



BEACON PRIMARY
ACADEMY

Progression of Skills & Knowledge

Reception and KS1 Readiness

Early Years Long Term Planning at Beacon Primary Academy

Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly
- Partnership working between practitioners and with parents and/or carers
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported

The Importance of Play:

At Beacon Primary Academy, we recognise that children thrive when they are engaged, curious, and actively involved in their learning. We understand that active learning is enriched through meaningful interactions with peers, adults, objects, ideas, and experiences that capture children's attention and sustain their interest over time. We believe that Early Years education should be rooted in hands-on, practical experiences. That's why our EYFS provision is proudly underpinned by the ethos of Learning through Play. Play is fundamental to children's development across all areas. It nurtures their confidence, supports exploration, fosters relationships, and encourages goal-setting and problem-solving.

Children learn best when they lead their own play and when their play is thoughtfully supported and extended by adults. Through this balance of child-initiated and adult-guided play, we create a rich and responsive environment where every child can flourish.

Characteristics of Effective Learning at Beacon Primary Academy

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

The Overarching Principles of Early Years at Beacon Primary Academy


Unique Child We celebrate every child as a unique individual, each with the potential to be resilient, capable, confident, and self-assured. Our approach honours their distinct strengths, interests, and developmental journeys.

Positive Relationships Children thrive in environments where warm, trusting relationships are built between staff, parents, and carers. These strong partnerships foster independence and emotional security across the EYFS curriculum. At Beacon, no child or practitioner is ever alone — we value and embrace the strength of our community.


Enabling Environments Children learn best in safe, nurturing spaces where routines provide stability and adults respond sensitively to their needs and passions. Our environments are thoughtfully designed to support exploration, extend learning, and build upon each child's experiences over time.

Learning and Development We recognise that children develop and learn at varying rates, though not in fundamentally different ways (DfE, 2017). It is our responsibility to identify and support those who may require additional guidance, ensuring every child has the opportunity to flourish.


Communication and Language

Skill	Autumn	Spring	Summer
Listening, Attention and Und. 	<ul style="list-style-type: none"> To understand how to listen carefully To understand why listening is important To be able to follow directions To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step 	<ul style="list-style-type: none"> To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures To follow and retell a story without pictures or props 	<ul style="list-style-type: none"> To understand questions such as who, what, where, when, why and how To have conversations with adults and peers with back and forth exchanges
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"> To have a conversations with back and forth exchanges. To understand how to question and answer in full sentences. To explore and talk about the world and everyday objects. To explore language to describe the look and feel. 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. To talk about their creative ideas and demonstrates good use of their imagination. Developing their skills and abilities in retelling familiar stories. To explore language and vocabulary in stories 		


Communication and Language

Skill	Reception Autumn	Reception Spring	Reception Summer
Speaking 	<ul style="list-style-type: none"> To talk with adults and other children To learn and use new vocabulary throughout the day To use longer sentences to express their point of view. 	<ul style="list-style-type: none"> To talk in sentences using conjunctions e.g. and, because To use new vocabulary in different contexts To engage in non-fiction books 	<ul style="list-style-type: none"> To use talk to organise, sequence and clarify thinking, ideas, feelings and events To talk about why things happen To talk in sentences using a range of tenses
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"> To have a conversations with back and forth exchanges. To understand how to question and answer in full sentences. To explore and talk about the world and everyday objects. To explore language to describe the look and feel. 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. To talk about their creative ideas and demonstrates good use of their imagination. Developing their skills and abilities in retelling familiar stories. To explore language and vocabulary in stories 		


Personal, Social and Emotional Development


Skill	Reception Autumn	Reception Spring	Reception Summer
Self-regulation 	<ul style="list-style-type: none"> To recognise different emotions To understand how people show emotions To focus during short class activities To follow instructions To talk about how themselves and others are feeling To adapt behaviour to a range of situations 	<ul style="list-style-type: none"> To focus during longer whole class lessons To follow longer instructions To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others 	<ul style="list-style-type: none"> To control their emotions using a range of techniques To set a target and reflect on progress throughout To maintain focus during extended whole class teaching To follow longer instructions.
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"> To sit, listen and focus during teaching times To control emotions or communicate that support is needed. To understand the feelings of others. To show patience when needs are not immediately met. 		


Personal, Social and Emotional Development

Skill	Reception Autumn	Reception Spring	Reception Summer
Managing Self 	<ul style="list-style-type: none"> To wash hands independently To put coat and socks on independently To get changed if needed with support To explore different areas To follow class rules and understand the need to have rules To have confidence to try activities 	<ul style="list-style-type: none"> To begin to show resilience and perseverance in the face of challenge To begin to do up zips, buckles To develop independence when dressing and undressing for activities. 	<ul style="list-style-type: none"> To identify and name healthy foods To manage own basic needs independently To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude
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"> To manage personal hygiene and basic needs including using cutlery and changing if needed. Begin to regulate behaviour and consider others. Understand how to stay safe. 		


