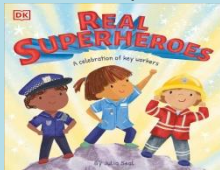


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes Nursery	All About Me. 	Let's Celebrate 	Let's Jump into a book. 	Down on the Farm 	Minibeasts 	Under the Sea 
General themes Reception	Super Duper Me. 	Fabulous Festivals 	Terrific Traditional Tales 	Real life super heroes. 	Great Gardeners 	Super Seas and Pesky Pirates 

Early Years Foundation Stage

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
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, storytelling 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.					
	Listening & Attention Speaking	-Welcome to Nursery -Settling in activities. -Making friends. -Showing an interest in the lives of other people. -Responding to own name and changing activity when encouraged. -Use everyday words to talk to and about people. -Follow simple instructions and visuals such as 'stop' and tidy up.' -Listen and respond to adults and peers. -concentrate for a short period of time. -Join in with a small group. -Remember and join in with stories and rhymes/songs. -Join in with repeated lines. -Begin to listen carefully and know why listening is important. -Listen to a simple story using pictures or props.	-Listen to longer stories and begin to remember what happens. -Speak in 2/3/4 word sentences. -Understand more simple questions and answer appropriately. -Express desires, feelings and needs. -Begin to hold two-way conversations with adults and peers. -Remember and use new words. -Engage in imaginary role play. - To begin to understand a 2-part instruction. -Join in with repeated lines. -Begin to answer where questions. (Autumn term aims ongoing for new starters in Spring term.)	-Explain own thinking/ideas. -Describe the events and characters from a story. -Speak in 4-6 word sentences -Use language as a powerful means of sharing feelings. -Communicate effectively with my peers and adults. -Follow more complex instructions sometimes without visuals. -Take turns in small group. -Ask simple questions and wait for a response. -Begin to understand and ask why and how questions. -To sing and know a large repertoire of songs/nursery rhymes.	-Welcome to Reception -settling in activities -making friends -children can talk about experiences that are familiar to them -show a keen interest in the lives of other people -follow instructions -develop vocabulary, retelling stories and reciting poems -listening and responding to stories -takes part in discussions -understand how to listen carefully and why listening is important -choose books of their own opinion -express their feelings in different circumstances	-Develop vocabulary -use language well -ask how and why questions -retell a story with story language -remember key points from a story -listen to and talk about stories to build familiarity and understanding -answer questions about a story and the characters actions/feelings -learn rhymes, poems and songs. -articulate my ideas and thoughts into well-formed sentences -ask questions to find out more -talk to visitors who come into reception -express their feelings and know how to talk about how they are feeling.	-recount an event -learn and recite poems and songs -listen to, engage and talk about non fiction -describe some events in some detail. -talk about similarities and differences between things in the past and now -talk about experiences at different points in the school year. -hold a conversation with Year 1 teachers and staff.

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		-Begin to answer 'who' and 'what' questions from stories. -To develop pretend play within areas of learning.					
		<u>Nursery Key Vocabulary</u> Who, what, how, where, listen, stories, tell me, question: What are they doing? Who/ what is in the picture? What is your name? Feelings, happy, sad, angry, excited, tired, cross, share, take turns, wash, healthy, clean, friends, play, I would like, Can I have please? Can you help me...? Good morning, good, afternoon, hello, Learning, eyes for good looking, ears for good listening, sitting still,			<u>Reception key Vocabulary</u> Who, what, where and when? What can you see? What do you think? Friends, friendship, kindness, sharing, good sitting and good listening, give me 5 sitting, 5s lining up, Story, book, character, title, blurb, Feelings happy, sad, angry, excited, mixed up, worried, anxious, scared, Can I go to the toilet please?		

The EYFS curriculum at Eastcroft Park Primary School will prepare children for entering Year 1 where pupils should:

In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage. Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics and enhancing their knowledge about language as a whole.

National Curriculum, 2014

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
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 fire fighters. 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. (Geography, History, Science and R.E links)					
	The Natural World	-Changing seasons -Exploring Autumn and talking about what they can see. -Begin to show concern for living things. - Naming and describing people who live in their house. -Begin to know that we live in a country called England. - Begin to be able to describe their immediate environment. i.e. we live near school, train station, pedestrian bridge, shops. -To notice and talk about the weather on a daily basis. -To be able to talk about the changes in the seasons. -Show curiosity about the world around them by asking questions.	-Changing seasons-observe the environment and how it has changed from Autumn. -To continue with the understanding that there are different countries/environments in the world which are different to the one we live in. -To explore and talk about minibeasts their habitats, names and features. -To know how they can look after the natural environment and how to take care of living things. -Look at adult and baby animals and notice differences. -Identify what plants need	-To know that animals and humans grow and change over time. -identify how plants change over time. -To begin to look at life cycles. (Butterflies/Ladybirds) -To continue to explore minibeasts in the outdoor environment.	-Seasonal change – Amazing Autumn. Autumn walks and comparing and discussing changes in the weather -looking at and discussing Autumn treasures -exploring the school grounds outside and the different areas of the school. - Use of forest school area to find signs of Autumn -learning about Owl habitats and conservation. -Geography Unit- Exploring Maps. -finding and naming familiar features on a map. -looking at maps of the school grounds -To locate our school on a U.K map. -make their own map	-Discuss the Winter and cold environments. Explore changes we would see when going on different journeys -healthy eating through growing fruit and vegetables -looking at maps of local area -Geography Unit- Outdoor Adventures. -Describing weather and seasons and how things change during the seasons. -exploring natural objects using their senses. -understanding how to help local animals by making places for them to live.	-Learning about plants and flowers by growing a range of bulbs and seeds in outdoor planters -individual sunflower growing - learning about the lifecycle of a sunflower - studying different habitats for different living things within the school grounds. -observing weather patterns and nature during Summer time. -Learning about Sea life and sea creatures e.g. whales and sharks - Geography Unit- Around the world. Comparing features in the local environment to other places around the world.

