Early Years skills and Knowledge overview

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	**Nursery**	**Development Matters (3-4 years)**	**Listening, Attention and Understanding** Children will point out objects/pictures in a story. Children will learn how to listen attentively "whole body listening" **Speaking** Children will recount their own experiences Children will know and use vocabulary linked to the topic Children will listen to a poem and anticipate rhymes	**Listening, Attention and Understanding** Children will understand 'what' questions. Children will understand and follow simple instructions and nursery rules **Speaking** Children will be able to order the key events to retell a simple story Children will be able to sing a number of traditional nursery rhymes Children will know and use vocabulary linked to the topic Children join in with a poem	**Listening, Attention and Understanding** Children will understand 'where' questions. Children will listen to a visiting speaker **Speaking** Children will know and be able to order the key events in a longer story. Children will know and use vocabulary linked to the topic Children will join in with reciting a poem and attempt actions Children will identify the rhyming words in a poem	**Listening, Attention and Understanding** Children will understand 'when' questions. Children will follow an instruction with two parts **Speaking** Children will know and retell a longer story using key vocabulary effectively. Children will use talk to organise their play. Children will know and use vocabulary linked to the topic Children will join in with reciting a poem and attempt actions Children will contribute to writing a whole class poem	**Listening, Attention and Understanding** Children will understand 'who' questions. Children will maintain attentive listening in a small group activity **Speaking** Children will know and retell a longer story and express a point of view. Children will know and use vocabulary linked to the topic Children will recite a poem with actions	**Listening, Attention and Understanding** Children will understand and answer 'why' questions. Children will maintain attentive listening in whole class activities **Speaking** Children will know and retell a longer story and express an opinion about it, using key vocabulary effectively. Children will be able to engage in conversation and continue it for many turns Children will know and use vocabulary linked to the topic Children will talk about how story characters might be feeling Children will recite a poem with actions
	Observational Checkpoint: Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question? Can children pronounce words clearly and be understood?							

Early Years skills and Knowledge overview

	Reception	**Development Matters (Reception)**	**Listening, Attention and Understanding** Children will be introduced to whole body listening Children will listen carefully to a story and respond to questions Children will be able to follow a simple instruction Children will learn how to use the listening station and enjoy audio stories and songs **Speaking** Children will speak in one to one and small group discussions Children will learn how to use the talking postcards to record their voices Children will retell familiar stories and nursery rhymes Children will be introduced to a poem and rhyming language Children will develop social phrases Children will use key vocabulary linked to topic	**Listening, Attention and Understanding** Children will engage in story time with repeated refrains and actions. Children will respond to instructions with more than one step Children will respond to questions **Speaking** Children will speak in front of a small group or audience Children will use new vocabulary in their play Children will use key vocabulary linked to topic Children will learn a poem and understand rhyme Children will be able to recite a poem	**Listening, Attention and Understanding** Children will talk about key events in a story. Children will ask questions to find out information Children will listen attentively to a speaker Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** Children will ask and respond to questions Children will express ideas using past and present tense. Children will use key vocabulary linked to topic Children will be able to recite a poem with actions	**Listening, Attention and Understanding** Children will identify the main characters in the story Children will identify the beginning, middle and end of the story **Speaking** Children will connect ideas and thoughts when speaking Children will use new vocabulary from stories and non-fiction books in their talk and play Children will use key vocabulary linked to topic Children will be able to perform a poem with actions	**Listening, Attention and Understanding** Children will link events in a story to their own experiences. Children will understand questions – who, what, why, where Children will talk about what they have heard and ask questions to check understanding **Speaking** Children will use new vocabulary in different contexts Children will use key vocabulary linked to topic Children will be able to perform a poem with actions and be able to adapt with alternative rhyming words	**Listening, Attention and Understanding** Children will ask what, who, when, why questions to clarify their understanding **Speaking** Children will express ideas using correct tenses Children will articulate thoughts in full sentences, making using of conjunctions Children will use key vocabulary linked to topic Children will be able to invent their own poems made up with peers

Early Years skills and Knowledge overview

	ELGS **Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.** **Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.**

