



# BEACON PRIMARY ACADEMY


EYFS Long Term Plan

2025 - 2026


Progression of Skills & Knowledge  
Reception and KS1 Readiness

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Question</b>  These may be adapted to allow for children's interests	Where do we fit in the world?	How do we celebrate?	What happened before we were born?	What fascinating discoveries can you make among the roots and shoots, with your muddy boots?	What makes our world wonderful?	Where will your journey stick take you?
<b>Possible High-Quality Texts</b>	So Much! Here We Are Marvellous Me Owl Babies Handa's Surprise Stick Man We're Going on a Bear Hunt  Weekly rhymes and poems	Bonfire night You Must Bring a Hat Hanukkah Bear Father Christmas Needs a Wee The Gingerbread Man  Weekly rhymes and poems	Peepo Once There Were Giants Jack and the Beanstalk Mum and Dad Make Me Laugh When We Were Babies  Weekly rhymes and poems	The Tiny Seed What the Ladybird Heard Oliver's Vegetables Mad about Minibeasts  Weekly rhymes and poems	We're All Wonders Somebody Swallowed Stanley The World Came To My Place Today All Are Welcome  Weekly rhymes and poems	Not a Stick Journey The Everywhere Bear The Adventures of Beekle The Invisible String  Weekly rhymes and poems
<b>'Wow' moments/ Opportunities</b>	Imaginary travel to different countries. PCSO visit	Birthday Party Christmas performance Woodland bonfire experience Christmas Farm Trip	A day in the past Grandparent talk	Easter egg hunt Outdoor discovery site Eco center visit	Egg to chick- Real life class pets Walk around local area Art workshop Zoolab	Journey stick creation Author visit Drama workshop Orienteering
<b>Parental involvement</b>	Transition Phonics Parent workshop	Christmas Nativity Parents evening	Stay and Play World Book Day reading with parents Parent Math's workshop	Stay and play Parents evening	Stay and Play	Stay and play Graduation


## Communication and Language


Skill	Autumn	Spring	Summer
Listening, Attention and Und. 	<ul style="list-style-type: none"> <li>To understand how to listen carefully</li> <li>To understand why listening is important</li> <li>To be able to follow directions</li> <li>To engage in story times, joining in with repeated phrases and actions</li> <li>To begin to understand how and why questions</li> <li>To respond to instructions with more than one step</li> </ul>	<ul style="list-style-type: none"> <li>To ask questions to find out more</li> <li>To begin to understand humour</li> <li>To understand a range of complex sentence structures</li> <li>To follow and retell a story without pictures or props</li> </ul>	<ul style="list-style-type: none"> <li>To understand questions such as who, what, where, when, why and how</li> <li>To have conversations with adults and peers with back and forth exchanges</li> </ul>
Vocabulary	Copy, listen, look, follow, show, who, what, when, how and why?, good, sit, coat, peg, photo answer, explain, question, retell, demonstrate, talk, speak, say, tell, sing, rhyme, feel, happy, sad, excited, worried, calm, angry, explain, describe, question, answer, who what, how?		
ELG	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with modelling and support from their teacher.		
KS1 Readiness	<ul style="list-style-type: none"> <li>To have a conversations with back and forth exchanges. To understand how to question and answer in full sentences.</li> <li>To explore and talk about the world and everyday objects. To explore language to describe the look and feel.</li> <li>Knows right from wrong and can explain why it is important to have boundaries and routines. Shows an understanding of how to stay safe in a range of common situations.</li> <li>To talk about their creative ideas and demonstrates good use of their imagination.</li> <li>Developing their skills and abilities in retelling familiar stories. To explore language and vocabulary in stories</li> </ul>		


## Communication and Language


Skill	Reception Autumn	Reception Spring	Reception Summer
Speaking 	<ul style="list-style-type: none"> <li>To talk with adults and other children</li> <li>To learn and use new vocabulary throughout the day</li> <li>To use longer sentences to express their point of view.</li> </ul>	<ul style="list-style-type: none"> <li>To talk in sentences using conjunctions e.g. and, because</li> <li>To use new vocabulary in different contexts</li> <li>To engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>To talk about why things happen</li> <li>To talk in sentences using a range of tenses</li> </ul>
Vocabulary	Copy, listen, look, follow, show, who, what, when, how and why?, good, sit, coat, peg, photo answer, explain, question, retell, demonstrate, talk, speak, say, tell, sing, rhyme, feel, happy, sad, excited, worried, calm, angry, explain, describe, question, answer, who what, how?		
ELG	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
KS1 Readiness	<ul style="list-style-type: none"> <li>To have a conversations with back and forth exchanges. To understand how to question and answer in full sentences.</li> <li>To explore and talk about the world and everyday objects. To explore language to describe the look and feel.</li> </ul>		