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		-To be able to name some other places in the world.	to grow, water, sun, soil,		-to name other places in the world we have visited.		-Compare different landscapes round the world including deserts and polar regions. -looking at world maps and different seas/oceans -understanding difference between city and countryside.
	People, Culture and Communities	-To understand that we are all special. -To recognise and celebrate differences between their lives and lives of others. -Where do we live and who lives there? -Black History Month- learning about a key person.	-To notice and explore the differences between people and cultures -Chinese New Year/Mother's and Other's Day/Easter -To begin to explore and understand different occupations. -To take part in role play and explore different occupations. -explore food they eat and clothes they wear to celebrate and their traditions.	-To begin to explore self and own community. -To begin to recognise that they are part of our EastcroftPark community and celebrate the end of Nursery together.	-Learning about the members of their family and their relationship to them. -Describe people who are familiar to them. -A visit to a local farm at Christmas time. -learning about different festivals around the world. -learning about how Christmas is celebrated around the world and comparing drawing on similarities and differences.	-learning about Shrove Tuesday and its significance -- Celebrating and learning about Chinese New Year. Food tasting and comparing to other festivals such as Christmas and Diwali. -Local community visits to local station, library (where appropriate). -Local people in our community- visit from fire brigade and police officers, NHS staff and vets (where available)	-explore self and own community
	Past and Present	-To begin to start to make sense of their own life story and family history. -To name and describe people who are familiar to them and who live in their house.	-To listen to the story of Easter and link to the past. -To explore some famous buildings within China and	-To begin to explore and find out about buildings built in the past .i.e. The Eiffel Tower in France, the Acropolis in Greece, the pyramids in Egypt.	-looking at how we have grown from baby pictures. -Black History Month- learning about a key person	-studying a famous NHS worker from the past -looking at fire vehicles from the past History Unit- Peek into the Past	History Unit- Adventures through time. -looking at our family tree -To recognise that kings and queens

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		-To talk about their own home and what their own house is like. -To begin to think about different houses and how they differ to their own -To talk about members of their family and their relationship to them. - To begin and notice differences between people and cultures - To show curiosity about the world around them by asking questions. - To show an understanding of things that have happened i.e. birthdays - To know that events will happen and that these events have happened in the past i.e. Halloween, Christmas, Easter, bonfire night etc. - To explore some events that happened in the past – Poppy day, first moon landing. - To begin to understand the sequencing of the days of the week. - To follow a daily timetable using pictures	link to it being built in the past – The Great Wall of China. Link to Chinese New Year. (Plus Autumn aims)		-compare traditional celebrations to modern celebrations -To explain to other people about their family and who lives in their house as well as family members that don't live in their house - To talk about things that have happened in the past. - To sequence the days of the week and the months of the year. - To explore and learn about some important events that have happened in the past. -To use a daily timetable to observe when things are happening, in the past and going to happen.	-Ordering events from time. -Sorting and comparing pictures from the past and present.	- are powerful people. -to understand that the environment around us changes as time passes. -to compare modes of transport of the past with the present.
	Computing and technology		Safer Internet Day Interactive touch screen	Using I-pads for basic controls and drawing pictures. Interactive touch screen	My Online Life (life in a digital World Interactive touch screen	Robots (simple algorithms) Pretty Pictures (digital photography) Safer Internet Day Interactive touch screen	Shape hunt (photograph shapes around school) Interactive touch screen

