To read longer words including those with double letters. To read words with s/z/ in the middle. To read words with -es/z/ at the end. To read words with s and s/z/ at the end. To read sentences containing Tricky Words and digraphs. To read books matching their phonics ability.</i>	<i>To read words with short vowels and adjacent consonants. To read longer words. To read compound words. To read longer sentences containing Phase 4 words and Tricky Words. To read books matching their phonics ability.</i>	<i>To read words with phase 3 long vowel sounds with adjacent consonants. To read longer words. To read compound words. To read longer sentences containing Phase 4/5 words and Tricky Words. To read books matching their phonics ability. See ELG.</i>



## Literacy: Writing

<b>N1</b>	To make marks on the paper.	To hold pencil in their dominant hand.	To draw recognisable drawings.	To mark make and assign meaning to all marks they make.	To begin to use different 'strokes' when writing e.g. circles, down and across motions.	To write some letters in their names.
<b>N2</b>	To assign meaning to all the marks they make.	To use a tripod grip in their dominant hand. To know that text goes from left to right.	To write their name recognisably.	To write their name forming the letters correctly.	To write some other recognisable letters.	To use their phonic knowledge when writing (writing s for star).
<b>F2</b>	To give meanings to the marks they make. To copy taught letters. To write initial sounds. To begin to write CVC words using taught sounds.	To use the correct letter formation of taught letters. To write words and labels using taught sounds. To begin to write captions using taught sounds. To write their name.	To form lowercase letters correctly. To begin to write sentences using finger spaces. To understand that sentences start with a capital letter and end with a full stop. To spell words using taught sounds. To spell some taught tricky words correctly. To write their first and surname.	To form lowercase letters correctly and begin to form capital letters. To write sentences using finger spaces and full stops. To spell words using taught sounds. To spell some taught tricky words correctly.	To form lowercase and capital letters correctly. To begin to write longer words which are spelt phonetically. To begin to use capital letters at the start of a sentence. To use finger spaces and full stops when writing a sentence. To spell some taught tricky words correctly. To begin to read their work back.	To form lowercase and capital letters correctly. To begin to write longer words and compound words which are spelt phonetically using some correct spelling patterns. To write sentences using a capital letter, finger spaces and full stop. To spell some taught Tricky Words correctly. To read their work back and check it makes sense. To write using correct ascenders and descenders. See ELG.

### Early Learning Goal:

#### 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 of the alphabet and at least 10 diagraphs.
- 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.

## EYFS Framework Educational Programmes: 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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Mathematics: Number</b>						
<b>N1</b>	To verbally count to 3.	To count up to 3 presented objects using 1:2:1 correspondence.	To know a single item or amount can be split into two parts (equal or unequal).	To know the two parts can be recombined to make a whole.	To know a group of objects can be called a whole.	To name groups of 1, 2, and 3 with increasing accuracy (subitising). To verbally count to 5.
<b>N2</b>	To count up to 5 presented objects using 1:2:1 correspondence.	To know the whole is bigger than the parts.	To understand the parts can be combined in any order. To practically undo (inverse) an action.	To know the last number counted is the total amount (cardinal principle).	To instantly recognise a quantity to 4.	To verbally count to 10. To use number words to talk about what they can see.
<b>F2</b>	To find one less of numbers to 3. To explore the composition of 2 and 3.	To find one less of numbers to 5. To explore the composition of 4 and 5. Begin to subitise numbers to 5.	To explore the composition of 6, 7 and 8. To match the number to quantity.	To know addition facts to make 5. To find one more of numbers to 10. To find one less of numbers to 10. To estimate a number of objects.	To match the number to quantity.	To know addition and subtraction facts to 10. To know doubling facts. See ELG.
<b>Mathematics: Numerical Patterns</b>						
<b>N1</b>	To recognise simple pattern in the environment, usually ABAB, naming it as a pattern.	To sort a collection of things by matching to a single attribute.	To visually compare two groups, with one group being more than double.	To visually compare two groups, with one group being exactly double of the other. To add and subtracts very small collections, totalling up to 3.	To match two things that are the same, if amounts up to 3. To make small groups (fewer than 5). Shares by 'dealing out'.	To equally split a whole shape, such as a circle or rectangle.

