



## Reception Progression of Skills Overview – 2025/2026

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>ELG: Listening, Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>ELG: Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>					
ELG: Listening, Attention and Understanding	<p>Understand how to listen carefully.</p> <p>Understand why listening is important.</p> <p>Follow instructions/ directions.</p>	<p>Engage in story times, joining in with repeated phrases and actions.</p> <p>Begin to understand how and why questions.</p> <p>Respond to instructions with more than one step.</p> <p>Understand how to listen carefully and why listening is important.</p>	<p>Ask questions to find out more.</p> <p>Begin to understand humour.</p> <p>Understand a range of complex sentence structures.</p>	<p>Retell a story.</p> <p>Follow a story without pictures or props.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Understand questions such as who, what, where, when, why and how.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Have conversations with adults and peers with back and forth interactions.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>



ELG: Speaking	<ul style="list-style-type: none"> <li>Talk in front of a small group.</li> <li>Talk to their teacher and other supporting adults.</li> <li>Learn new vocabulary linked to the learning.</li> <li>Speak in sentences of four to six words – moving on to full sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions in front of a whole class.</li> <li>Use new vocabulary throughout their learning and play.</li> </ul>	<ul style="list-style-type: none"> <li>Develop confidence to talk to other adults they know at school.</li> <li>Talk in sentences using a conjunction e.g. and, or, because.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> </ul>	<ul style="list-style-type: none"> <li>Share their work with others.</li> <li>Use new vocabulary in a range of contexts.</li> <li>Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Link statements and stick to a main theme.</li> <li>Use talk to organise, sequence and clarify their thinking, ideas, feelings and events.</li> <li>Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Talk to a range of adults around the school.</li> <li>Talk about why things happen.</li> <li>Talk in sentences using a range of tenses.</li> </ul>
Personal, Social and emotional development	<p><b>ELG: Self-Regulation</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>ELG: Managing Self</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>					
ELG: Self-Regulation	<ul style="list-style-type: none"> <li>Recognise different emotions.</li> <li>Understand how people show emotions.</li> <li>Focus during short whole</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how they are feeling; comfortable, uncomfortable.</li> <li>Consider how others are feeling and how their</li> </ul>	<ul style="list-style-type: none"> <li>Maintain their focus during longer whole class input sessions.</li> <li>Follow an instruction which involves more than</li> </ul>	<ul style="list-style-type: none"> <li>Manage their feelings and emotions.</li> <li>Talk about a problem and their feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to learn how to manage and control their emotions</li> <li>Develop their understanding of the emotions of others and</li> </ul>	<ul style="list-style-type: none"> <li>Be able to maintain their focus during extended whole class teaching sessions and independent learning activities.</li> </ul>



	<p>class activities. Follow one-step instructions.</p> <p>behaviour affects that. Change their behaviour to a range of situations.</p>	<p>one step.</p>	<p>Continue to consider the needs and feelings of others.</p>	<p>their feelings.</p>	<p>Identify and work towards simple goals – transition to Year 1.</p> <p>Speaking about themselves in a positive way and recognise what they can now do that they weren't able to do – talking about proud moments.</p>	
ELG: Managing Self	<p>Independently be able to</p> <ul style="list-style-type: none"> <li>- Use the toilet</li> <li>- Wash hands</li> <li>- Put coat on</li> <li>- Change shoes into wellington boots</li> </ul> <p>Explore the Reception environment.</p> <p>Begin to understand the rules of a classroom.</p>	<p>Have confidence to try new activities.</p> <p>Develop ability to follow the rules of the classroom.</p>	<p>Begin to show resilience and perseverance when faced with a challenge.</p> <p>Independently manage to fasten a zipper on a coat.</p> <p>Independently manage to fasten button.</p>	<p>Identify and name healthy foods.</p> <p>Understand the importance of healthy food choices.</p>	<p>Show a good level of independence in their ability to manage their own basic needs.</p> <p>Independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support.</p>	<p>Show a 'can do' attitude to change and transition.</p>
ELG: Building Relationships	<p>Seek support from adults when needed.</p> <p>Gain confidence to speak to others in their class and to adults.</p> <p>Play with children who are playing with the same activity.</p>	<p>Identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable.</p> <p>Begin to develop friendships.</p> <p>Begin to develop positive relationships with Reception staff.</p>	<p>Begin to work as a group with support from adults.</p> <p>Take turns during group work and when playing games together.</p>	<p>Listen to the ideas of others.</p> <p>Find solutions to disagreements, with support from adults.</p>	<p>Develop relationships with other adults around the school – to support transition.</p> <p>Communicate with a range of people within school.</p>	<p>Listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play.</p> <p>Strong friendships developed ready to transition into Y1.</p>
Physical Development <i>(See Physical Development progression for EYFS)</i>	<p>ELG: Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>ELG: Fine Motor Skills</p>					