Personal, Social and Emotional Development


Skill	Reception Autumn	Reception Spring	Reception Summer
Building Relationship 	<ul style="list-style-type: none"> To seek support of adults when needed To gain confidence to speak to peers and adults To begin to develop positive relationships To play with one other or more children, extending and elaborating ideas. 	<ul style="list-style-type: none"> To begin to work as a group with support To use taught strategies to support turn taking To listen to the ideas of other children and agree on a solution and compromise 	<ul style="list-style-type: none"> To work as a group To begin to develop relationships with other adults around the school To have confidence to communicate with adults around the school To have strong friendships
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"> To have confidence to communicate with adults and peers, building relationships. Knows right from wrong and can explain why it is important to have boundaries and routines. Work and play co-operatively and take turns. Recognise and show sensitivity to their own and other's needs. Be accepting of others differences. 		

Physical Development			
Skill	Reception Autumn	Reception Spring	Reception Summer
 <p>Gross Motor Skills</p>	<ul style="list-style-type: none"> To move safely, stop and change direction. To develop control when using equipment To follow a path and take turns To work co-operatively with a partner To balance, jump, hop To explore different ways to travel using equipment 	<ul style="list-style-type: none"> To roll and track a ball To develop accuracy when throwing to a target To dribble using hands To throw and catch with a partner To dribble a ball using feet To kick a ball to a target To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling To explore traveling around, over and through apparatus 	<ul style="list-style-type: none"> To use counting to help to stay in time with the music To move safely with confidence and imagination To move with control and co-ordination, expressing ideas through movement To move with control and co-ordination, copying, linking and repeating actions To remember and repeat actions To develop accuracy when throwing and practise keeping score To follow instructions and be safely To play by the rules and develop coordination To work as a team
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"> To develop, co-ordination, balance, agility, fluency of moving, control, and special awareness. To confidently and safely use a range of large and small apparatus, refine ball skills, and fundamental movements. To change for PE. 		

Physical Development			
Skill	Reception Autumn	Reception Spring	Reception Summer
 <p>Fine Motor Skills</p>	<ul style="list-style-type: none"> To use a dominant hand To begin to use a tripod grip when using mark making tools To use a variety of fine motor activities To begin to copy letters To hold scissors correctly and make snips in paper To begin to use anticlockwise movement and retrace vertical lines To accurately draw lines 	<ul style="list-style-type: none"> To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To use a variety of fine motor activities To begin to write taught letters using correct formation To hold scissors correctly 	<ul style="list-style-type: none"> To hold scissors correctly and cut various materials To copy letters using a lead in and lead out To paint using thinner paintbrushes To create drawings with details To independently use a knife, fork and spoon to eat a range of meals To write letters using the correct letter formation and control the size of letters
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	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.
KS1 Readiness	<ul style="list-style-type: none"> To use one handed tools confidently To use correct letter formation, controlling size of the letters

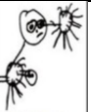

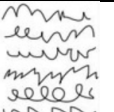
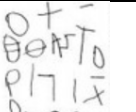


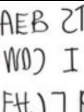
Literacy			
Skill	Reception Autumn	Reception Spring	Reception Summer
Comprehension 	<ul style="list-style-type: none"> To use pictures and sequence stories To independently look at books, holding the correct way and turning pages To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books 	<ul style="list-style-type: none"> To retell a story To begin to predict what may happen in the story To suggest how a story might end To follow a story without pictures or props To talk about the characters in the books they are reading 	<ul style="list-style-type: none"> To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books To answer questions about what they have read To know that information can be retrieved from books
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	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.		
KS1 Readiness	<ul style="list-style-type: none"> Develop their skill and abilities to comprehension within familiar stories and pictures in illustrated stories Develop a knowledge of a range of stories and ability to retell them Recognise books have knowledge to help them learn Listen to others expressively tell stories 		