<ul style="list-style-type: none"> <li>• Knows right from wrong and can explain why it is important to have boundaries and routines. Shows an understanding of how to stay safe in a range of common situations.</li> <li>• To talk about their creative ideas and demonstrates good use of their imagination.</li> <li>• Developing their skills and abilities in retelling familiar stories. To explore language and vocabulary in stories</li> </ul>
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<b>Personal, Social and Emotional Development</b>			
Skill	Reception Autumn	Reception Spring	Reception Summer
Self-regulation 	<ul style="list-style-type: none"> <li>• To recognise different emotions</li> <li>• To understand how people show emotions</li> <li>• To focus during short class activities</li> <li>• To follow instructions</li> <li>• To talk about how themselves and others are feeling</li> <li>• To adapt behaviour to a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>• To focus during longer whole class lessons</li> <li>• To follow longer instructions</li> <li>• To identify and moderate their own feelings socially and emotionally</li> <li>• To consider the feelings and needs of others</li> </ul>	<ul style="list-style-type: none"> <li>• To control their emotions using a range of techniques</li> <li>• To set a target and reflect on progress throughout</li> <li>• To maintain focus during extended whole class teaching</li> <li>• To follow longer instructions.</li> </ul>
Vocabulary	Happy, sad, scared, worried, excited, angry, nervous, jealous, shocked, frustrated, anxious, proud, choices, calm, emotions, feelings, more healthy, less healthy, germs, hygiene, listen, question, community, family, share, taking turns, instructions, challenge, risk, curious, resilient, determined, persevere, practice, independent, explain. Friends, relationships, help, ask, speak, chat, play, listen, and join in, teamwork, compromise.		
ELG	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate		
KS1 Readiness	<ul style="list-style-type: none"> <li>• To sit, listen and focus during teaching times</li> <li>• To control emotions or communicate that support is needed. To understand the feelings of others.</li> <li>• To show patience when needs are not immediately met.</li> </ul>		


<b>Personal, Social and Emotional Development</b>			
Skill	Reception Autumn	Reception Spring	Reception Summer
Managing Self 	<ul style="list-style-type: none"> <li>• To wash hands independently</li> <li>• To put coat and socks on independently</li> <li>• To get changed if needed with support</li> <li>• To explore different areas</li> <li>• To follow class rules and understand the need to have rules</li> <li>• To have confidence to try activities</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to show resilience and perseverance in the face of challenge</li> <li>• To begin to do up zips, buckles</li> <li>• To develop independence when dressing and undressing for activities.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify and name healthy foods</li> <li>• To manage own basic needs independently</li> <li>• To understand the importance of healthy food choices</li> <li>• To show resilience and perseverance in the face of challenge</li> <li>• To show a 'can do' attitude</li> </ul>
Vocabulary	Happy, sad, scared, worried, excited, angry, nervous, jealous, shocked, frustrated, anxious, proud, choices, calm, emotions, feelings, more healthy, less healthy, germs, hygiene, listen, question, community, family, share, taking turns, instructions, challenge, risk, curious, resilient, determined, persevere, practice, independent, explain. Friends, relationships, help, ask, speak, chat, play, listen, and join in, teamwork, compromise.		
ELG	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy foods.		
KS1 Readiness	<ul style="list-style-type: none"> <li>• To manage personal hygiene and basic needs including using cutlery and changing if needed.</li> <li>• Begin to regulate behaviour and consider others.</li> <li>• Understand how to stay safe.</li> </ul>		

Skill	Reception Autumn	Reception Spring	Reception Summer
Building Relationship 	<ul style="list-style-type: none"> <li>To seek support of adults when needed</li> <li>To gain confidence to speak to peers and adults</li> <li>To begin to develop positive relationships</li> <li>To play with one other or more children, extending and elaborating ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to work as a group with support</li> <li>To use taught strategies to support turn taking</li> <li>To listen to the ideas of other children and agree on a solution and compromise</li> </ul>	<ul style="list-style-type: none"> <li>To work as a group</li> <li>To begin to develop relationships with other adults around the school</li> <li>To have confidence to communicate with adults around the school</li> <li>To have strong friendships</li> </ul>
Vocabulary	please can I play', 'stop I don't like it' Happy, sad, scared, worried, excited, angry, nervous, jealous, shocked, frustrated, anxious, proud, choices, calm, emotions, feelings, more healthy, less healthy, germs, hygiene, listen, question, community, family, share, taking turns, instructions, challenge, risk, curious, resilient, determined, persevere, practice, independent, explain. Friends, relationships, help, ask, speak, chat, play, listen, join in, teamwork, compromise.		
ELG	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.		
KS1 Readiness	<ul style="list-style-type: none"> <li>To have confidence to communicate with adults and peers, building relationships.</li> <li>Knows right from wrong and can explain why it is important to have boundaries and routines.</li> <li>Work and play co-operatively and take turns. Recognise and show sensitivity to their own and other's needs. Be accepting of others differences.</li> </ul>		