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		<u>Nursery Key Vocabulary-</u> leaves, colours, orange, yellow, red, changes, trees, conkers, acorns, cold, hibernation Family, house, mum, dad, brother, sister, Nan and Grandad, baby, older, younger, big/little sibling Black History month, person, Diwali, Festival, celebrate, bonfire Night, fireworks, loud, pop, bang, crackle, fizz, Christmas, lights, presents, gifts, candles, trees, decorations, Days of the week, next, after, first, then, past earth, globe, world, countries, places, people, weather, sun, wind, rain, snow, cold, hot, change, season, autumn, summer, spring, winter, travel, map, mountains, beach, forest, desert, jungle. Halloween, Christmas, Easter, Nativity, Diwali, Eid, Chinese New Year, believe, church, celebrate. Ipad, screen, home button, drawing, picture, delete, colour, touch, tap, slide, on, off, sound, moving,	<u>Reception Key Vocabulary</u> Autumn, seasons, changes, crunchy leaves, colours, evergreen, tress, seeds, nuts, acorns, shiny conkers, red orange and yellow leaves, bare trees, hibernation, migration Family, house, mum, dad, brother, sister, auntie, uncle, Nan, Grandad, Grandma, Grandpa, cousin, Baby, changes, older, bigger, taller, walking, growing, nappy, bottle, food, milk, independent, talking, learning, past, present, Black History, person, event, past, skin colour, time, memory Maps, school, area, grounds, grass, concrete, car park, playground, office, corridor, hall, holiday, country, world Fireworks, bonfire night, Guy Fawkes, parliament, Festival, celebration, event, Diwali, Rangoli Pattern, Diwa lamp, lights, Christmas, traditions, Halloween, Christmas, Easter, Nativity, Eid, Chinese New Year, culture, religion People who help us fire brigade, fire engine, services, NHS, paramedic, ambulance, nurses, doctors, occupation, Days of the week, Months of the Year, after that, then, next, first, finally, at the end. Map, direction, key, symbol, picture, river, tree, building, journey, travel, transport, senses, see, hear, smell, feel, taste, animal, insect, habitat, Ipad, screen, home button, drawing, picture, delete, colour, touch, tap, slide, button, dial, knob, remote control, left, right, turn, forwards, backwards, computer, digital, screen shot, picture, photograph, zoom, telephone, tablet, whiteboard, movement, type, internet, choices, website
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The EYFS curriculum at Eastcroft Park Primary School will prepare children for entering Year 1 where pupils should:

History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Geography- Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject specific vocabulary relating to human and physical Geography and begin to use Geographical skills, including first hand observation to enhance their local awareness.

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The EYFS curriculum at Eastcroft Park Primary School will prepare children for entering Year 1 where pupils should:

Science-The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. 'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content. Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Computing-

Pupils should be taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -create and debug simple programs -use logical reasoning to predict the behaviour of simple programs -use technology purposefully to create, organise, store, manipulate and retrieve digital content -recognise common uses of information technology beyond school - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
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					
	Building Relationships	-Friendship – Pupils to begin to develop friendships within the classroom. -Pupils to start their journey on being able to play alongside other children using talk and gestures.	-To play with increasing confidence on their own and with other children. -To continue to develop friendships with other	-To continue to develop positive relationships with both peers and adults within school. Jigsaw lessons- Relationships: Family life Friendships	-Begin to understand how others might be feeling. Know they can rely on their teachers and friends support if they are worried. Collaboration: Know we can work together to keep the class rules	-Know they can rely on their teachers and friends for support if they are worried. Jigsaw Lessons- Dreams and Goals-	-Meeting new teachers and staff from Year 1. Maintaining positive relationships in class.

		-Understanding Feelings, being part of a class in a classroom, being gentle, rewards and feeling proud, consequences, rights and responsibilities, owning the learning charter. -Children will be encouraged to listen to others, speak to their peers and adults and engage in discussions in positive way. Jigsaw lessons- Being Me in My World: Self-Identity, who am I? how do I fit? Understanding feelings, Being in a classroom, Being gentle Rights and responsibilities Celebrating difference: Identifying talents Being special Families Where we live, Making friends Standing up for yourself	children through play. Jigsaw lessons- Dreams & Goals: Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving Goals Healthy me: Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Breaking friendships Falling out Dealing with bullying Being a good friend Changing Me: Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	and earn positive rewards (dojos) -Social skills: Know how to engage in positive interactions with adults and peers. -Play with one or more children, extending and elaborating play ideas. Jigsaw Lessons- Being Me in My World Who am I? How am I feeling today? Managing feelings and behaviour, Gentle Hands, Our rights and responsibilities Jigsaw Lessons- Celebrating difference- What am I good at? I'm special, I'm me, Families, houses and homes.	Facing challenges, Resilience, goal setting, sharing experiences and aspirations. Jigsaw lessons- Healthy Me- Making healthy choices, a balanced diet, being physically active, keeping safe, healthy friendships, how to deal with difficult situations.	-continuing to build on class friendships. -Jigsaw lessons- Relationships- My family and me, making friends, falling out and bullying. -Jigsaw lessons Changing me -My body, respecting my body, Growing up, Fun and Fears
	Self-Regulation	-To begin to identify different emotions such as happy, sad, tired. - To learn to use the feelings board to talk about how they feel. -To find ways to calm themselves through being calmed and comforted by an adult.	-To begin exploring healthy food choices and what this means. -To begin to show effortful control with waiting for toys and waiting for their turn. -To begin to reject help and support from adults and grow in	-To be able to express a range of emotions and talk about them.	-Express feelings: Know that all feelings are ok. Know how to recognise own feelings, talk about feelings using words like 'happy', 'sad' -Manage behaviour: Can inhibit own actions, welcome distractions when upset.	Show pride in achievements by showing work to others. -Know how to manage the times when we feel 'big feelings' Take pride in themselves, work, and achievements. Begin to explain knowledge of right	To be explain and deal with difficult situations. To know it is ok to be upset and deal with my feelings in an appropriate way. -To be able to solve conflict/disagreements in a sensible manner.