	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>					
ELG: Gross Motor Skills	<p>Move safely within a given space.</p> <p>Stop safely.</p> <p>Develop control when using basic equipment.</p> <p>Explore footwork and one leg balance movements.</p> <p>Follow instructions and practice safely.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul>	<p>Run, change direction and stop on a given signal.</p> <p>Jump, hop, balance and move in a variety of ways with increasing control.</p> <p>Develop jumping and landing skills.</p> <p>Develop turn taking during games during active sessions.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- crawling</li> <li>- walking</li> <li>- jumping</li> <li>- running</li> <li>- hopping</li> <li>- skipping</li> <li>- climbing</li> </ul>	<p>Develop balance skills – moving along a line and develop stance movements.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Exploring a range of movement skills.</p> <p>Develop and explore ball skills – in relation to their partners – including refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Develop react and response movements.</p> <p>Confidently move in different ways.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Further develop co-ordination skills – ball chasing and floor work and balance movements.</p> <p>Develop an understanding of the way you feel when you exercise.</p> <p>Develop an understanding of why exercise is important for good health.</p>
ELG: Fine Motor Skills	<p>Use a dominant hand.</p> <p>Mark make using shapes.</p> <p>Begin to use a tripod grip when using mark making tools - pinchy fingers.</p> <p>Thread large beads.</p> <p>Use large pegs.</p>	<p>Hold a knife and fork correctly.</p> <p>Begin to use anticlockwise movements and retrace vertical lines.</p> <p>Hold scissors correctly and cut along a straight or zig zagged line.</p>	<p>Continue to use a tripod grip for mark making.</p> <p>Thread with small beads.</p> <p>Use small pegs.</p> <p>Write taught letters using correct letter formation.</p>	<p>Hold scissors safely and correctly and cut out large shapes.</p> <p>Write letters using the correct letter formation and control the size of the letters formed.</p>	<p>Hold scissors safely and correctly and cut out various materials.</p> <p>Paint using thinner brushes.</p> <p>Form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.</p>	<p>Create detail in drawings, using a range of tools accurately.</p> <p>Cut out shapes, materials and resources with skill and accuracy.</p> <p>Independently use a knife and fork for all appropriate meals.</p>



	<p>Hold scissors correctly and make snips in paper.</p> <p>Use tweezers to transfer objects.</p> <p>Make points in playdoh by pinching.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Use a tripod grip when mark making.</p> <p>Write taught letters using correct letter formation.</p>				<p>Form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.</p>
<b>Literacy</b>	<p><b>ELG: Comprehension</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate – where appropriate – key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>ELG: Word Reading</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>					
<b>ELG: Comprehension</b>	<p>Recall information from stories they have listened to and engage in conversations about the story.</p> <p>Discuss characters from stories and make predictions</p>	<p>Anticipate – where appropriate – key events in stories</p> <p>Begin to retell stories</p> <p>Use recently introduced Vocabulary</p>	<p>Play is influenced by a range of stories.</p> <p>Express preference for a book, song or rhyme from a selection.</p>	<p>Draw upon language patterns of stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories,</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>Play influenced by experience of books – act out stories through role-play activities, using simple props such as hats, masks, clothes etc., and appropriate vocabulary.</p>