Early Years skills and Knowledge overview

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional	**Nursery**	**Development Matters (3-4 years)**	**Self-Regulation** Children will separate from main carer. Children will be able to recognise own feelings Children will talk about their own family **Managing Self** Children will know the Claytons rules – Be Ready, Be Respectful, Be Safe to Be Successful Children will know how to choose resources and put away after use using the rhyme 'Choose it, use it, put it away'. Children will know to wash and dry their hands before eating and after using the toilet. Children will understand that some body parts are private (NSPCC Pants are Private) **Building Relationships** Children will know how to play alongside each other. Children will understand that they contribute to our nursery community.	**Self-Regulation** Children will know which adults can help them in nursery. Children will use words to express their own feelings **Managing Self** Children will know about healthy choices that they can make including tooth brushing, drinking water, eating fruit and vegetables and taking exercise. Children will develop confidence in new social situations including meeting new adults and performing to an audience. Children will be able to put their own coat on Children will discuss healthy attitudes towards screen time **Building Relationships** Children will know how to play games in adult led small groups. Children will be able to recognise acts of kindness. Children will recognise and celebrate differences Children will have opportunities to vote	**Self-Regulation** Children will speak confidently to visitors and ask questions. Children will understand that kindness benefits others and themselves Children will set a goal for themselves **Managing Self** Children will be able to do up a zip on their coat with adult support. Children will be independent in handwashing before eating and after messy play or using the toilet. Children will participate on safer internet day **Building Relationships** Children will share resources and play in a group.	**Self-Regulation** Children will develop ways to be courteous and respectful towards adults and peers Children will recognise ways to be kind to themselves Children will know how to calm themselves by stopping and taking deep breaths. Children will be able to find a quiet spot to calm down **Managing Self** Children will practise doing up zips Children will access resources and tidy up independently, including art corner resources, pegging up work to dry and returning resources after use. Children will understand the importance of having a healthy body **Building Relationships** Children will take turns whilst playing and waiting patiently to have a go.	**Self-Regulation** Children will demonstrate appropriate assertiveness with adults and peers. Children will be able to talk about ways that they can calm down **Managing Self** Children will access a wider range of resources independently and put away after use, setting own goals and taking pride in their achievements. Children will put their hand up to speak during carpet time. Children will practise doing up zips Children will talk about healthy amounts of screen time **Building Relationships** Children will consider the feelings of others in stories.	**Self-Regulation** Children will show confidence around animals and interact appropriately with visiting adults Children will be able to use a range of strategies to manage own behaviour and emotions **Managing Self** Children will know how to independently use the toilet. Children will follow school rules without needing to be reminded. Children will be able to talk about healthy choices and why they are important. Children will do up their own zip **Building Relationships** Children will know how to listen to a friend and agree a compromise.
	Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?							

Early Years skills and Knowledge overview

	Reception	**Development Matters (Reception)**	**Self-Regulation** Children will see themselves as unique by sharing their hobbies and interests. Children will understand different feelings and emotions Children will learn the Claytons rules – be ready, be respectful, be safe. **Managing Self** Children will be able to go to the toilet independently Children will be able to put their own shoes and socks on. Children will understand that some body parts are private (NSPCC pants are private) Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know the 5 senses. **Building Relationships** Children will build constructive and respectful relationships Children will gain confidence in speaking to adults and peers	**Self-Regulation** Children will be able to talk about how they are feeling and the feelings of others Children will see themselves as a valuable individual **Managing Self** Children will know the school rules Be Ready, Be Respectful, Be Safe Children will be able to change for PE with support Children will understand the rules of British Democracy **Building Relationships** Children will develop friendships Children will develop positive relationships with Early Years Staff Children will recognise and celebrate differences	**Self-Regulation** Children will be able to think about the feelings and perspective of others Children will be able to show resilience when faced with challenges Children will set themselves a simple goal **Managing Self** Children will be able to do up zips and buttons Children will be able to change for PE independently Children will know how to be a safe pedestrian and why this is important. Children will participate on safer internet day **Building Relationships** Children will work in a group with their peers Children will ask if they need help Children will take turns when playing with others	**Self-Regulation** Children will know the effects of their behaviour on others. Children will be able to moderate their behaviour Children will understand the importance of being kind to themselves **Managing Self** Children will understand the importance of having healthy bodies and healthy minds Children will know about the importance of a good sleep routine for their health. **Building Relationships** Children will be able to describe what makes a good friend including attributes such as listening and sharing.	**Self-Regulation** Children will know how to control their emotions using a range of techniques Children will be able to reflect on the perspectives of others **Managing Self** Children will know what a sensible amount of screen time is and why this is important for their health. **Building Relationships** Children will know how to express their opinion and understand it is okay to have a different opinion to their friends. Children will know how to resolve a problem by talking it through with a friend or adult	**Self-Regulation** Children will be able to maintain focus during whole class teaching, and be able to switch their attention even when engaged in another activity. Children will be able to control their impulses when appropriate **Managing Self** Children will understand the importance of healthy bodies and healthy minds, and make good choices Children will be confident to try new activities, and show a 'can do' attitude Children will participate in transition activities with KS1 **Building Relationships** Children will have strong, positive friendships Children will understand the importance of developing new friendships