Physical Development			
Skill	Reception Autumn	Reception Spring	Reception Summer
<b>Gross</b>  <b>Motor Skills</b>	<ul style="list-style-type: none"> <li>To move safely, stop and change direction.</li> <li>To develop control when using equipment</li> <li>To follow a path and take turns</li> <li>To work co-operatively with a partner</li> <li>To balance, jump, hop</li> <li>To explore different ways to travel using equipment</li> </ul>	<ul style="list-style-type: none"> <li>To roll and track a ball</li> <li>To develop accuracy when throwing to a target</li> <li>To dribble using hands</li> <li>To throw and catch with a partner</li> <li>To dribble a ball using feet</li> <li>To kick a ball to a target</li> <li>To create short sequences using shapes, balances and travelling actions</li> <li>To balance and safely use apparatus</li> <li>To jump and land safely from a height</li> <li>To develop rocking and rolling</li> <li>To explore traveling around, over and through apparatus</li> </ul>	<ul style="list-style-type: none"> <li>To use counting to help to stay in time with the music</li> <li>To move safely with confidence and imagination</li> <li>To move with control and co-ordination, expressing ideas through movement</li> <li>To move with control and co-ordination, copying, linking and repeating actions</li> <li>To remember and repeat actions</li> <li>To develop accuracy when throwing and practise keeping score</li> <li>To follow instructions and be safely</li> <li>To play by the rules and develop coordination</li> <li>To work as a team</li> </ul>
Vocabulary	Walk, crawl, push, pull, sit, step, roll, squash, climb, ride, run, jump, throw, fingers, hands, large, small, choose, draw, space, balance, look, hop, skip, copy, safe, grasp, hold, move, stop, control, follow, co-operate, travelling, dribble, target, actions, imagine, repeat, accurate, teamwork, space, Roll, squash thread, pinch, push, pull, fingers, hands, large, small, choose, draw, grasp, hold, tools, grip, point, cut, shape, circle, square, scissors, hole punch, tweezers, copy, write, detail.		
ELG	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		
KS1 Readiness	<ul style="list-style-type: none"> <li>To develop, co-ordination, balance, agility, fluency of moving, control, and special awareness.</li> <li>To confidently and safely use a range of large and small apparatus, refine ball skills, and fundamental movements.</li> <li>To change for PE.</li> </ul>		


Physical Development			
Skill	Reception Autumn	Reception Spring	Reception Summer

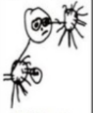




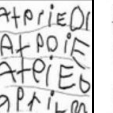
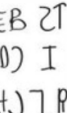
<b>Fine Motor Skills</b> 	<ul style="list-style-type: none"> <li>To use a dominant hand</li> <li>To begin to use a tripod grip when using mark making tools</li> <li>To use a variety of fine motor activities</li> <li>To begin to copy letters</li> <li>To hold scissors correctly and make snips in paper</li> <li>To begin to use anticlockwise movement and retrace vertical lines</li> <li>To accurately draw lines</li> </ul>	<ul style="list-style-type: none"> <li>To use a tripod grip when using mark making tools</li> <li>To hold scissors correctly and cut along a curved line</li> <li>To use a variety of fine motor activities</li> <li>To begin to write taught letters using correct formation</li> <li>To hold scissors correctly</li> </ul>	<ul style="list-style-type: none"> <li>To hold scissors correctly and cut various materials</li> <li>To copy letters using a lead in and lead out</li> <li>To paint using thinner paintbrushes</li> <li>To create drawings with details</li> <li>To independently use a knife, fork and spoon to eat a range of meals</li> <li>To write letters using the correct letter formation and control the size of letters</li> </ul>
<b>Vocabulary</b>	Walk, crawl, push, pull, sit, step, roll, squash, climb, ride, run, jump, throw, fingers, hands, large, small, choose, draw, space, balance, look, hop, skip, copy, safe, grasp, hold, move, stop, control, follow, co-operate, travelling, dribble, target, actions, imagine, repeat, accurate, teamwork, space., Roll, squash thread, pinch, push, pull, fingers, hands, large, small, choose, draw, grasp, hold, tools, grip, point, cut, shape, circle, square, scissors, hole punch, tweezers, copy, write, detail.		
<b>ELG</b>	Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.		
<b>KS1 Readiness</b>	<ul style="list-style-type: none"> <li>To use one handed tools confidently</li> <li>To use correct letter formation, controlling size of the letters</li> </ul>		