	<p>about what might happen next.</p> <p>Sequence a story using visual aids or story maps</p>	<p>Making inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them.</p>	<p>Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on a picture or text that has been read to them.</p> <p>Show understanding of new vocabulary.</p> <p>Retell a story, joining in with repeated refrains, in the correct sequence.</p>	<p>non-fiction, rhymes and poems and during roleplay.</p> <p>With prompting, show understanding of common words and phrases in a story that is read aloud to them.</p> <p>Predict an ending to an unfamiliar story.</p> <p>Being able to talk about books that they have read, giving a simple opinion, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Innovate a well-known story with support.</p>	<p>Have some favourite books and be able to talk about them</p> <p>Correctly sequencing story or event using pictures or captions</p> <p>Make simple plausible suggestions for what will happen next for a book they are reading</p> <p>Know the difference between different types of text (fiction, non-fiction, poetry).</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where the answer is clearly signposted.</p>	<p>Innovate a known story</p> <p>Recall the main points in texts in the correct sequence, using own words and using new vocabulary.</p> <p>When prompted say whether they like or disliked a book and give a simple justification or make a relevant comment.</p>
<p>ELG: Word Reading</p>	<p>Know that print is read from left to right in books and words carry meaning.</p> <p>Recognise their written name.</p> <p>Recognise taught Set 1 sounds – see RWI.</p> <p>Identify the initial sound in words.</p> <p>Begin to orally blend sounds in short words e.g. cat, dog.</p>	<p>Recognise taught Set 1 sounds – see RWI.</p> <p>Blend sounds to read words using taught sounds.</p> <p>Begin reading captions and sentences using taught sounds.</p>	<p>Recognise taught Set 1 – see RWI.</p> <p>Blend sounds to read words using taught sounds.</p> <p>Read taught 'red words'.</p> <p>Read books matching their phonics ability.</p> <p>Read captions and sentences using taught sounds.</p>	<p>Recognise taught Set 1 – see RWI.</p> <p>Begin to recognise taught Set 2.</p> <p>Read taught 'red words'.</p> <p>Read books matching their phonics ability.</p> <p>Read captions and sentences using taught sounds.</p>	<p>Recognise taught Set 1 &amp; Set 2 sounds – see RWI.</p> <p>Read taught 'red words'.</p> <p>Read books matching their phonics ability.</p> <p>Begin to read longer captions and sentences using taught sounds.</p>	<p>Recognise taught Set 1 and Set 2 sounds – see RWI.</p> <p>Begin to recognise taught Set 3 sounds.</p> <p>Read taught 'red words'.</p> <p>Read books matching their phonics ability.</p> <p>Begin to read longer captions and sentences using taught sounds.</p>
<p>ELG: Writing <i>Also see separate Writing Progression of Skills</i></p>	<p>Know that writing communicates meaning.</p>	<p>Write their name.</p> <p>Use the correct letter</p>	<p>Form lower case letters correctly, from the correct starting point.</p>	<p>Begin to form capital letters correctly.</p>	<p>Form lower and capital letters correctly.</p>	<p>Form lower and capital letters correctly.</p>



	<p>Copy letter shapes which are familiar to them e.g. from their name.</p> <p>Give meaning to the marks they make as they write.</p> <p>Copy taught shapes and letters.</p> <p>Write the initial sounds in words.</p>	<p>formation of taught letters.</p> <p>Write words and labels using taught sounds.</p> <p>Begin to write captions using taught sounds.</p>	<p>Use learnt sound knowledge for writing in play.</p> <p>Add labels to drawings.</p> <p>Begin to write captions/sentences.</p> <p>Spell words using taught sounds, including special friends.</p> <p>Spell some red words correctly.</p>	<p>Understand that sentences start with a capital letter and end with a full stop.</p> <p>Begin to write sentences using finger spaces and full stops.</p> <p>Spell words using taught sounds, including special friends.</p>	<p>Begin to write longer words which are spelt phonetically.</p> <p>Begin to use a capital letter at the start of a sentence.</p> <p>Begin to read their written work back and check for meaning.</p>	<p>Write captions.</p> <p>Write simple sentences.</p> <p>Write sentences using a capital letter, finger spaces and a full stop.</p> <p>Begin to read their written work back and check for meaning.</p>
<b>Maths</b>	<p><b>ELG: Number</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Have a deep understanding of numbers to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>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.</li> </ul> <p><b>ELG: Numerical Patterns</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul> <p><b>Shape, Space and Measure</b> – there are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p>					
<b>ELG: Number</b> <i>Mastering Number Programme</i>	<p>Recognise numbers 1-5.</p> <p>Subitise within 3.</p> <p>Identify sub-groups in larger arrangements.</p> <p>Practise using their fingers to represent quantities which they can subitise.</p>	<p>Subitise within 5, perceptually and conceptually, depending on the arrangements.</p> <p>Continue to develop their counting skills.</p> <p>Begin to count beyond 5.</p> <p>Begin to recognise</p>	<p>Recognise numbers 6-10.</p> <p>Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements.</p> <p>Continue to develop object counting skills, using a range of strategies to</p>	<p>Continue to consolidate their understanding of cardinality, working with larger numbers within 10.</p> <p>Begin to link even numbers to doubles.</p> <p>Begin to explore the composition of numbers</p>	<p>Recognise numbers to 20.</p> <p>Be encouraged to identify when it is appropriate to count and when groups can be subitised.</p> <p>Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers.</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different Numbers.</p> <p><b>Review and assess</b> – Automatic recall of bonds</p>