Early Years skills and Knowledge overview

	ELGS **Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.** **Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.** **Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.**

Early Years skills and Knowledge overview

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	**Nursery**	**Development Matters (3-4 years)**	**Gross Motor** Children will know how to ride a scooter Children will know that they must wear a helmet to keep safe on wheeled toys Children will run, jump and balance safely, learning to safely use the climbing frame **Fine Motor** Children will explore large mark making to develop cross the mid-line movements Children will be able to use playdough and tools to create a planned effect	**Gross Motor** Children will know how to ride a tricycle Children will know how to kick a ball **Fine Motor** Children will practise zipping up their coat, with adult support Children will know how to hold scissors safely	**Gross Motor** Children will know how to throw a ball Children will learn how to jump and land safely **Fine Motor** Children will know how to do up buttons and poppers Children will know how to use scissors to make snips in paper	**Gross Motor** Children will choose appropriate movements when moving through an obstacle course Children will develop strength and balance Children will throw a beanbag to a target **Fine Motor** Children will know how to use hammers to hit a large headed nail. Children will choose appropriate tools for carrying out a plan.	**Gross Motor** Children will know how to skip, hop and stand on one leg Children will be able to move equipment safely with adult supervision Children will carry out movements safely when jumping, balancing and using equipment **Fine Motor** Children will know how to use a comfortable grip when holding a pencil. Children will be able to use scissors with increasing control to snip or to cut out a shape	**Gross Motor** Children will remember a pattern of movement in response to music. Children will know how to work together to carry large items such as planks of wood. Children will catch a beanbag with hands together **Fine Motor** Children will show preference for a dominant hand. Children will use a pencil effectively to make marks with good control.
	Observational Checkpoint: Can children make 'cross the mid-line' marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?							

Early Years skills and Knowledge overview

	Reception	**Development Matters (Reception)**	**Gross Motor** Children will know how to move round a space safely Children will learn different ways to move their bodies Children will be able to run and stop and change direction Children will learn to balance on equipment, including two wheeled scooters, and balance bikes Children will learn to put helmets on and off when using the scooters Children will be able to throw and catch their own beanbag **Fine Motor** Children will use a dominant hand for pencil hold. Children will begin to use a tripod grip when using a pencil Children will be able to copy some letters and start to form some letters correctly	**Gross Motor** Children will learn how to use their body to make different shapes Children will explore different ways to travel using equipment Children will begin to make obstacle courses using resources Children will be able to throw and catch a beanbag with a partner **Fine Motor** Children will be able to hold scissors correctly and cut along straight lines in paper Children will hold a pencil using the tripod grip Children will be able to form some letters correctly	**Gross Motor** Children will learn to jump and land safely from equipment on two feet with knees bent Children will explore moving under and over equipment Children will be able to combine movements to create short sequences Children will combine movements with growing ease and fluency **Fine Motor** Children will be able to hold scissors correctly and cut along curved lines Children will be able to form lower case letters correctly	**Gross Motor** Children will learn to throw and catch a ball with a partner using cupped hands Children will develop accuracy when throwing a ball towards a target Children will move with increasing, strength, control and coordination **Fine Motor** Children will be able to form letters correctly and control the size of the letters Children will be able to cut out shapes accurately	**Gross Motor** Children will learn how to throw and catch different sized balls. Children will learn to use a bat and ball safely Children will move with confidence and control Children will be able to show consideration for others when negotiating obstacles **Fine Motor** Children will know how to thread and sew using threading boards Children will be able to use a range of one-handed tools and equipment correctly	**Gross Motor** Children will know how to bat and aim using different sized balls. Children will learn to follow instructions to participate in team games Children will learn to play games with rules **Fine Motor** Children will know how to correctly form capital letters and lower-case letters Children will be able to use scissors to cut a range of materials Children will be able to draw with increasing