<b>Literacy</b>			
<b>Skill</b>	<b>Reception Autumn</b>	<b>Reception Spring</b>	<b>Reception Summer</b>
<b>Comprehension</b> 	<ul style="list-style-type: none"> <li>To use pictures and sequence stories</li> <li>To independently look at books, holding the correct way and turning pages</li> <li>To engage in story times, joining in with repeated phrases and actions</li> <li>To begin to answer questions about the stories read to them</li> <li>To enjoy and increasing range of books</li> </ul>	<ul style="list-style-type: none"> <li>To retell a story</li> <li>To begin to predict what may happen in the story</li> <li>To suggest how a story might end</li> <li>To follow a story without pictures or props</li> <li>To talk about the characters in the books they are reading</li> </ul>	<ul style="list-style-type: none"> <li>To begin to answer questions about what they have read</li> <li>To use vocabulary that is influenced by their experiences of books</li> <li>To answer questions about what they have read</li> <li>To know that information can be retrieved from books</li> </ul>
<b>Vocabulary</b>	Sound, phoneme, grapheme, digraph, trigraph, letter, segment, blend, word, phrase, sentence, capital letter, full stop, finger spaces, first, next, then, after that, later, last, before, story, fiction, non-fiction, beginning, middle, end, character, setting, event, problem, solution, share, book, page, song, sing, loud, quiet, noise, play, actions, dance, move, sound, alphabet, phonics, copy, read, compound, split digraph, rhyme, turn, pictures, talk, retell, act out, listen, look, predict, question, answer, information, facts.		
<b>ELG</b>	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipates (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		
<b>KS1 Readiness</b>	<ul style="list-style-type: none"> <li>Develop their skill and abilities to comprehension within familiar stories and pictures in illustrated stories</li> <li>Develop a knowledge of a range of stories and ability to retell them</li> <li>Recognise books have knowledge to help them learn</li> <li>Listen to others expressively tell stories</li> </ul>		

<b>Literacy</b>			
<b>Skill</b>	<b>Reception Autumn</b>	<b>Reception Spring</b>	<b>Reception Summer</b>

<p>Word Reading</p> 	<ul style="list-style-type: none"> <li>To recognise their name</li> <li>To recognise taught Level 2 sounds (s a t p i n m n d g o c k c k e u r h b f l f f l l s s)</li> <li>To recognise taught level 2 Tricky Words (I, no, go, to, the)</li> <li>To blend sounds together to read words using the taught sounds</li> <li>To be aware of captions and sentences</li> <li>To read books matching their phonics ability</li> </ul>	<ul style="list-style-type: none"> <li>To recognise taught level 2 and 3 sounds (s a t p i n m n d g o c k c k e u r h b f l f f l l s s, j v w x y z z z qu ch sh th th ng ai ee igh oa oo o oar or ur ow oi ear air ure er)</li> <li>To recognise taught level 2 and 3 Tricky Words (I, no, go, to, the, he, she, we, me, be, you, are, her, was, all, they, my)</li> <li>To read words with double letters</li> <li>To begin to read longer words</li> <li>To recognise taught digraphs in words and blend the sounds together</li> <li>To start to read sentences containing Tricky Words and digraphs</li> <li>To read books matching their phonics ability</li> </ul>	<ul style="list-style-type: none"> <li>To recognise taught level 2 and 3 sounds (s a t p i n m n d g o c k c k e u r h b f l f f l l s s, j v w x y z z z qu ch sh th th ng ai ee igh oa oo o oar or ur ow oi ear air ure er)</li> <li>To recognise taught level 2, 3 and 4 Tricky Words (I, no, go, to, the, he, she, we, me, be, you, are, her, was, all, they, my, said, have, like, so, do, some, come, little, one, were, there, what, when, out)</li> <li>To read longer words Inc. compound words</li> <li>To read longer sentences</li> <li>To read words with short vowels and adjacent consonants</li> <li>To read words ending in suffixes</li> <li>To read books matching their phonics ability</li> </ul>
Vocabulary	Sound, phoneme, grapheme, digraph, trigraph, letter, segment, blend, word, phrase, sentence, capital letter, full stop, finger spaces, first, next, then, after that, later, last, before, story, fiction, non-fiction, beginning, middle, end, character, setting, event, problem, solution, share, book, page, song, sing, loud, quiet, noise, play, actions, dance, move, sound, alphabet, phonics, copy, read, compound, split digraph, rhyme, turn, pictures, talk, retell, act out, listen, look, predict, question, answer, information, facts.		
ELG	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by blending. Read aloud sentences and books that are consistent with their phonic knowledge, including some common exception words.		
KS1 Readiness	<ul style="list-style-type: none"> <li>Be at an expected level in phonics scheme – secure level 3</li> <li>Developing their skills and abilities to retell and comprehend within familiar stories, and from pictures in illustrated stories.</li> <li>Recognising that books have information that helps them to learn.</li> <li>Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</li> </ul>		

Literacy						
Skill	Reception Autumn		Reception Spring		Reception Summer	
<p>Writing</p> 	<ul style="list-style-type: none"> <li>To copy their name and taught letters</li> <li>To give meanings to marks</li> <li>To begin to write initial sounds and CVC words.</li> <li>To attempt to use correct letter formation</li> <li>To copy words, labels, captions</li> </ul>		<ul style="list-style-type: none"> <li>To form lower-case letters</li> <li>To be aware of fingers spaces</li> <li>To be aware of capital letters and end with a full stop</li> <li>To spell decodable/ tricky words.</li> </ul>		<ul style="list-style-type: none"> <li>To form lower-case and capital letters correctly</li> <li>To begin to write longer words which are spelt phonetically</li> <li>To begin to use capital letters, full stops and finger spaces.</li> <li>To spell some t tricky words correctly</li> <li>To begin to read their work back</li> </ul>	
<b>Assessment</b>						
<b>Pre-Phonemic Stage</b>						
Pictures	Random Scribbling	Scribble writing	Symbols representing letters	Random letters	Letter Strings	Letter groups