			independence.		-Know the behavioural expectations of the reception class and school. -Know that following rules is important. Self-awareness: Know what they like and do not like. Know that there are rules in the classroom to follow and expectations for behaviour.	choices and wrong choices and try to behave accordingly.	
	Managing Self	-To begin to develop their independence skills with managing their needs such as going to the toilet and washing their hands. -To say what they like and dislike. -To begin to understand behavioural expectations within Nursery and the whole school. -Pupils to independently organise their belongings in the morning/afternoon when entering nursery.	-To be increasingly independent in meeting their own care needs with using the toilet and washing and drying their hands. -To make healthy choices about food and drink and begin to know the importance of oral hygiene. -To be able to state likes and dislikes within the topic of food.	-To continue to follow rules of both the class and the wider school community. -To be able to use the toilet when needed with minimal support and know to wash hands.	Independence: Know how to organise themselves in the morning. - Know how to manage their own personal hygiene e.g., toileting, washing hands. Can follow 1 step instructions.	Know the behavioural expectations of the reception class and that following rules is important. Consider the listener and takes turns to listen and speak in different contexts. Know how to independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet.	To be able to confidently use toilet, wash hands, put on and take off my own coat. To use a knife and fork when eating
		<u>Nursery Key Vocabulary</u> Feelings, happy, sad, angry, excited, tired, cross, share, take turns, wash, healthy, clean, friends, listen, play, good choices, kind, kind hands, kind words, Dojo's, stickers, ready for learning, wash, dry, clean, flush, pull down, pull up, water, soap, rub together, you can try, your name, peg, tray, help, find your photo, choose your snack, tidy.			<u>Reception Key Vocabulary</u> Feelings, help, support, teamwork, working together, friendship, happy, excited, sad, scared, angry, anxious, worried, sharing, turn taking, responsible, good choices, gentle, school rules, listening, dojos, reward, certificate		

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The EYFS curriculum at Eastcroft Park Primary School will prepare children for entering Year 1 where pupils should:

Being me in my world- Feeling special and safe, being part of a class, Rights and responsibilities, Rewards and feeling proud, Consequences

Celebrating difference- Similarities and differences, Understanding bullying and knowing how to deal with it., making new friends, celebrating the differences in everyone.

Dreams and Goals- Setting goals Identifying successes and achievements ,Learning styles Working well and celebrating achievement with a partner, tackling new challenges

Identifying and overcoming obstacles, feelings of success

Healthy Me- Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Teeth brushing, Healthy eating

Relationships- Belonging to a family, Making friends/being a good friend, Physical contact, preferences, People who help us, Qualities as a

Changing Me- Life cycles –animal and human, Changes in me, Changes since being a baby, Differences between female and male bodies, change and transition (Y1 jigsaw coverage)

	Creating with Materials	-Drawing-self-portraits using crayons. -Leaf rubbings. -Autumn materials conker rolling in paint (small scale inside and large scale outside). -Printing pumpkins using natural resources. -Firework painting using cardboard rolls. -Andy Goldsworthy- Artist study. Using Autumn resources to make natural pictures. -Christmas crafts (12 days of Christmas) -Star jar 3D work for WNRW.	-Block painting to create patterns with circles. -Use sponges/rollers to explore printing. -Kelly Broughton artist study- researching colour (neon colours). - To cut along a line/shape. -Make farm animals & minibeasts using different textures /materials. -Making boats with junk materials. -Use straws/sticks & blocks to create 3 little pigs houses. - Observational drawing of daffodils. -3D clay minibeasts.	-Make light catchers using transparent materials. - Butterfly printing. -Observational drawings of minibeasts in outdoor area. -Sea creatures display using paint, sponges, collage, printing (all techniques learnt throughout year).	-Use leaves to complete some printing - Autumn colour mixing -Jackson Pollock artist study. Completing whole class piece in the style of Jackson Pollock and individual crazy hair pictures. -observational pumpkin drawings -3D work- making a nest for Mr Hoot -Painting Rangoli patterns for Diwali -observational owl drawings -collage poppy wreath making	-Selecting materials for a particular task. - exploring and making boats from 3D materials. -making Chinese lanterns -collage Chinese dragons. -making superhero masks. -Alma Thomas- artist study. - Bubble wrap printing related to National recycling day. -observational penguin drawing	Yayoi Kusama- artist study Polka dot butterflies using paint. -observational drawings of sunflowers/flowers and plants -3D clay to make garden creature
	Being Imaginative and Expressive	-To confidently sing a range of well-known nursery rhymes and songs. -To enjoy performing songs and stories with others -To enjoy making music and have experience of playing a range of musical instruments. -To listen attentively to music and talk about how the music makes them feel.	-To begin to show an interest with instruments by exploring sound and begin to use some control. -To begin to tap along to a beat. -To continue to play instruments with increasing control. -To begin to copy a beat using instruments.	-To begin to understand how sounds can differ e.g. loud and quiet. -To begin use instruments to make loud and quiet sounds. -To continue to copy a beat. -To continue to explore music by playing loud, quiet, high and low sounds while using instruments. -To continue to copy a beat.	-Reciting and acting out weekly poems from Poetry basket. -Christmas Nativity Songs and dancing. -Performing Charanga songs. -Using stage for outdoor singing and musical performances in continuous provision. - Charanga Music lessons over year.	-listening to Chinese New Year music and using instruments. -weekly reciting of poems from poetry basket	- weekly reciting of poems from poetry basket - developing a preference for expression -imaginary roles