<b>N2</b>	To recognise and describe an AB pattern.	To copy, continue and fix AB pattern.	To visually compare two small groups of different objects.	To physically compare two groups of objects using a matching strategy.	To sort a set of objects into two groups To total up to 5 by 'counting all' with objects. To use appropriate vocabulary to make the comparisons.	To compare quantities using language more than and fewer than. To make small equal groups (fewer than 6), dealing out equally between two or more recipients, but may not understand that equal quantities are produced. To begin to discuss accuracy needed when making a comparison e.g. 'is it exactly...?'
<b>F2</b>	To say which group has more. To say which group has less. To compare quantities to 3. Verbally count to 5. Beginning to use 1:1 correspondence to count objects.	To compare quantities to 5. To compare equal and unequal groups. Verbally count to 10. To consistently use 1:1 correspondence to count objects to 5.	To count to 15. To count objects to 10. To compare quantities to 8. To begin to understand the difference between odd and even numbers up to 8. To combine two groups of objects.	To count to 20. To compare quantities to 10. To explore odd and even numbers. To order numbers to 10. To count back from 10. To combine two groups of objects. To take away objects and count how many are left. To find the missing number.	To count to 25. To add numbers. To subtract numbers. To find the missing number To order numbers to 20. To find the missing number in an addition and subtraction sentence problems.	To know that 1, 3, 5, 7 and 9 are odd. To know that 2, 4, 6, 8, 10 are even. To double numbers up to 10. To find half of numbers up to 10. To share quantities equally. To combine groups of 2s, 5s and 10s.
There are no Early Learning Goals that directly relate to shape, space and measure objectives. However, in line with the EYFS Framework Education Programme, our children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.						
<b>N1</b>	To explore shape and show interest.	To talk about and explore 2D shapes.	To use informal and mathematical language to describe shapes.	To physically rotate shapes to mentally match them to a known shape.	To match a wider variety of shapes with same size and orientation.	To explore and sort objects in the environment relating to size, length, weight and capacity.
<b>N2</b>	To talk about and explore 2D and 3D shapes.	To describe the properties of 2D and 3D shapes, using mathematical language.	To identify shapes in arrangements where the shapes overlap.	To make comparisons between objects, relating to their size, length, weight and capacity.	To match a wider variety of shapes with different sizes and orientations.	To confidently match a wide range of shapes and begin to use simple language of comparison.
<b>F2</b>	To match objects. To sort objects. To recognise and name circles and triangles.	To recognise and name square and rectangle. Begin to sequence events including times of the day. Begin to use positional language.	To order objects by height and length.	To begin to understand o'clock.	To measure capacity.	To add money. To recognise the time to o'clock.

**Early Learning Goal:**

**Number**

- Have a deep understanding of numbers to 10 including the composition of each number.
- Subitise (recognise quantities of numbers without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds 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 odds and evens, double facts and how quantities can be distributed equally.

**EYFS Framework Educational Programmes: 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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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**Understanding the World: Past and Present**

<b>N1</b>	To talk about what they are going to do in the immediate future using the vocabulary of ‘next’.	To know they were babies and are going to grow up (human life cycle).	To recognise familiar routines, referring to the daily timetable.	To know that they have a birthday every year.	To talk about what they did during the weekend.	To know that yesterday is the past and tomorrow is the future.
<b>N2</b>	To talk in more detail about what they have done over the weekend and holidays.	To know that there are 7 days in a week.	To name the days of the week.	To start to use past and future vocabulary correctly.	To be aware of future significant events to them e.g. sports day or holiday.	To start to learn about significant historical events e.g. armistice day.
<b>F2</b>	To know about their own life-story. To know how they have changed.	To know about figures from the past. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read and discussed in class.	To talk about the lives of the people around us. To know that the emergency services exist and what they do. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read and discussed in class.	To know about the past through settings, characters and events encountered in books read in class and discussions.	To know about and be able to talk about with some detail, the past through settings, characters and events encountered in books read in class and discussions.	To know about and talk about some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. See ELG

### Understanding the World: People, Culture and Communities

<b>N1</b>	To talk about who is part of their family.	To show an interest in the lives of people who are familiar to them.	To be able to talk about their body parts and what their functions are.	To join in activities exploring different cultures.	To show an interest in different occupations and ways of life.	To talk about a recent personal event e.g. their birthday/nursery trip etc.
<b>N2</b>	To be able to identify similarities and differences between themselves and peers.	To know that some celebrations are specific to some cultures.	To recall and talk about significant events in their own experience.	To discuss what makes them unique, linking to similarities and differences to their families/peers.	To have an awareness of different jobs and identify features of specific job roles.	To look at maps and know that people live in different countries all across the world.
<b>F2</b>	To know about family structures and talk about who is part of their family. To identify similarities and differences between themselves and peers. To know about features of the immediate environment. To know that there are many countries around the world.	To talk about how Hindus celebrate Diwali. To talk about the Christmas Story and how it is celebrated. To know that people around the world have different religions.	To know about people who help us within the local community.	To know that Christians celebrate Easter.	To know that people in other countries may speak different languages.	To know that people in other countries may speak different languages. To know that simple symbols are used to identify features on a map. See ELG.