	<p>Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set.</p> <p>Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song.</p> <p>Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting.</p> <p>Have opportunities to develop an understanding that anything can be counted, including actions and sounds.</p> <p>Explore a range of strategies which support accurate counting.</p> <p>See that all numbers can be made of 1s.</p> <p>Compose their own collections within 4.</p> <p>Understand that sets can be compared according to a range of attributes, including by their numerosity.</p> <p>Compare sets 'just by looking'.</p>	<p>numerals, relating these to quantities they can subitise and count.</p> <p>Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot.</p> <p>Explore the composition of numbers within 5.</p> <p>Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching.</p> <p>Compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>develop accuracy.</p>	<p>Continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5.</p> <p>Continue to compare sets using the language of comparison, and play games which involve comparing sets.</p> <p>Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10.</p> <p>Begin to see that numbers within 10 can be composed of '5 and a bit'.</p>	<p>within 10.</p>	<p>Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> <p>Continue to develop confidence and accuracy in both verbal and object counting.</p> <p>Explore the composition of 10.</p> <p>Order sets of objects, linking this to their understanding of the ordinal number system.</p>	<p>to 5</p> <ul style="list-style-type: none"><li>-Composition of numbers to 10</li><li>-Comparison</li><li>-Number patterns</li><li>-Counting</li></ul>
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<b>ELG: Numerical Patterns</b>	<p>Experience subitising in a range of contexts, including temporal patterns made by sounds.</p> <p>Create patterns for numbers within 4.</p> <p>Use the language of comparison, including 'more than' and 'fewer than'.</p>	<p>Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand.</p>	<p>Continue to develop verbal counting to 20 and beyond.</p> <p>Continue to match arrangements to finger patterns.</p> <p>Order numbers, linking cardinal and ordinal representations of number.</p> <p>Continue to compare sets by matching, identifying when sets are equal.</p> <p>Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part.</p> <p>Experience patterns which show a small group and '1 more'.</p> <p>Explore ways of making unequal sets equal.</p> <p>Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns.</p>	<p>Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p> <p>Become more familiar with the counting pattern beyond 20.</p> <p>Explore the composition of odd and even numbers, looking at the 'shape' of these numbers.</p> <p>To combine two groups of objects by counting all of them together.</p>	<p>Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns.</p> <p>Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number.</p> <p>Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.</p> <p>Add two given quantities to find the total.</p> <p>Subtract a one digit from another one digit number.</p> <p>Count to 20.</p>	<p>Know that 1, 3, 5, 7, 9 are odd numbers.</p> <p>Know that 2, 4, 6, 8 and 10 are even numbers.</p>
<b>Space, Shape, Measure</b>	<p>Make simple patterns</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Developing spatial awareness – different viewpoints.</p>	<p>Continue developing spatial awareness – different viewpoints.</p> <p>Use spatial/positional language – up, down, in, on, under, across, in front, behind, backwards, forwards.</p> <p>Continue to explore shape in their play and begin to</p>	<p>Use spatial/positional language – up, down, in, on, under, across, in front, behind, backwards, forwards</p> <p>Representing spatial relationships – drawing objects/shapes from a different perspective</p> <p>Discuss similarities between shapes</p>			



	<p>Explore shape in their play.</p> <p>Notice properties of shapes.</p> <p>Discuss similarities between shapes.</p> <p>Sort objects against given criteria.</p> <p>Compare capacity, length, height and size.</p> <p>To recognise and name circle, square, rectangle and triangle.</p> <p>To make shape pictures.</p>	<p>explore the properties of 2D shapes.</p> <p>Notice properties of shapes and describing properties of shapes.</p> <p>Complete a repeating pattern of 2 objects or colours.</p> <p>Order days of the week.</p> <p>Sequence daily event using words related time.</p>	<p>Develop an awareness of relationships between shapes (shapes within shapes)</p> <p>Measure height using cubes.</p> <p>Measure length using cubes.</p> <p>Begin to name 3D shapes: cube, sphere, cuboid, pyramid, cylinder.</p> <p>Begin to explore the properties of 3D shapes.</p> <p>Complete a repeating pattern with more than 2 variables of objects or colours.</p>
Understanding of the world	<p>Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p>The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> <p>Technology – There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision.</p>		