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		<u>Nursery Key Vocabulary</u> Paint, mix, print, stamp, stick, colour, draw, colour, red, yellow, blue, green, pink, purple, brown, black, rough, smooth, bumpy, soft, hard, scissors, cut, noise, loud, quiet, move, listen, beat, copy, high, low,	<u>Reception Key Vocabulary</u> Paint, print, mix, colour, light, dark, splat, drip, dribble, brush, sponge, knife, stick, look, observe, line, shape, pattern, 3D, materials, textures, scissors, cut, snip, glue, stick, join, fold, crease, Music, song, pattern, loud, perform, clear, beat, quick, slow, high, low
The EYFS curriculum at Eastcroft Park prepares children for entering Year 1 where pupils should- <u>Art and Design</u> Pupils should be taught: - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. - <u>Design and Technology</u> Design - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria Technical knowledge -build structures, exploring how they can be made stronger, stiffer and more stable -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products <u>Music</u> Pupils should be taught to: -use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically - listen with concentration and understanding to a range of high-quality live and recorded music -experiment with, create, select and combine sounds using the inter-related dimensions of music			

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
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.					
	Fine Motor Skills	-To explore a range of tools and resources such as tweezers, scissors and play dough tools to develop fine motor skills. -To begin to eat independently using a fork. -To begin exploring looped handled scissors to make snips in paper. -Building, threading and cutting activities -Dough gym -To begin to use loop handed scissors to begin to cut paper.	-To begin to independently start using a knife and fork together to cut food. -To begin to use scissors to cut paper in a continuous line.	-To use scissors effectively and safely for a purpose. -To continue to use a knife and fork.	-Using correct pencil grip. -Using scissors in a range of different ways. -Fine motor activities linked to topic and funky fingers station. -Dough disco to encourage hand strength. -Drawing lines and circles using gross motor movements -floor drawings outside -holding pencils/paint brush correctly. -develop muscle tone to put pencil pressure on the paper -use tools to effect changes to materials -show a preference for dominant hand. -children to take part in writing activities	-Fine motor skills activities linked to topic -cutting station as part of continuous provision -threading, cutting, weaving, play dough -daily dough disco to encourage further hand strength - children to draw freely in creative area. -Holding pencil with correct grip. -Form recognisable letters most correctly formed. - Build things with duplo	-fine motor skills activities linked to topic. -cutting station as part of continuous provision. -threading, cutting, weaving, play dough -daily dough disco to further encourage further hand and finger strength. -cut a shape out using scissors -draw pictures that a recognisable -build things with smaller lego

					-teach and model correct letter formation. - build things with duplo and blocks.	FINE MOTOR ACTIVITIES ONGOING THROUGH YEAR	
	Gross Motor Skills	Get Set 4 P.E intro to P.E Unit 1 Fundamentals. -Squiggle While You Wiggle. -To develop overall core body strength. -To move in a variety of ways such as running, jumping, crawling, climbing, rolling. -To use climbing equipment outside and in P.E lessons to develop gross motor skills. -To use large areas outside such as water, sand and large construction to help build up core strength and arm strength. -To develop large motor skills by using resources such as bean bags and scarves to support large muscle movements.	Get set 4 P.E Unit 1 Gymnastics Unit 1 Dance -To continue to use the apparatus and equipment safely in the hall. -To continue to balance along and jump off various apparatus safely. -To continue to develop the fundamental movement skills. -To continue to develop the skills needed to throw, kick and catch balls.	Get set 4 P.E Unit 1 Games Unit 1 Ball skills -To continue to develop movement, balancing, riding bikes and ball skills. -To continue to balance along and jump off various apparatus safely. -To continue to develop the fundamental movement skills. -To be independent at putting on own coat and changing into outdoor shoes when needed.	Get set 4 P.E- intro to P.E Use of get set go blocks outside to develop crawling, balancing and jumping -use of enlarged painting, sand, construction and water to help develop gross motor skills. -to use mud kitchen as an area for digging and developing core muscle strength.	Get set 4 P.E- intro to P.E Use of get set go blocks outside to develop crawling, balancing and jumping -use of enlarged painting, sand, construction and water to help develop gross motor skills. -to use mud kitchen as an area for digging and developing core muscle strength.	Get set 4 P.E- intro to P.E Use of get set go blocks outside to develop crawling, balancing and jumping -use of enlarged painting, sand, construction and water to help develop gross motor skills. -to use mud kitchen as an area for digging and developing core muscle strength.
		<u>Nursery Key Vocabulary</u> Knife, fork, spoon, table, cup, dough, roll, squash, run, jump, crawl, climb, pour, dig, splash pinch, squeeze, stretch, move, cut, balance,			<u>Reception Key Vocabulary</u> Jump, balance, run, climb, hop, skip, crawl, pull, push, Dough, pinch, roll, stretch, splat, turn, pass, Pour, dig, fill, empty, build, tap, cook, make, bake, squeeze, pinch, Roll, throw, catch, space, travel, forwards, backwards		