Early Years skills and Knowledge overview

			Children will be able to use scissors and make snips in paper Children will know how to use a knife and fork.	Children will be able to draw lines and circles to draw pictures Children will able to use a range of one-handed tools				accuracy, and do observational drawings Children will be able to control a computer mouse
	ELGS **Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.** **Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.**							

Early Years skills and Knowledge overview

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Nursery	Development Matters (3-4 years)	**Comprehension** Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. **Word Reading** Children will recognise rhyming words Children will practise tuning into sounds Children will clap syllables in words **Writing** Children will know how to draw horizontal lines. Recognise own name card Give meaning to marks made	**Comprehension** Children will know a range of signs including bus stop, parking, stop. Understand five key concepts about print through modelling when reading stories Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. **Word Reading** Children will begin to hear the initial sound in words Children will hear the same initial sound for words and names of objects Children will clap syllables in words Children will begin to blend CVC words using oral blending Sound progression s a t p i n **Writing** Children will know how to draw vertical lines. Children will give meanings to marks they make	**Comprehension** Children will know print has different purposes by exploring menus, magazines, newspapers, labels. Engage in conversations about stories – answering simple questions and offering opinions about stories Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. **Word Reading** Children will distinguish between different sounds Children will play with voice sounds Children will identify initial sounds of words and names of objects. Children will distinguish different sounds Children will begin to blend a range of CVC words using oral blending Sound progression m d g o c k e **Writing** Children will know how to draw circles.	**Comprehension** Children will know the names of different parts of a book including the cover, title, author. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. **Word Reading** Children will identify initial sounds and names of objects Children will be able to blend a wider range of CVC words using oral blending Children will identify initial sounds of words and names of objects. Children will articulate sounds correctly – including playing with voice sounds Sound progression u r h b f l j **Writing** Children will know how to draw diagonal lines. Use some recognisable letters in mark making activities (menus, cards, shopping lists, etc.)	**Comprehension** Children will know how to turn the pages of a book carefully. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. **Word Reading** Children will identify initial sounds of words and objects. Children will be able to blend a wider range of CVC words using oral blending Sound progression v w y z qu ch **Writing** Children will write some or all of their name. Use some recognisable letters in mark making activities (menus, cards, shopping lists, etc.)	**Comprehension** Children will know how to read from left to right and top to bottom. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary. Use key vocabulary effectively to retell longer stories and engage in conversation about stories **Word Reading** Teach children to identify the final sounds of words and objects. Children will be able to blend a wider range of CVC words using oral blending Sound progression ck x sh th ng nk **Writing** Children will write some or all of their name. Use some recognisable letters in mark making activities (menus, cards, shopping lists, etc.)
	Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?							

Early Years skills and Knowledge overview

Reception	**Development Matters (Reception)**	**Comprehension** Children will sequence and retell stories Children will use pictures to tell a story **Word Reading** Children will recognise their name Children will learn to recognise Phase 2 graphemes s a t p i n m d g o c k ck e u r h b f Children will learn tricky words is I the Children will hear and identify initial sounds in words. **Writing** Children will start to form letters correctly Children will copy their name Children will write initial sounds	**Comprehension** Children will begin to answer questions about the stories read to them. Children will enjoy an increasing range of books, including Non fiction, poems and rhymes **Word Reading** Children will learn Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk Children will learn words with 's' added at the end Children will learn tricky words put pull full as and has his her go no to into she push he of we me be Children will be able to blend simple CVC words independently **Writing** Children will be able to form Phase 2 graphemes correctly Children will know how to write initial sounds, and write simple CVC words Children will be able to write their names Children will be able to write a label	**Comprehension** Children will begin to predict what may happen in a story Children will begin to predict how a story might end Children will begin to answer questions on the books they are reading **Word Reading** Children will learn Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er Children will learn words with double letters and longer words Children will learn tricky words was you they my by all are sure pure Children will read simple words and attempt to read words with phase 3 digraphs **Writing** Children will write simple CVC words and attempt to write words with Phase 3 graphemes Children will begin to write a simple sentence given to them, with finger spaces between words Children will write some phase 2 tricky words correctly	**Comprehension** Children will read and re-read a selection of books, developing prosody and comprehension skills Children will talk about the characters in the books they are reading Children will begin to answer questions on the books they are reading **Word Reading** Children will review phase 3 graphemes and longer words, including those with double letters words with –s /z/ in the middle words with –es /z/ at the end words with –s /s/ and /z/ at the end Children will blend known sounds in words. Children will review tricky words taught **Writing** Children will be able to form some capital letters correctly Children will be able to write a short sentence independently Children will be able to write some phase 2 and phase 3 tricky words correctly	**Comprehension** Children will read and re-read a selection of books, developing prosody and comprehension skills Children will use vocabulary influenced by their experience of the books they are reading **Word Reading** Children will read words with short vowels and adjacent consonants, longer words and words ending in suffixes Children will learn tricky words said so have like some come love do were here little says there when what one out today **Writing** Children will be able to form capital letters and lower-case letters correctly Children will know how to write a short sentence using a capital letter at the beginning and a full stop at the ends Children will be able to write some phase 2 and phase 3 tricky words correctly Children will be able to write longer words using their phonic knowledge Children will begin to read their work back	**Comprehension** Children will read and re-read a selection of books, developing prosody and comprehension skills Children will use vocabulary influenced by their experience of the books they are reading **Word Reading** Children will read Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words and compound words Children will review all tricky words taught **Writing** Children will be able to form capital letters and lower-case letters correctly Children will read what they have written to check it makes sense. Children will be able to write some phase 2 and phase 3 tricky words correctly Children will know how to write a short sentence using a capital letter at the beginning and a full stop at the end, and a finger space between words