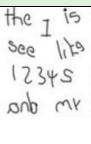



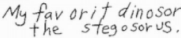
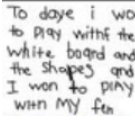
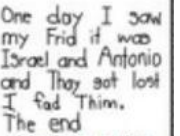
Literacy			
Skill	Reception Autumn	Reception Spring	Reception Summer
Word Reading 	<ul style="list-style-type: none"> To recognise their name To recognise taught Level 2 sounds (s a t p i n m n d g o c k c k e u r h b f l f f l l s s s) To recognise taught level 2 Tricky Words (I, no, go, to, the) To blend sounds together to read words using the taught sounds To be aware of captions and sentences To read books matching their phonics ability 	<ul style="list-style-type: none"> 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 s, j v w x y z z z q u c h s h t h n g a i e e i g h o a o o o o a r o r u r o w o i e a r a i r u r e e r) 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) To read words with double letters To begin to read longer words To recognise taught digraphs in words and blend the sounds together To start to read sentences containing Tricky Words and digraphs To read books matching their phonics ability 	<ul style="list-style-type: none"> 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 s, j v w x y z z z q u c h s h t h n g a i e e i g h o a o o o o a r o r u r o w o i e a r a i r u r e e r) 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) To read longer words Inc. compound words To read longer sentences To read words with short vowels and adjacent consonants To read words ending in suffixes To read books matching their phonics ability

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"> • Be at an expected level in phonics scheme – secure level 3 • Developing their skills and abilities to retell and comprehend within familiar stories, and from pictures in illustrated stories. • Recognising that books have information that helps them to learn. • Learning that stories and books can put them in imaginary worlds full of adventure and excitement.


Literacy


Skill	Reception Autumn	Reception Spring	Reception Summer
Writing 	<ul style="list-style-type: none"> • To copy their name and taught letters • To give meanings to marks • To begin to write initial sounds and CVC words. • To attempt to use correct letter formation • To copy words, labels, captions 	<ul style="list-style-type: none"> • To form lower-case letters • To be aware of finger spaces • To be aware of capital letters and end with a full stop • To spell decodable/ tricky words. 	<ul style="list-style-type: none"> • To form lower-case and capital letters correctly • To begin to write longer words which are spelt phonetically • To begin to use capital letters, full stops and finger spaces. • To spell some tricky words correctly • To begin to read their work back

Assessment		Pre-Phonemic Stage				
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
						
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"> • Holds pencils, pens and other marking making tools appropriately, so that they can make marks in an increasingly controlled way. • To independently write a sentence with finger spaces and on the line. • To use correct letter formation


Maths			
Skill	Reception Autumn	Reception Spring	Reception Summer
Number 	<ul style="list-style-type: none"> To recognise numbers 1-5 To begin to subitise to 5 To find one more of numbers to 5 To find one less of numbers to 5 To explore the composition of 1-5 	<ul style="list-style-type: none"> To introduce zero. To recognise numbers 0-10 To subitise to 10 To explore the composition of 0-5 To match the number to quantity To practise number bonds to 10 To know addition facts to make 5 To find one more and one less of numbers to 10 To estimate a number of objects 	<ul style="list-style-type: none"> To recognise numbers to 10 To know number bonds to 5 and 10 To match the number to quantity To solve simple number problems To recap the composition of each number to 10 To know addition and subtraction facts to 10 To know doubling and sharing facts To recite numbers to 20.
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"> To recite numbers confidently to 20 forwards and backwards. Have an awareness of counting to 100 To show a deep understanding of numbers up to 10 (matching numerals, relationships and patterns, partitioning, addition and subtraction) To know the names of simple 2D and 3D shapes and their properties To begin use resources to demonstrate an understanding of weight, measure, capacity, time, positional language. To use a range of mathematical vocabulary 		

Maths			
Skill	Reception Autumn	Reception Spring	Reception Summer
Numerical Patterns 	<ul style="list-style-type: none"> To say which group has more or less To count and compare quantities To match and sort objects To finish a repeating pattern of 2 objects or colours To compare equal and unequal groups To recite numbers to 10 To recognise and name 2D shapes and talk about properties. 	<ul style="list-style-type: none"> To count and begin to recognise numbers to 20 To count objects to 10 To order numbers and count back from 10. To compare quantities to 10 To begin to understand odd and even numbers To combine two groups of objects To order and compare objects by length, height and time, mass, capacity To subtract objects To name and describe the properties of 3D shapes 	<ul style="list-style-type: none"> To recognise numbers to 20 To add and subtract numbers To order and find missing numbers To solve number problems To make pictures with shape arrangements To recite numbers to 20 and above To know odd and even Doubling and halving to 10. To share quantities To combine groups of 2s, 5s and 10s To finish a pattern

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"> To recite numbers confidently to 20 forwards and backwards. Have an awareness of counting to 100 To show a deep understanding of numbers up to 10 (matching numerals, relationships and patterns, partitioning, addition and subtraction) To know the names of simple 2D and 3D shapes and their properties. To understand shapes can be combined. To begin use resources to demonstrate an understanding of weight, measure, capacity, time, positional language. To use a range of mathematical vocabulary

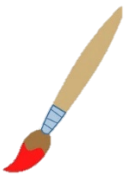
Understanding the World			
Skill	Reception Autumn	Reception Spring	Reception Summer
Past and Present 	<ul style="list-style-type: none"> To know about own life-story To know how I have changed To know about figures from the past 	<ul style="list-style-type: none"> To talk about the lives of the people around us. To know some similarities and differences between the past and now To know about the past through settings, characters and events encountered in books read in class 	<ul style="list-style-type: none"> To know about the past through settings, characters and events encountered in books read in class and story telling To know some similarities and differences between things in the past and experiences now
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"> Use vocabulary associated with the past. Use past tense when speaking about things that happened in the past Talk about the order of events in a range of experiences or stories Understand that things can change, similarities and differences. 		