The EYFS curriculum prepares pupils for entering Year 1 where pupils should-

- develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility,
- balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
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).					
	Comprehension	- To enjoy joining in with rhymes, songs and poems. -To seek out and have favourite books to share with an adult, another child or to look at alone. -To discuss events and pictures in a story book. -To begin to answer basic questions about a book/story	-To continue listening to stories and answer questions about what has been read. -To begin to develop play around stories using props.	-To continue listening to stories, answering questions and drawing what they can remember from it – who, what and where questions. -To be able to listen to and enjoy sharing a range	-show a preference for a book, song or rhyme -talk about events and characters in a story read to me -join in with rhymes and stories. I can fill in missing words from well-known rhymes. - Listen and enjoy sharing a range of books.	-Listen and enjoy sharing a range of books. -Know how to hold a book correctly, handle with care. -Know that a book has a beginning, an end.	-Correctly sequence a story or event using pictures and/or captions. -Make simple, plausible suggestions about what will happen next in a book they are reading. -Know the difference between different types of texts (fiction, nonfiction, poetry)

		-To know how to hold a book correctly and how to turn pages in a book. -To point to the pictures in a book.		- of books. -To begin to answer why questions from a story. -To be able to hold a book correctly (the right way up). -To continue to engage in conversation about stories, demonstrating an understanding of what has been read to them.	-Know how to hold a book correctly, handle with care. -Know that a book has a beginning, an end. -Know how to hold the book the right way up and turn some pages appropriately. -Know that text in English is read top to bottom and left to right. -Know the difference between text and illustrations. -Know how to recognise some familiar words in print, e.g., own name or advertising logos. -Know that illustrations help to understand what is happening in a story. -Know familiar rhymes, stories or poems and complete a repeated refrain. -use of story friends to understand parts of a story	-Know how to hold the book the right way up and turn some pages appropriately. -Know that text in English is read top to bottom and left to right. -Know the difference between text and illustrations. -Know how to recognise some familiar words in print, e.g., own name or advertising logos. -Know that illustrations help to understand what is happening in a story. -Know familiar rhymes, stories or poems and complete a repeated refrain.	-Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. -Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme. -Recall the main points in text in the correct sequence, using own words and include new vocabulary. -When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. -With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
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	Word Reading	-To develop listening skills by identifying environmental sounds. -Phase 1 phonics -To begin to identify syllables in words.	Phase 1 phonics -To begin to explore rhyme and develop an understanding of what it is.	Phase 1 phonics -To continue with previous phase 1 phonics activities. -To begin to explore segmenting and blending. -Sept rec nursery – If ready these pupils are to continue with Phase 2 set 1 RWI Phonics sounds m, a, s, d, m, a, s, d, t, i, n, p, g, o, c, k, u, b, f	Daily phonics session -Set 1 sounds from RWI phonics -Beginning to hear sound discrimination and be able to orally blend and segment words using fred talk. -Recognise words that rhyme -Locate the title -begin to fred talk green words during phonics sessions -begin to read cvc words independently -repeating sentence snake writing	Daily phonics sessions in differentiated groups -re-read a sentence produced together -segment and blend words sometimes without fred talk. -Read some red words -check what is read makes sense -link all letters to sounds.	Daily phonics sessions in differentiated groups -know some set 2 sounds and can read and identify them in words. -say a sound for each letter in the alphabet and at least ten digraphs -to read some red words -to read words and books with consistent phonic knowledge and sound blending -reread books and begin to show increased accuracy and fluency
	Writing	- To begin to enjoy drawing freely. -To experiment with early mark making skills. -To develop how marks are made by exploring different materials such as flour, paint, finger painting and chalk. -To begin to use a variation of marks such as lines, circles and zigzags.	-To begin to make marks which represent their name. -To begin to add meanings to drawings i.e. 'This is an apple'. -To begin to form some letters from their name. -To begin to draw an image of a person/someone relevant to them using lines and circles.	-To continue to form letters from their name and for some children, to write them accurately. -To continue to draw images of a person using lines and circles. For some pupils, adding more details to drawings such as eyes, nose and mouth will now develop.	Emergent writing: -Know that writing communicates meaning. - Know that marks can have meaning. -Know how to write their name by copying it from a name card or try to write it from memory. -Composition: Know that ideas for stories can be written down. - Use talk to link ideas, clarify thinking and feelings. -Spelling: Know how to orally segment sounds in simple words. Know how to write their name copying it from a name card or try to write it from memory	-Know that writing communicates meaning. -Know that marks can have meaning. -Know how to write their name by copying it from a name card or try to write it from memory. -Composition: Know that ideas for stories can be written down. -Use talk to link ideas, clarify thinking and feelings.	Use of Ready Steady Write to - -Continue to build on knowledge of letter sounds to build words in writing. -Use writing in play. - Use familiar words in their writing. -Show awareness of the different audience for writing. -Write short sentences with words with known letter sound correspondences sometimes using a capital letter and full stop.