### Understanding the World- The Natural World

<b>N1</b>	To show curiosity about the world around them.	To know they were babies and are going to grow up (human life cycle).	To identify simple similarities and differences between different animals.	To explore natural objects from the surrounding environment and describe what they can see/hear/feel.	To show care and concern for living things.	To be aware of and comment about the different weather conditions.
<b>N2</b>	To comment about aspects of their familiar world.	To talk about things they have observed e.g. plants/animals. To start to have an awareness for the changing seasons.	To know where foods come from.	To know about life cycles and how all animals change as they grow.	To talk about why things happen and how they work.	To ask questions about the world around them. To know that different countries have different climates/geological features.
<b>F2</b>	To ask questions about the natural environment. To respect and care for the natural environments.	To know about and recognise the signs of autumn. To know about features of the world and Earth.	To know about and recognise the signs of winter. To know some important processes and changes in the natural world including states of matter.	To know the different between herbivores and carnivores.	To know about different habitats and be able to describe them.	To know some important processes and changes in the natural world including states of matter. See ELG.

## Technology

The Technology strand has been removed from Understanding the World but still features in Birth to 5 Matters. We recognise however, that computing and technology are still vitally important subjects to deliver to our Early Years children. We give our children computing opportunities so they enter Year One with strong foundations of knowledge. We are also aware of the many 'unplugged' opportunities we offer our children in our setting. There are statements relating to technology/computing in the EYFS Statutory Framework and Development Matters. The most relevant statements relating to technology/computing are found in PSED, Physical Development, Understanding the World, Mathematics and Expressive Arts and Design. (This is explored further in our EYFS to Year One document.) The icompute scheme is used throughout school and we have chosen which aspects are suitable for our F2 children. We also recognise that the opportunities we give our children will develop their listening skills, problem solving and questioning and prepare them to thrive in our technological world.

**Unplugged opportunities:** Unplugged activities are tasks that take place away from a computer in order to model key concepts (e.g. selection, variables, algorithms) in different ways. Many of the icompute activities for our F2 children include unplugged opportunities. We have mapped out a list of which icompute activities we will explore with the children each half term. This will be introduced in the Summer term this academic year and reviewed half termly.

N1	To show some awareness of technological resources and toys such as IWB, torches, ipads, blue tooth speaker and ipad, remote control cars, story headphones, microphones, talk tins, bee bots, cameras and computers.		To draw pictures on IWB and begin to change colours with support of an adult. Be aware of the technology in the F1 setting. Access ipads in F1 with some direction.		To begin to learn about e-safety. To be able to use the technological toys such as IWB, torches, ipads, blue tooth speaker and ipad, remote control cars, story headphones, microphones, talk tins, bee bots, cameras and computers, with increasing control and confidence.	
N2	To know the basics about e-safety. To have the opportunity to use a computer and mouse to develop hand eye coordination. To be able to program the bee bots to move forwards and backwards. To operate with increasing independence and begin to describe how to use the remote control cars, story headphones and microphones.		To use the iPad to take pictures with adult support. Be aware of and use the talk tins appropriately. Be aware of the use of technology in their everyday lives.		To access, understand and interact with a range of technology within the environment. To be aware of printing something from the computer, collecting it from the printer and using a photocopier to make duplicate copies.	
F2	icompute iMake Algorithms iMake PixleArt iCan Sequence iFind Patterns iMake Music	icompute iTell Stories iMake Art iAm Logical iCan Sort	icompute iCan Play iMake Media iCan Move iCanTurn iCan Animate	icompute iCan Model iCan Control iCan Direct iMake Videos	icompute iMake Pictograms iStay Safe iSearch Online iGuess Beasts iCan Program	icompute iorganise Data iCan Surf iDo Mail iCan Report iCatch Aliens