						
Picture show message	Various Starting points	Progression is left to right	Mock letters or symbols	Letters move from L to R	Separated by spaces	

Early Phonemic Stage		Letter name stage		Transitional Stage		
Environment print	Random sounds	Initial/ final sounds appear	Sounds/tricky words appear	All syllables represented	Inventive spelling	Multiple sentences with many words spelled correctly
the I is see like 12345 and mv	I V A D A A O	We wn to the s (We went to the store)	Thehcanr (The horse can run)	My fav orit dinosaur the Steg osor us.	To daye i wo to play with the white board and the shapes and I won to play with my fe	One day I saw my Frid it was Israel and Antonio and they got lost I had Tim. The end
print, copied	Beginning and ending letters	Vowels begin to appear.	A child hears all sounds	Whole sentence writing develops.	Awareness of print, copied	Beginning and ending letters are used to represent words


Vocabulary	Write, writing, draw, drawing, picture, squiggle, dot, hold, marks, line, shape, pattern, letter, word, letter sound, letter shape, name, talk. Writing genres: book, list, story, letter, instructions, postcard, poster, diary, note, recipe, fiction, non-fiction. The language used when 'talking through' forming different movements, patterns and lines (straight, up and down, curved, spot, round, circle, wavy, cross) and shared/individual writing. Letter and number names (some or all), Grip, sentence, caption, finger space, line, upper case, capital letter, lower case, full stop, phoneme, alphabet, spell, explain, discuss, describe, pinch, trace, curved, straight, zigzag, spiral, read, reread, check.
ELG	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
KS1 Readiness	<ul style="list-style-type: none"> <li>• Holds pencils, pens and other marking making tools appropriately, so that they can make marks in an increasingly controlled way.</li> <li>• To independently write a sentence with finger spaces and on the line.</li> <li>• To use correct letter formation</li> </ul>

Maths			
Skill	Reception Autumn	Reception Spring	Reception Summer
Number <span style="font-size: 2em; color: yellow;">123</span>	<ul style="list-style-type: none"> <li>• To recognise numbers 1-5</li> <li>• To begin to subitise to 5</li> <li>• To find one more of numbers to 5 To find one less of numbers to 5</li> <li>• To explore the composition of 1-5</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce zero.</li> <li>• To recognise numbers 0-10</li> <li>• To subitise to 10</li> <li>• To explore the composition of 0-5</li> <li>• To match the number to quantity</li> <li>• To practise number bonds to 10 To know addition facts to make 5</li> <li>• To find one more and one less of numbers to 10</li> <li>• To estimate a number of objects</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise numbers to 10</li> <li>• To know number bonds to 5 and 10</li> <li>• To match the number to quantity</li> <li>• To solve simple number problems</li> <li>• To recap the composition of each number to 10</li> <li>• To know addition and subtraction facts to 10</li> <li>• To know doubling and sharing facts</li> <li>• To recite numbers to 20.</li> </ul>
Vocabulary	Number names, numbers, numeral. Count, count on, count back. Compare, amount, more, less, fewer, same. Higher, lower, full, empty, big/bigger, small/smaller, long/longer, tall/taller, short/ shorter, heavy/heavier, light/lighter, wide/wider, fatter/thinner, too much, big, little. Match, sort, same, different. Balance, measure, weigh, scales. 2D shape names (such as circle, triangle, square, rectangle), round, flat, straight, curvy, pointy, pointed. 3D shape names (cube, cuboid, cylinder, cone, sphere). Days of the week, months of year, clock, time, day, Pattern, repeat, first, next, before, after, continue, copy, create, sequence, order. Positional language words Quantity, Add, addition, take away, subtraction, altogether, equals. Coin, pound, pence, penny, Sides, corners, edges, vertices, faces, rotate, manipulate, combine, and decompose. Route, direction, forwards, backwards, right, left. Routine, events, calendar, o'clock, today, tomorrow, yesterday, week.		
ELG	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.		