Understanding the World			
Skill	Reception Autumn	Reception Spring	Reception Summer
People, cultures and community 	<ul style="list-style-type: none"> To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers. To know about features of their environment. To talk about celebrations around the world – Diwali, Christmas, birthdays around the world 	<ul style="list-style-type: none"> To talk about celebrations around the World – Chinese New Year, Easter. To know that there are many countries around the world. 	<ul style="list-style-type: none"> To know that people in other countries may speak different languages To know that simple symbols are used to identify features on a map To know about people who help us within the local community
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"> Know where they live and how it differs to other places in stories or places they have been Make and understand simple maps Use vocabulary related to travel, the world, environments. Show care and concern for living things Understand that there are people who help us in the local community 		

Understanding the World			
The Natural World 	<ul style="list-style-type: none"> To ask questions about, care and respect natural environments To know about and recognise the signs of Autumn/ Winter To know about features of the world and Earth To explore changes and how things work 	<ul style="list-style-type: none"> To identify the signs of Winter/Spring To know how environments might vary from another. To understand the life-cycle of a plant and animal. To explore changes and how things work 	<ul style="list-style-type: none"> To observe and care for plants To know that some animals are nocturnal or hibernate To recognise the signs of Summer To know that some things can be man-made or natural To understand how to care for our planet. To explore changes and how things work
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	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.
KS1 Readiness	<ul style="list-style-type: none"> • To use and understand simple vocabulary related to objects, people, animals and plants. • 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.

Technology	<ul style="list-style-type: none"> • Explore a variety of technology, old and new. • To show an interest, understand and interact in age appropriate technology. (Ipad, Interactive whiteboard, YOTO player, BeeBots, laptop) • 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) • To begin to understand about e-safety
	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.
KS1 Readiness	<ul style="list-style-type: none"> • Awareness of different technologies and their use. • How to look after equipment and stay safe online

Expressive Arts and Design			
Skill	Reception Autumn	Reception Spring	Reception Summer
Creating with Materials 	<ul style="list-style-type: none"> • To name colours and experiment with mixing colours ,using colours for a particular purpose • To create simple representations of people and objects • To draw and colour with pencils and crayons • To role play using props and costumes • To use non-statutory measures • To use some cooking techniques • To use different construction materials • To share their creations • To use natural objects to make a piece of art 	<ul style="list-style-type: none"> • To experiment with different mark making tools such as art pencils • To explore different techniques for joining materials • To know how to work safely and hygienically • To use some cooking techniques • To use tools to cut and join wood • To know the names of tools • To share creations and talk about the process • To make props and costumes for different role play scenarios 	<ul style="list-style-type: none"> • To mix with prime colours. • To plan what they are going to make • To draw more detailed pictures • To manipulate materials • To create observational drawings • To know how to work safely • To use some cooking techniques • To use tools in woodwork • To know some similarities and differences between materials • To learn about and compare artists • To share creations, talk about process and evaluate/ adapt their work

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"> To confidently use one handed tools including scissors and mark making implements To understand how to keep safe when using tools. To know how to look after resources. Know colour names

Expressive Arts and Design

Skill	Reception Autumn	Reception Spring	Reception Summer
Being Expressive and Imaginative 	<ul style="list-style-type: none"> To sing and perform nursery rhymes To experiment with different instruments and their sounds To create musical patterns using body percussion To use costumes and resources to act out narratives To sing and perform songs. To begin to build up a repertoire of songs 	<ul style="list-style-type: none"> To create musical patterns using untuned instruments To begin to create costumes and resources for role play To associate genres of music with characters and stories To create their own songs. 	<ul style="list-style-type: none"> To move in time to music To learn dance routines To act out stories making costumes and props To follow a musical pattern to play tuned instruments To create narratives based on stories To create own compositions To talk about whether they like or dislike a piece of music
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"> To be familiar with a good amount of nursery rhymes To know a range of instruments and how to play them. To explore sound including beat, pitch and pulse Explore and appreciate music through dance, singing and putting music to narratives. 		