	<p>Talk about the lives of the people around us.</p> <p>Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p>		<p>Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> <p>Know about the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p>Know about the past through settings, characters and events encountered in books read in class and storytelling.</p>	
People, Culture and Communities	<p>Be able to talk about their own lives – my family, my school, my world.</p> <p>Recognise similarities and differences between themselves and their peers.</p>	<p>Know about people who help us within the local community.</p> <p>Identify different celebrations and how people celebrate.</p>	<p>Talk about Chinese New Year.</p> <p>Learn about Cornish explorers.</p>	<p>Know that Christians celebrate Easter.</p> <p>Learn about local culture/traditions – mining.</p> <p>Learn about famous Cornish women.</p>	<p>Know who looks after the places around us.</p>	<p>Learn about people within the local and wider community e.g. police, vet</p> <p>Local church visit</p>
The Natural World	<p>Know features of their own immediate environment.</p> <p>Identify and recognise the features of Autumn.</p> <p>Talk about a simple map and draw information from it.</p> <p>Describe what they can see, hear, smell and feel when they are outside.</p>	<p>Explore sources of light – link to seasonal change.</p> <p>Learn about nocturnal animals.</p>	<p>Identify and recognise the features of Winter.</p> <p>Maps – following maps, creating our own, using directional language.</p> <p>Explore features of local environment (adventure) – compare to another different environment.</p>	<p>Identify and recognise the features of Spring.</p> <p>Compare Cornwall and the environment around them with another country.</p>	<p>Identify the features of a woodland and identify the animals that live there. To know and compare habitats.</p>	<p>Identify and recognise the features of Summer.</p> <p>Know and compare habitats.</p> <p>Know there are many countries around the world.</p> <p>Know about the features of the world – forests, rainforests, jungles, deserts and oceans.</p>
Technology	<p>Show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons.</p>	<p>Learn about e-safety.</p> <p>Draw pictures on the IWB and be able to select colours.</p>	<p>Use the iPad to take pictures.</p> <p>Draw pictures of the IWB and be able to select colours and change pen size.</p>	<p>To use the IWB, changing games and programmes.</p>	<p>Use an iPad to play a game/draw a picture.</p>	<p>Give reasons why we need to stay safe online.</p>
Expressive Arts and Design	<p>ELG: Creating with Materials</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>					



- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- 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.

<b>ELG:Creating with Materials</b>	<p>Create simple representations of people and objects.</p> <p>Name colours.</p> <p>Explore different techniques for joining materials.</p> <p>Draw and colour with pencils and crayons.</p> <p>Experiment with colouring mixing.</p> <p>Use colours for a particular purpose.</p> <p>Explore the work by the artists such as Van Gogh and experiment with printing techniques.</p> <p>Design and make a rocket.</p> <p>Learn how to create a clay pot using pinch technique.</p>	<p>Experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>Explore a range of materials.</p> <p>Continue to explore joining techniques for a range of materials.</p> <p>Explore textures and collage materials.</p> <p>Use some cooking techniques – Gingerbread, Hevva cake</p> <p>Develop colour mixing skills – 'Magic Colours'</p> <p>Explore and create patterns, looking at artists such as Terry Frost.</p>	<p>Explore the work by the Alfred Wallis – develop work focusing on space and tone.</p> <p>Identify texture, shape and colour.</p> <p>Share creations, talk about process and evaluate their work.</p> <p>Adapt work where necessary.</p> <p>Design and make models with a purpose – boat design and creation.</p> <p>Use clay to create a pot and carve simple pattern.</p> <p>Make cress sandwiches using our grown cress</p> <p>Performing Sparkyard songs on our stage.</p> <p>Explore joining textiles using glue, staples.</p>
<b>ELG: Being Imaginative and Expressive</b>	<p>Experiment with different instruments and their sounds.</p> <p>Talk about whether they like/dislike a piece of music.</p> <p>Create musical patterns using body percussion.</p> <p>Use costumes, songs and resources to act out the Nativity.</p>	<p>Join in with whole school singing assemblies.</p> <p>Create musical patterns using un-tuned instruments.</p> <p>Move in time to music and learn dance routines.</p> <p>Act out well-known stories.</p>	<p>Join in with whole school singing assemblies.</p> <p>Create own compositions using xylophones.</p>