KS1 Readiness	<ul style="list-style-type: none"> <li>To recite numbers confidently to 20 forwards and backwards. Have an awareness of counting to 100</li> <li>To show a deep understanding of numbers up to 10 (matching numerals, relationships and patterns, partitioning, addition and subtraction)</li> <li>To know the names of simple 2D and 3D shapes and their properties</li> <li>To begin use resources to demonstrate an understanding of weight, measure, capacity, time, positional language.</li> <li>To use a range of mathematical vocabulary</li> </ul>
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Maths			
Skill	Reception Autumn	Reception Spring	Reception Summer
Numerical Patterns 	<ul style="list-style-type: none"> <li>To say which group has more or less</li> <li>To count and compare quantities</li> <li>To match and sort objects</li> <li>To finish a repeating pattern of 2 objects or colours</li> <li>To compare equal and unequal groups</li> <li>To recite numbers to 10</li> <li>To recognise and name 2D shapes and talk about properties.</li> </ul>	<ul style="list-style-type: none"> <li>To count and begin to recognise numbers to 20</li> <li>To count objects to 10</li> <li>To order numbers and count back from 10.</li> <li>To compare quantities to 10</li> <li>To begin to understand odd and even numbers</li> <li>To combine two groups of objects</li> <li>To order and compare objects by length, height and time, mass, capacity</li> <li>To subtract objects</li> <li>To name and describe the properties of 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>To recognise numbers to 20</li> <li>To add and subtract numbers</li> <li>To order and find missing numbers</li> <li>To solve number problems</li> <li>To make pictures with shape arrangements</li> <li>To recite numbers to 20 and above</li> <li>To know odd and even</li> <li>Doubling and halving to 10.</li> <li>To share quantities</li> <li>To combine groups of 2s, 5s and 10s</li> <li>To finish a pattern</li> </ul>
Vocabulary	Number, rhyme, sing, count, one – ten, fingers, point, touch, subitise, shape, more, less, fewer, total, altogether, amount, add, subtract, take away, minus, number names, equal, the same as, order, double, half, share, number bond, number facts, odd, even, heavy, light, big, small, bigger, smaller, biggest, smallest, empty, full, small, large, long, short, longer, shorter, longest, shortest, tall, taller, tallest, measure, Numicon, dice, zero, none, nil, represent, quantity, numeral, number bond, estimate, teen, ten frame, problem, number line, Pattern, next, time, clock, positional language, compare, sort, repeating pattern, quantity, flat shapes, 2D shapes, square, circle, triangle, rectangle, hexagon, solid shapes, 3D shapes, cube, cuboid, sphere, cuboid, properties, , odd, even, combine, full, empty, half full, half empty, nearly full, nearly empty, predict, count on, order, solve, match, rotate		
ELG	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
KS1 Readiness	<ul style="list-style-type: none"> <li>To recite numbers confidently to 20 forwards and backwards. Have an awareness of counting to 100</li> <li>To show a deep understanding of numbers up to 10 (matching numerals, relationships and patterns, partitioning, addition and subtraction)</li> <li>To know the names of simple 2D and 3D shapes and their properties. To understand shapes can be combined.</li> <li>To begin use resources to demonstrate an understanding of weight, measure, capacity, time, positional language.</li> <li>To use a range of mathematical vocabulary</li> </ul>		


## Understanding the World

Skill	Reception Autumn	Reception Spring	Reception Summer
<b>Past and Present</b> 	<ul style="list-style-type: none"> <li>To know about own life-story</li> <li>To know how I have changed</li> <li>To know about figures from the past</li> </ul>	<ul style="list-style-type: none"> <li>To talk about the lives of the people around us.</li> <li>To know some similarities and differences between the past and now</li> <li>To know about the past through settings, characters and events encountered in books read in class</li> </ul>	<ul style="list-style-type: none"> <li>To know about the past through settings, characters and events encountered in books read in class and story telling</li> <li>To know some similarities and differences between things in the past and experiences now</li> </ul>
Vocabulary	Street, road, path, lane, park, zebra crossing, church, shops, café, dentist, baby, grow, adult, younger, family, change, older, before, after, past, history, prehistoric, future, today, tomorrow, yesterday, first, next, after, before, emergency, same, different, similar, doctors, vets, house, home, map, hill, river, stream, sea, land, beach, trees, plants, pond, forest, weather, rain, sun, cliff, UK, county, religion, celebration, tradition, languages, culture, globe, hot, cold, ice, winter, summer, community, England, Ireland, Scotland, Wales, the day after that, present, time, long ago, once upon a time, same, different, famous, history. Sky, moon, sun, stars, day, night, clouds, soil, rock, stone, water, brick, plastic, cardboard, metal, wood, glass, hard, soft, air, living, animals, plant, flower, tree, material, material, push, pull, senses, smell, feel, see, touch, hear, taste, texture, wet, hard, soft, body parts, Summer, Spring, Autumn, Winter, changes, petal, root, stem, grow, seed, mud, water, light, dark, bendy, rough, smooth, life cycle, push, pull, mix, stir, pour, melt, dissolve, experiment, investigate, same, different, observe, float, sink, man-made, natural, recycle, litter		
ELG	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read.		
KS1 Readiness	<ul style="list-style-type: none"> <li>Use vocabulary associated with the past. Use past tense when speaking about things that happened in the past</li> <li>Talk about the order of events in a range of experiences or stories</li> <li>Understand that things can change, similarities and differences.</li> </ul>		