Early Years skills and Knowledge overview

ELGs

Comprehension: **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.**

Word Reading: **Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.**

Writing: **Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.**

Early Years skills and Knowledge overview

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	**Nursery**	**Development Matters (3-4 years)**	**Number** Children will rote count to 5 Children will count out 3 objects from a larger group **Numerical Patterns** Children will match objects by size, shape and colour Children will compare big and small. Children will sort by colour, size and object, and recognise how objects have been sorted. Children will identify patterns around them such as stripes on clothes.	**Number** Children will count in correspondence to 5. Children will recognise numerals 1 and 2 and will be able to recognise 1 or 2 objects **Numerical Patterns** Children will identify a circle and square Children will use language including sides, corners, straight, flat and round. Children will continue a repeating pattern.	**Number** Children will count in correspondence to 5, knowing that the total is 5. Children will recognise numerals 3, 4 and 5 and will show 'finger numbers' up to 5. Children will subitise to 3. **Numerical Patterns** Children will identify squares, rectangles and pentagons Children will create a simple map of a route. Children will discuss routes and locations using words such as 'in front of' and 'behind'.	**Number** Children will rote count to 10. Children will recognise the numeral 6. **Numerical Patterns** Children will compare height, mass and capacity Children will use language including tall, long, short. Children will use language including light, heavy, full and empty.	**Number** Children will count in correspondence to 10. Children will recognise more and fewer, one more, one less. **Numerical Patterns** Children will sequence events using language including first, then and after to order events from their day. Children will use positional language including on top, under, next to and behind. Children will notice and correct an error in a repeating pattern. Children will use shapes to create patterns	**Number** Children will understand the composition of numbers 1-5 **Numerical Patterns** Children will explore number composition to 5 Children will make shape pictures. Children will solve real world mathematical problems with numbers up to 5
	Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?							

Early Years skills and Knowledge overview

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	**Reception**	**Development Matters (Reception)**	**Number** Children will represent, compose and compare numbers to 3. **Numerical Patterns** Children will match and sort. Children will compare amounts, size, mass and capacity. Children will make AB patterns. Children will copy and continue simple patterns	**Number** Children will represent, compose and compare numbers to 5. Children will identify one more and one less within 5 Children will be able to represent 0-5, and subitise 0-5 **Numerical Patterns** Children will identify, describe and sort circles, triangles, squares and rectangles. Children will use positional language including under, over, around and through. Children will sequence familiar events and use the appropriate language when ordering.	**Number** Children will identify 0. Children will know 1 more and 1 less up to 5 Children will represent, compose and compare numbers to 8. Children will begin to combine two groups **Numerical Patterns** Children will compare mass and capacity. Children will make pairs, odds and evens. Children will be making doubles to 8	**Number** Children will know number bonds to 5. Children will count back from 10, order numbers to 10, compare and make numbers to 10. Children will be able to say 1 more and 1 less to 10 **Numerical Patterns** Children will explore length, height and time. Children will explore and identify 3D shapes within their environment. Children will make ABB/AAB repeated patterns, and identify complex patterns Children will explore even and odd Children will be finding and making doubles to 10	**Number** Children will know 5+5=10, 0+10+10. Children will build numbers beyond 10 **Numerical Patterns** Children will build and identify numbers to 20. Children will add more and take away within 20. Children estimate how many objects in a group. Children will match patterns using tangrams and shapes. Children will be able to explain shape patterns and rotate shapes Children will continue, copy and create repeating patterns.	**Number** Children will verbally count beyond 20. Children will double within 10. Children will recall number bonds to 5 and then to 10. **Numerical Patterns** Children will recognise how many in each group and decide whether they have been shared equally. Children will recognise and make equal groups. Children will identify even and odd numbers up to 10. Children will be able to create own pattern rules Children will explore mapping and create maps from familiar places
	ELGs **Number: 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 double facts.** **Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**						