					-writing basic sentences using sentence snake either by copying or independently. - Use of Ready Steady Write to start writing CVC words learn about sentences. Use of sentence snake to structure and write sentences with support. Use of story friends to learn different parts of the story.	-Spelling: Know how to orally segment sounds in simple words. Know how to write their name copying it from a name card or try to write it from memory -Know that print carries meaning and in English, is read from left to right and top to bottom. -Know how to draw lines and circles and form letters correctly. - Use of Ready Steady Write to write CVC words and sentences. Use of sentence snake to structure and write sentences. Use of story friends to learn different parts of the story.	-Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop
		<u>Key Nursery Vocabulary</u> Story, book, page, song, rhyme, draw, listen, sound, name, who, what, where, how, next, then, lines, circles, author, front cover, title, illustrator, sentence, letter,			<u>Key Reception Vocabulary</u> Story, book, page, front cover, back cover, blurb, author, rhyme, poem, words, character, problem, opening, build up, ending, illustrations, writing, text, sound, letter, fred talk, sentence, full stop, capital letter, finger spaces		

20 Eastcroft Park Early Years Foundation Stage Progression Document

The EYFS curriculum at Eastcroft Park prepares pupils for entering Year 1 where pupils should-

Word Reading	Comprehension	Transcription	Composition	Vocab, Grammar and Punctuation
-Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: - listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently -being encouraged to link what they read or hear read to their own experiences -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases -learning to appreciate rhymes and poems, and to recite some by heart -discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading- - discussing the significance of the title and events -making inferences on the basis of what is being said and done -predicting what might happen on the basis of what has been read so far	Spell: -words containing each of the 40+ phonemes already taught -common exception words -the days of the week -Name the letters of the alphabet: -naming the letters of the alphabet in order -using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: -using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] -Apply simple spelling rules -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. -Handwriting Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9	Write sentences by: - saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Develop their understanding of the concepts set out in English Appendix 2 by: - leaving spaces between words - joining words and joining clauses using and -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark- - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ -learning the grammar for year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 in discussing their writing

		Nursery			Reception		
Area of Learning		Autumn	Spring	Summer	Autumn	Spring	Summer
Maths Master the curriculum and mastering number (Rec)		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.					
	Number	Master the curriculum -Colours-Red/Blue/Yellow -Colours-Green/Purple/mix -Matching buttons & colours -Matching towers -Matching shoes -Matching number shapes -Matching shapes -Pattern handprints- big & small -Sorting Colour/Size/Shape -Sorting- What do you notice? Guess the rule -To introduce number 1 & 2. -To continue to recite number names in sequence. - To begin to name and recognise 2d shapes (square, rectangle, circle, triangle). -To begin to explore the properties of 2d shapes and use mathematical language such as 'corners' and 'sides'. -To introduce comparing size (big/small, bigger than/smaller than) - To explore the mathematical language relating to comparing weight (heavy, light, heavier than, lighter than).	Master the Curriculum -Number 3 Subitising/3 little pigs/1:1 counting/numerals/triangles -Number 4/ 1:1 counting/numerals/squares/rectangles -Number 4 composition -Number 5/1:1 counting/numerals/pentagons -Number 5 composition -Number 1-5 consolidation -Number 6 introduce 10 frame -Height & Length -Mass link to books (3 pigs/Goldilocks) -Capacity -To begin to take part in finger rhymes with numbers -To introduce number 3,4 & 5 representation -To continue to explore subitising -To continue to develop Mathematical language -To begin to create own patterns	Master the Curriculum -Sequencing -Positional Language -More than/ Fewer than -Shape 2D revisit -Shape 3D revisit -Consolidation: more than/ fewer/ 1 more & 1 less -Number composition 1-5 revision -What comes after? -What comes before? Numbers to 5 -To develop number representation with numbers 1,2,3,4, and introduce 5 -To develop mathematical lang for length -To continue to create and extend repeating patterns ABABAB -To identify and order numbers 1-5 -To count out objects for number 1-5 -To subitise up to 3	Unit Just Like Me- Match Sort and Compare -Match objects -Match pictures and objects -Identify a set -Sort objects to a type -Explore sorting techniques -Create sorting rules -Compare amounts Compare size -Compare mass -Compare capacity -Explore simple patterns - Copy and continue simple patterns -Create simple patterns <u>It's me 1,2,3</u> -Number 1,2,and 3 -Number 1,2,and 3- sorting objects and subitising -Sorting 1,2,3	Unit Alive in 5 -One Less Zero Composition of 5 Composition of 5 Equal and unequal groups -Composition of numbers- How many altogether? Composition of numbers – 3 groups - How many are hiding? (animals) How many are hiding (cubes). -Balance scales Full and empty -Measuring capacity -Measuring capacity -Measuring ingredients <u>Unit Growing 6,7,8</u> -Representing 6 -Making 7 -Making 8 -Matching 6,7,8. -One more and one less -Matching 6, 7 8	Unit- To 20 and Beyond -Number patterns -Matching pictures to numerals -ten frame fill -estimating -ten frame subtraction -Missing numbers -Ordering numerals to 20. -find my match shape and models -tangrams <u>Unit-First, then and Now</u> -Counting on -adding more- Adding unknown numbers -making new shapes triangles and squares -pattern blocks <u>Unit Find my pattern</u> -doubles -sharing -grouping -odd and even Unit- on the move Book themed lessons Patterns -making maps -designing mazes