## Understanding the World

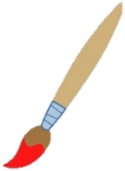
Skill	Reception Autumn	Reception Spring	Reception Summer
<b>People, cultures and community</b> 	<ul style="list-style-type: none"> <li>To know about family structures and talk about who is part of their family</li> <li>To identify similarities and differences between themselves and peers.</li> <li>To know about features of their environment.</li> <li>To talk about celebrations around the world – Diwali, Christmas, birthdays around the world</li> </ul>	<ul style="list-style-type: none"> <li>To talk about celebrations around the World – Chinese New Year, Easter.</li> <li>To know that there are many countries around the world.</li> </ul>	<ul style="list-style-type: none"> <li>To know that people in other countries may speak different languages</li> <li>To know that simple symbols are used to identify features on a map</li> <li>To know about people who help us within the local community</li> </ul>
Vocabulary	Street, road, path, lane, park, zebra crossing, church, shops, café, dentist, baby, grow, adult, younger, family, change, older, before, after, past, history, prehistoric, future, today, tomorrow, yesterday, first, next, after, before, emergency, same, different, similar, doctors, vets, house, home, map, hill, river, stream, sea, land, beach, trees, plants, pond, forest, weather, rain, sun, cliff, UK, county, religion, celebration, tradition, languages, culture, globe, hot, cold, ice, winter, summer, community, England, Ireland, Scotland, Wales, the day after that, present, time, long ago, once upon a time, same, different, famous, history. Sky, moon, sun, stars, day, night, clouds, soil, rock, stone, water, brick, plastic, cardboard, metal, wood, glass, hard, soft, air, living, animals, plant, flower, tree, material, material, push, pull, senses, smell, feel, see, touch, hear, taste, texture, wet, hard, soft, body parts, Summer, Spring, Autumn, Winter, changes, petal, root, stem, grow, seed, mud, water, light, dark, bendy, rough, smooth, life cycle, push, pull, mix, stir, pour, melt, dissolve, experiment, investigate, same, different, observe, float, sink, man-made, natural, recycle, litter		
ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, Explain some similarities and differences between life in this country and life in other countries.		
KS1 Readiness	<ul style="list-style-type: none"> <li>Know where they live and how it differs to other places in stories or places they have been</li> <li>Make and understand simple maps</li> <li>Use vocabulary related to travel, the world, environments.</li> <li>Show care and concern for living things</li> <li>Understand that there are people who help us in the local community</li> </ul>		

## Understanding the World


<p>The Natural World</p> 	<ul style="list-style-type: none"> <li>To ask questions about, care and respect natural environments</li> <li>To know about and recognise the signs of Autumn/ Winter</li> <li>To know about features of the world and Earth</li> <li>To explore changes and how things work</li> </ul>	<ul style="list-style-type: none"> <li>To identify the signs of Winter/Spring</li> <li>To know how environments might vary from another.</li> <li>To understand the life-cycle of a plant and animal.</li> <li>To explore changes and how things work</li> </ul>	<ul style="list-style-type: none"> <li>To observe and care for plants</li> <li>To know that some animals are nocturnal or hibernate</li> <li>To recognise the signs of Summer</li> <li>To know that some things can be man-made or natural</li> <li>To understand how to care for our planet.</li> <li>To explore changes and how things work</li> </ul>
<p>Vocabulary</p>	<p>Street, road, path, lane, park, zebra crossing, church, shops, café, dentist, baby, grow, adult, younger, family, change, older, before, after, past, history, prehistoric, future, today, tomorrow, yesterday, first, next, after, before, emergency, same, different, similar, doctors, vets, house, home, map, hill, river, stream, sea, land, beach, trees, plants, pond, forest, weather, rain, sun, cliff, UK, county, religion, celebration, tradition, languages, culture, globe, hot, cold, ice, winter, summer, community, England, Ireland, Scotland, Wales, the day after that, present, time, long ago, once upon a time, same, different, famous, history. Sky, moon, sun, stars, day, night, clouds, soil, rock, stone, water, brick, plastic, cardboard, metal, wood, glass, hard, soft, air, living, animals, plant, flower, tree, material, material, push, pull, senses, smell, feel, see, touch, hear, taste, texture, wet, hard, soft, body parts, Summer, Spring, Autumn, Winter, changes, petal, root, stem, grow, seed, mud, water, light, dark, bendy, rough, smooth, life cycle, push, pull, mix, stir, pour, melt, dissolve, experiment, investigate, same, different, observe, float, sink, man-made, natural, recycle, litter</p>		
<p>ELG</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments,. Understand some important processes and changes in the natural world around them.</p>		
<p>KS1 Readiness</p>	<ul style="list-style-type: none"> <li>To use and understand simple vocabulary related to objects, people, animals and plants.</li> <li>To explore, compare and ask questions about the World including weather, materials and changes of state. (similarities and differences) To understand where to find answers.</li> </ul>		

<p>Technology</p>	<ul style="list-style-type: none"> <li>Explore a variety of technology, old and new.</li> <li>To show an interest, understand and interact in age-appropriate technology. (Ipad, Interactive whiteboard, YOTO player, BeeBots, laptop)</li> <li>To know how to operate and program simple equipment/programs (Logging in to Ipad, selecting apps, QR codes, selecting tools on IWB, Purple Mash, programming BeeBots)</li> <li>To begin to understand about e-safety</li> </ul>		
	<p>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</p>		
<p>KS1 Readiness</p>	<ul style="list-style-type: none"> <li>Awareness of different technologies and their use.</li> <li>How to look after equipment and stay safe online</li> </ul>		