Early Years skills and Knowledge overview

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	**Nursery - Development Matters (3-4 years)**		**Past and present** Children will know they were a baby. Children will be able to recall an event from their own experience. **People, Culture and Communities** Children will know how and why we celebrate Harvest Festival. Children will be able to talk about who is in their family Children will know that they belong to and form a part of the Claytons School community Children will talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities	**Past and present** Children will know about Remembrance Day and Bonfire Night. Children will learn about a Black History hero and know that we can remember people who have died **People, Culture and Communities** Children will be able to talk about a family celebration from their own experience Children will be able to identify similarities in the way that people celebrate Diwali and Christmas. Children will know about the jobs of some people in our school community	**Past and present** Children will talk about ways to stay safe online Children will look at old photos of the local area **People, Culture and Communities** Children will learn from visitors of various occupations inc. headteacher, train driver, police officer, nurse Children will know the name of the town that our school is in Children will know some key services in our local area – library, supermarket, post office, doctor's surgery, vet, police station, railway station Children find out about Lunar New Year.	**Past and present** Children will know that the past is anything before now Children will look at toys from the past and the present **People, Culture and Communities** Children will know that we live in the United Kingdom Children will know that London is our capital city Children will compare homes from around the world Children will know that the climate is different in different countries and that this affects landscape, wildlife and lifestyles. Children will know that Christians celebrate Easter.	**Past and present** Children will know about our Royal Family Children will be able to talk about their experiences with their own grandparents or wider family members **People, Culture and Communities** Children will learn that we can grow certain fruits and vegetables in this country Children will talk about their own experiences of visiting different places Children will know that places of worship are special places for people of different religions Children will talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities	**Past and present** Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.' Children will explore how to use a Beebot. Children will compare photographs of seaside holidays, past and present **People, Culture and Communities** Children will learn that there are different ways to travel Children will know which 'big school' they will be attending Children will take time to reflect on their time in Nursery Children will continue to develop positive attitudes about the differences between people

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			The Natural World Children will know the names of body parts: heads, arms, hands, legs, feet, neck. Children will explore natural objects and talk about what they see using key vocabulary Children will combine flour and water to make dough and comment on changes	**The Natural World** Children will notice changes to materials when they are combined Children will know that a globe represents the world. Children will investigate light, dark and shadows.	**The Natural World** Children will make collections of natural materials to investigate and talk about. Children will know how materials change when melting. Children will explore the properties of ice Children will compare photographs of Asia and the United Kingdom	**The Natural World** Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn. Children will note changes to materials when they are combined and heated Children will know that we all have a responsibility to care for the natural world Children will make observational drawings of the signs of Spring Children will explore magnets and materials	**The Natural World** Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables. Children will know the life cycle of a butterfly Children will plant seeds to grow plants and vegetables and learn how to care for them	**The Natural World** Children will explore and talk about forces including magnets, floating/sinking and stretching. Children will make toast and note what happens when butter is spread Children will know how to respect and care for an animal.
	Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?							