<p>To begin to have an awareness of emails and be involved in sending and receiving emails with an adult.</p> <p>To show an increasing awareness of e-safety.</p> <p>To use the internet with adult supervision to find and retrieve information.</p>	<p>To access, understand and interact with a range of technology within the environment.</p> <p>To be aware of how the register is sent electronically and how it used to be handwritten and taken to the school office.</p> <p>To help compose, send and retrieve an email with adult supervision.</p> <p>To type their name using a laptop.</p> <p>To use the IWB, ipads and computers, changing games and programmes.</p>	<p>To begin to give reasons why we need to stay safe online.</p> <p>To be able to talk about how we use technology in our everyday lives, giving examples and making connections about technology at home and at school.</p> <p>To show a greater awareness and understanding of e-safety.</p>
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**Early Learning Goal:**

**Past and Present**

- Talk about the lives of 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 images 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.

**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.

## EYFS Framework Educational Programmes: 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.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Expressive Arts and Design: Creating with Materials</b>						
<b>N1</b>	To become familiar with the creative areas and explore the resources.	To create simple paintings/drawings/models and tell you what it is.	To explore colour mixing.	To use some tools with support.	To use materials/resources as props for their role-play.	To create for a purpose.
<b>N2</b>	To ask for additional resources to enhance their creations.	To begin to talk about what they are going to make and then do it	To use appropriate vocabulary in colour to explain what is happening.	To use a range of appropriate tools confidently.	To create props to enhance their role-play.	To create with materials explaining how and why they have made it.
<b>F2</b>	<p>To name colours.</p> <p>To experiment with mixing colours.</p> <p>To create simple representations of people and objects.</p> <p>To draw and colour with pencils and crayons.</p> <p>To role play using given props and costumes.</p> <p>To explore different techniques for joining materials.(Glue Stick)</p> <p>To know how to work safely and hygienically.</p> <p>To use non-statutory measures.(spoons, cups)</p> <p>To use some cooking techniques. (spreading)</p>	<p>To use colours for a particular purpose.</p> <p>To share their creations.</p> <p>To explore different techniques for joining materials.</p> <p>To know how to work safely and hygienically.</p> <p>To use non-standard measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring)</p>	<p>To experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>To explore different techniques for joining materials.</p> <p>To know how to work safely and hygienically.</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing)</p>	<p>To use natural objects to make a piece of art.</p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins)</p> <p>To make props and costumes for different role play scenarios.</p> <p>To know how to work safely and hygienically.</p> <p>To use non-standard measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating)</p>	<p>To know which prime colours you mix together to make secondary colours.</p> <p>To plan what they are going to make (cooking, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects.</p> <p>To manipulate materials.</p> <p>To create observational drawings.</p> <p>To know how to work safely and hygienically.</p> <p>To use non-standard measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing).</p>	<p>To know some similarities and differences between materials.</p> <p>To learn about and compare artists.</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feeling.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To adapt work where necessary.</p> <p>See ELG.</p>



## Expressive Arts and Design: Being Imaginative and Expressive

<b>N1</b>	To enjoy listening to music and rhymes. To explore different materials freely.	To join in singing familiar nursery rhymes.	To explore the home corner/ small world areas.	To begin to take part in simple pretend play.	To explore different instruments.	To begin to contribute towards a started narrative with their peers.
<b>N2</b>	To remember and sing entire familiar songs.	To move in time to a rhythm. To tap along to a simple beat.	To use familiar stories as a starting point to create their own narrative.	To use everyday objects to represent props in their play.	To take on a role, using different voices or accents or body language for the whole play.	To create their own narrative and share it collaboratively with a friend.
<b>F2</b>	To sing and perform nursery rhymes. To join in with whole school singing assemblies. To experiment with different instruments and their sounds. To talk about whether they like or dislike a piece of music. To create musical patterns using body percussion. To use costumes and resources to act out narratives.	To perform a song in the Christmas Play. To pitch match. To sing the melodic shape of familiar songs. To begin to build up a repertoire of songs. To sing entire songs. To use costumes and resources to act out narratives.	To join in with whole school singing assemblies. To create musical patterns using untuned instruments. To begin to create costumes and resources for role play.	To associate genres of music with characters and stories. To create costumes and resources for role play.	To move in time to music. To learn dance routines. To join in with music lessons with Mr Hull. To act out well known stories. To follow a musical pattern to play tuned instruments. To create narratives based around stories.	To listen to poems and create their own. To create own compositions using tuned instruments To invent their own narratives, making costumes and resources. See ELG.

### Early Learning Goal:

#### 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 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 and move in time with music.