				-To explore and look at numbers beyond 5 -To name and select 2D shapes and use lang to describe -To explore 3D shapes -To identify errors in patterns and correct them	-Sorting 1,2,3 dominoes -Matching pictures to the numerals 1,2,3 -Find 1 more and 1 less -Composition of 3 -Sorting shapes- triangles and circles -Making pictures using triangles and circles -Real life objects with circles and triangles -Positional language <u>Light and Dark</u> -Number 4 and 5 -Composition of 4 and 5 -Cube shapes with 4 and 5 -Finding 1 more 1 less -Sorting rectangles and squares -Shape hunt -Rectangles and squares -Day and Night sequencing events	-Making pairs -Combining 2 groups -Combining 2 groups -Adding more -Comparing height -Comparing length -Days of the week -Measuring height and Measuring time <u>Building 9 and 10</u> -Representing 9 and 10 Sorting 9 and 10 in different ways Order numbers to 10 - Composition of 9 and 10 Bingo – Numbers to 10 -Counting backwards from 10 - Comparing within 10 Comparing numbers within 10 - Making 10 Making 10 -Building 9 and 10 - Matching 3D Shapes Real life objects Making 3D Prints Patterns - Movement Patterns -Activities for: Composition of 5 - Equal and unequal groups - Measurement Zero -Combining 2 groups Length and height Number 6 - Number 7 Number 8	
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						3D and Pattern Assessment 3D and real-life images Investigate 3D shapes Patterns	
		<u>Key Nursery Vocabulary</u> Number, shape, square, triangle, circle, rectangle, sides, corners, count, how many, big, small., tall, tall than, short, shorter than, long, longer than, order, full, empty, heavy, light, heavier than, lighter than, in, on, under, behind, next to, in front, colour,			<u>Key Reception Vocabulary</u> Match, sort, picture, pattern, shape, set, amount, number, how many? triangles, circles, square, rectangle, up, down, above, under, behind, part part whole model, order, smaller than, fewer than, greater than, biggest, smallest, sequence, order, daytime, night-time, Altogether, add, plus, subtract, takeaway, matching, same, pattern, repeat, compare, move, measure, 3D, 2D, shape, missing number, ten frame, estimate, tangram, double, share, group, equal		

The EYFS curriculum prepares pupils for entering Year 1 where pupils should-

Place Value	Addition and Subtraction	Multiplication and Division	Properties of Shape	Measure
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. - count, read and write numbers to 100 in numerals; - count in multiples of twos, fives, and tens - given a number identify one more and one less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in numerals and words.	- read, write and Interpret , mathematical statements involving addition (+), subtraction (–) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two digit numbers to 20, including zero -- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7=9- ...	- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	recognise and name common 2-D and 3-D shapes, including: - 2-D shapes [for example, rectangles (including squares), circles and triangles] - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Position & Direction - describe position, direction and movement, including whole, half, quarter and three-quarter turns.	compare, describe, and solve practical problems for: -lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] -mass/weight [for example, heavy/light, heavier than, lighter than] -capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - time [for example, quicker, slower, earlier, later] - measure and begin to record the following: - lengths and heights -mass/weight- capacity and volume - time (hours, minutes, seconds) - recognise and know the value of different denominations of coins and notes
Fractions				
- recognise, find and name a half as one of two equal parts of an object, shape or quantity - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.				