Early Years skills and Knowledge overview

Understanding the World	**Reception - Development Matters (Reception)**		**Past and present** Children will know how they have changed from being a baby to being 4/5. Children will talk about family members present (and past). Children will talk about their previous nursery/preschool experiences. Children will get to know how to use the IWB (Busy things ICT) **People, Culture and Communities** Children will share the uniqueness of their family and talk about who is part of their family. Children will learn that they have similarities and differences that connect them to, and distinguish them from, others Children will know that our school is in Bourne End and that they live in Bourne End or in a surrounding area e.g. Flackwell Heath. Children will familiarise themselves with their immediate environment (tour of the school, areas we will use e.g. hall, library and meeting staff members).	**Past and present** Children will explore images, stories and artefacts from the past (Christmas). Children will know what Remembrance Day is to remember soldiers who died in the war. Children will learn to play games and draw on the IWB **People, Culture and Communities** Children will know how people in different countries celebrate Christmas. Children will know the Christian Christmas story and that it comes from the Bible. Children will know the story of Diwali and that Sikhs and Hindus celebrate Diwali. Children will participate and know about Black History Month. Children will recognise and describes special times or events for family or friends and talk about significant events in their own experience	**Past and present** Children will explore people who help us and how their roles have changed Children will know who Florence Nightingale is and why she is important. Children will compare Bourne End past and present Children will talk about ways to stay safe online **People, Culture and Communities** Children will know the first line of their address and the importance of knowing it after a visit from PCO. Children will walk to and visit Bourne End Library. Children will create a photo map of their journey from school to Bourne End library identifying key features along the way. Children will explore aerial maps of our school and identify key features. Children will know the importance of Lunar New Year in some cultures.	**Past and present** Children will know that the past is anything before the current day. Children will learn about the royal family and their role in society Children will know the changes in toys over time Children will know that the present is now. Children will explore how to use Beebots **People, Culture and Communities** Children will take about their home and identify different homes that people can live in. Children will know London is a capital city and name some landmarks of London. Children will share their connections and relationships with people in other countries. Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world. Children will know the Easter story comes from the	**Past and present** Children will talk to older family members about their experiences. Children will programme Beebots to go forwards and backwards **People, Culture and Communities** Children will learn about different religious temples, mosques, churches etc Children will learn that they have similarities and differences that connect them to, and distinguish them from, others Children will know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	**Past and present** Children will reflect on their year in Reception and talk about their experiences. Children will look at images of seaside holidays from the past and present and identify similarities and differences. Children will learn how to log on to the computers in the ICT suite **People, Culture and Communities** Children will learn about which modes of transport we could use to get to different places/countries in the world. Children will understand that some places are special to members of their community Children will know that simple symbols ae used to identify features on a map.

Early Years skills and Knowledge overview

					Children will celebrate World Religion Day and share with others their personal beliefs and faiths.	Bible and that Christians celebrate Easter. Children will name and explain the purpose of a church.		
			The Natural World Children will know that this time of year is Autumn and the weather associated. Children will learn about the 4 seasons	**The Natural World** Children will collect and talk about signs of Autumn and seasonal change. Children will learn about British wildlife and that some animals are nocturnal. Children will investigate light and dark	**The Natural World** Children will know that this time of year is Winter and the weather associated. Children will explore changes of state such as freezing and melting (water → ice).	**The Natural World** Children will know that this time of year is Spring and the signs of Spring, and the typical weather associated with it. Children will explore the strength of materials to make a house for the 3 Little Pigs.? Children will investigate materials and magnets	**The Natural World** Children will know that we can only grow certain fruit/vegetables in England. Children will know the life cycle of a plant Children will plant vegetable seeds and observe the growth of seeds and talk about changes. Children will observe how a tree has changed over the 4 seasons. Children will learn facts about minibeasts and learn the life cycle of a butterfly	**The Natural World** Children will know that this time of year is Summer and the weather associated. Children will know how to care for our vegetable patch and wildflower garden. Children will learn about different animals and how their needs are cared for. Children will explore floating and sinking.

ELGs

Past and Present: 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 experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Early Years skills and Knowledge overview