## Expressive Arts and Design

Skill	Reception Autumn	Reception Spring	Reception Summer
<b>Creating with Materials</b> 	<ul style="list-style-type: none"> <li>To name colours and experiment with mixing colours ,using colours for a particular purpose</li> <li>To create simple representations of people and objects</li> <li>To draw and colour with pencils and crayons</li> <li>To role play using props and costumes</li> <li>To use non-statutory measures</li> <li>To use some cooking techniques</li> <li>To use different construction materials</li> <li>To share their creations</li> <li>To use natural objects to make a piece of art</li> </ul>	<ul style="list-style-type: none"> <li>To experiment with different mark making tools such as art pencils</li> <li>To explore different techniques for joining materials</li> <li>To know how to work safely and hygienically</li> <li>To use some cooking techniques</li> <li>To use tools to cut and join wood</li> <li>To know the names of tools</li> <li>To share creations and talk about the process</li> <li>To make props and costumes for different role play scenarios</li> </ul>	<ul style="list-style-type: none"> <li>To mix with prime colours.</li> <li>To plan what they are going to make</li> <li>To draw more detailed pictures</li> <li>To manipulate materials</li> <li>To create observational drawings</li> <li>To know how to work safely</li> <li>To use some cooking techniques</li> <li>To use tools in woodwork</li> <li>To know some similarities and differences between materials</li> <li>To learn about and compare artists</li> <li>To share creations, talk about process and evaluate/ adapt their work</li> </ul>
Vocabulary	Names of materials and equipment, such as card, paper, glue, scissors, paint, paintbrush, Colour names Mix, make Light, lighter, dark, darker Join, cover, fold, Cut, snip, stick, sticky Pattern, mark, colour, press, Draw, drawing, lines, paint, colour in Bumpy, rough, smooth, wide, long, narrow, Positional language words, such as on, next to, inside and under, Wrap, fix, combine, fasten, connect, build, create, decorate, details Describe, alter, amend, adjust Explore, investigate, trial and error, practise Spread, fill, swirl, Dab, shade, tone, smudge, blend, Create, plan, design, method, strategy Texture, Imagine, imagination, Names of more advanced materials, such as pastels, charcoal		
ELG	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.		
KS1 Readiness	<ul style="list-style-type: none"> <li>To confidently use one handed tools including scissors and mark making implements</li> <li>To understand how to keep safe when using tools. To know how to look after resources.</li> <li>Know colour names</li> </ul>		

## Expressive Arts and Design

Skill	Reception Autumn	Reception Spring	Reception Summer
<b>Being Expressive and Imaginative</b> 	<ul style="list-style-type: none"> <li>To sing and perform nursery rhymes</li> <li>To experiment with different instruments and their sounds</li> <li>To create musical patterns using body percussion</li> <li>To use costumes and resources to act out narratives</li> <li>To sing and perform songs.</li> <li>To begin to build up a repertoire of songs</li> </ul>	<ul style="list-style-type: none"> <li>To create musical patterns using untuned instruments</li> <li>To begin to create costumes and resources for role play</li> <li>To associate genres of music with characters and stories</li> <li>To create their own songs.</li> </ul>	<ul style="list-style-type: none"> <li>To move in time to music</li> <li>To learn dance routines</li> <li>To act out stories making costumes and props</li> <li>To follow a musical pattern to play tuned instruments</li> <li>To create narratives based on stories</li> <li>To create own compositions</li> <li>To talk about whether the like or dislike a piece of music</li> </ul>
Vocabulary	Names of materials and equipment, such as card, paper, glue, scissors, paint, paintbrush, Colour names Mix, make Light, lighter, dark, darker Join, cover, fold, Cut, snip, stick, sticky Pattern, mark, colour, press, Draw, drawing, lines, paint, colour in Bumpy, rough, smooth, wide, long, narrow, Positional language words, such as on, next to, inside and under, Wrap, fix, combine, fasten, connect, build, create, decorate, details Describe, alter, amend, adjust		

	Explore, investigate, trial and error, practise Spread, fill, swirl, Dab, shade, tone, smudge, blend, Create, plan, design, method, strategy Texture, Imagine, imagination, Names of more advanced materials, such as pastels, charcoal Music, appreciation, like, dislike, act, patterns, genre, time, dance, invent, dance, beat, sing, pretend, loud, quiet, voice, sound, actions, move, listen, instruments, rhyme .Print design, pulse, rhythm, story tell, imagine, noisy, fast, slow.
ELG	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music
KS1 Readiness	<ul style="list-style-type: none"> <li>• To be familiar with a good amount of nursery rhymes</li> <li>• To know a range of instruments and how to play them. To explore sound including beat, pitch and pulse</li> <li>• Explore and appreciate music through dance, singing and putting music to narratives.</li> </ul>