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive art and design	**Nursery**	**Development Matters (3-4 years)**	**Creating with Materials** Children will do large scale drawings/paintings. Children will use pencils to free draw. Children will explore colour mixing Children will draw their own face by observing their features in a mirror **Being Imaginative** Children will know the nursery rhymes/songs: - 5 Little Ducks - Humpty Dumpty - Twinkle Twinkle Little Star - Incy Wincy Spider - If Your'e Happy and You Know It Children will play sound discrimination and matching games. Children will join in with singing and playing musical instruments Children will take part in home corner role play	**Creating with Materials** Children will explore different painting techniques Children will paint on a flat surface and an easel. Children will create art to represent fireworks **Being Imaginative** Children will know the nursery rhymes/songs: - 5 Little Men in a Flying Saucer - Hickory Dickory Dock - Here We Go Round the Mulberry Bush (Healthy Habits) - Row Row Row Your Boat - Jack and Jill Children will take part in singing as part of a group, in front of an audience, remembering and singing entire songs Children will create imaginative small worlds	**Creating with Materials** Children will use pencils to draw closed shapes such circles and squares. Children will use recycled materials to create junk models. **Being Imaginative** Children will know the nursery rhymes/songs: - 5 Little Speckled Frogs - Have You Seen the Rabbits? - Miss Polly Had a Dolly - 12345 Once I Caught a Fish Alive - Head, Shoulders Knees and Toes Children will respond to music with movement Children will take on a role in imaginative role play	**Creating with Materials** Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc. Children will be encouraged to create artwork combining a range of different materials and techniques Children will be inspired by the work of different artists **Being Imaginative** Children will know the nursery rhymes/songs: - 5 Little Monkeys - Baa Baa Black Sheep - The Wheels on the Bus - Polly Put the Kettle On - Little Miss Muffet Children will draw to represent ideas like movement and loud noises. Children will create imaginative small worlds related to the topic	**Creating with Materials** Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc. Children will do observational drawings of natural materials. Children will create artwork inspired by the artist Henri Matisse **Being Imaginative** Children will know the nursery rhymes/songs: - 10 Green Bottles - The Grand Old Duke of York - Little Bo Peep - One finger one thumb keep moving - I'm a Little Teapot Children will add storylines into their imaginative role play. Children will perform confidently in front of others	**Creating with Materials** Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc. Children will explore and make art in the style of Andy Goldsworthy. **Being Imaginative** Children will know the nursery rhymes/songs: - 10 in the Bed - Old MacDonald Had a Farm - One Two Buckle My Shoe - Wind the Bobbin Up - Two Little Dickie Birds Children will play a range of instruments to express their feelings and ideas. Children will make more detailed drawings to represent experiences. Children will develop storylines in imaginative and collaborative role play

Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?

Early Years skills and Knowledge overview

			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive art and design	**Reception**	**Development Matters (Reception)**	**Creating with materials** Children will know how to draw a person – head, body, arms, legs and facial features. Children will experiment with mixing colours Children will be able to join materials with glue (glue sticks) Children will be able to participate in role play based on their experiences **Being imaginative** Children will sing a range of nursery rhymes Children will use costumes and resources to express themselves in their play Children will experiment with a variety of musical instruments	**Creating with materials** **Artist Focus -** Kandinsky – circles and triangles Mondrian – Squares and rectangles Children will use colours for a purpose Children will explore pictures using shapes Children will be able to join materials using glue or tape as appropriate Children will learn how to mould clay **Being imaginative** Children will learn a range of songs to sing in the Christmas Play Children will begin to build up a repertoire of songs and rhymes Children will learn a simple tune on a musical instrument Children will invent their own stories using Tales toolkit	**Creating with materials** Children will explore different techniques for art – chalk, pastels. Pencils Children will explore different joining techniques such as glue, masking tape, split pins, paper clips Children will be able to talk about the process Children will know how to make 2D collages. Children will be able to use story lines in their role play **Being imaginative** Children will know how to tap/clap along to a rhythm. Children will learn to create musical patterns using untuned instruments Children will listen to a range of music from around the world Children will invent and adapt their story telling using props	**Creating with materials** **Artist Focus** - Children will study the work of Van Gough to create different effects Children will be able to make props for role play, and use them in their story lines Children will practise observational drawing, and discuss how to adapt their work **Being imaginative** Children will sing a range of well-known songs Children will move in time to music Children will be able to talk about pitch and tempo of music Children will act out well known stories	**Creating with materials** **Artist Focus** - Children will explore and make art in the style of Henry Matisse. Children will know how to use different techniques to make 3D collages. Children will work collaboratively sharing ideas, resources and skills with their peers Children will be able to use natural objects to make art Children will be able to follow instructions to draw minibeasts **Being imaginative** Children will join in with whole school singing assemblies Children will know perform their own dances using steps and techniques that they have learned.	**Creating with materials** Children will be able to create a piece of art using different techniques and share their creations and process Children will return to and build on their previous learning, refining ideas and developing their ability to represent them. Children will be able to do observational drawings with increasing accuracy **Being imaginative** Children will join in with whole school singing assemblies Children will be able to invent and adapt stories they made up with their peers Children will watch and talk about dances, expressing their feelings and responses

ELGs

Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music