Area of learning	Autumn 1 7 weeks: (7/9/26 – 23/10/26)	Autumn 2 7 weeks: (2/11/26-18/12/26)	Spring 1 5 weeks: (4/1/27 – 5/2/26)	Spring 2 5 weeks: (15/2/27 – 19/3/27)	Summer 1 8 weeks: (5/4/27 – 28/5/27)	Summer 2 7 weeks: (7/6/27 – 26/7/27)
BOOK HOOK! FOCUS BOOK / AUTHOR	CYCLE 1 – Goldilocks CYCLE 2 – Gingerbread Man	Julia Donaldson	CYCLE 1 - Jack and the Beanstalk CYCLE 2 – 3 Little Pigs	Tom Percival	CYCLE 1 - Little Red Riding Hood CYCLE 2 – Hansel and Gretel	Michael Rosen
Subject Coverage – taken from whole school subject progression documents	Science – seasonal change / animals including humans History – Chronical understanding (personal history) DT – cooking and nutrition Computing – What is a computer? – key skills (ipad skills) Culture / Diversity / RE – our own cultures MFL – greetings / please / thank you	Science – seasonal change / states of matter Geography – locational / place knowledge Art – take inspiration from the greats / drawing / painting (Kandinsky) Music – listen and respond (learning and moving to songs) Culture / Diversity / RE – Diwali / Christmas (similarities and differences) MFL – greetings / please / thank you	Science – seasonal change / plants (C1) / materials (C2) History – Historical Enquiry (sequencing) DT – technical knowledge Computing – presenting information and multimedia / data (using ipad for purpose / data collection) Culture / Diversity / RE – Christian New Year / Lunar New Year MFL - counting	Science – seasonal change / living things and habitats Geography – human geography Art – take inspiration from the greats / print / textiles (Alma Thomas) Music – explore and create (explore pulse, rhythm, pitch) Culture / Diversity / RE – Easter MFL - counting	Science – seasonal change / materials (C1) / plants (C2) History – Knowledge and Interpretation (then / now) DT – design / make / evaluate Computing – programming and algorithms (bee bots) Culture / Diversity / RE – cultural book focus MFL - colours	Science – seasonal change / floating and sinking Geography – physical geography Art – take inspiration from the greats / collage / sculpture / digital media (Andy Goldsworthy) Music – share and perform Culture / Diversity / RE – similarities and differences between countries MFL - colours
Communication and Language:	Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and					

<table>
<tr><td></td><td colspan="3">echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</td></tr>
<tr><td rowspan="4">Listening, Attention and Understanding</td><td colspan="3">Observational Checkpoint:
Around the age of 3...
Can the child shift from one task to another if you fully obtain their attention?
Can the child show that they understand action words by pointing to the right picture in a book?</td></tr>
<tr><td>Skills:
3 and 4 year olds:
Beginning to listen to longer stories and join in with repeated refrains.
Can shift from one task to another if fully obtain their attention.
Can understand and follow a simple instruction when attention gained.
Understand and answer a simple question about something they are doing.</td><td>Skills:
3 and 4 year olds:
Can listen to a longer story and beginning to recall key parts.
Beginning to pay attention to more than one thing at a time.
Can understand and follow a simple instruction independently.
Understand and answer a simple question about something more abstract e.g. a story, picture.</td><td>Skills:
3 and 4 year olds:
Enjoy listening to longer stories and can remember much of what happens.
Pay attention to more than one thing at a time, which can be difficult.
Understand a question or instruction that has two parts.
Understand 'why' questions.</td></tr>
<tr><td colspan="3">Observational Checkpoint:
Around the age of 4...
Can the child answer simple 'why' questions?</td></tr>
<tr><td>Reception:
Engage in story times.
Listen carefully to rhymes and songs, paying attention to how they sound.
Engage in non-fiction books.
Learn new vocabulary.
Listen to stories to build familiarity and understanding</td><td>Reception:
Understand how to listen carefully and why listening is important.
Continue to learn new vocabulary, and recall and use previously learnt vocabulary.
Learn rhymes, poems and songs.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</td><td>Reception 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 conversation when engaged in back-and-forth exchanges with their teacher and peers</td></tr>
<tr><td>Speaking</td><td colspan="3">Observational Checkpoint:
Around the age of 3...
Can the child shift from one task to another if you fully obtain their attention?</td></tr>
</table>

	Watch out for children whose speech is not easily understood by unfamiliar adults. Monitor progress and consider a hearing test.		
	Skills: **3 and 4 year olds:** • Repeat given story language. • Comment on images in familiar stories. • Repeat new vocabulary introduced back when prompted. • Join in singing rhymes and songs. • Beginning to speak in simple sentences. • Begin to use tenses in speech. • Answer some questions about what they are doing. • Use speech to indicate a need or want to adults or peers. • Begin to use speech to narrate play, when playing independently or alongside others.	**Skills:** **3 and 4 year olds:** • Talk about familiar books. • Begin to use new vocabulary independently. • Know a few rhymes and songs. • Tell a short, familiar story. • Speak in full, simple sentences. • Use tenses in speech with growing accuracy. • Answer some questions about more abstract things, such as stories or images. • Start conversations with others. • Begin to play with others, using talk in that play.	**Skills:** **3 and 4 year olds:** • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes. • Tell a long story. • Use longer sentences of 4 to 6 words. • Use sentences joined up with words like 'because', 'or', 'and'? • Uses the future and past tense, but may still struggle with irregular tenses and plurals. • Answer simple 'why' questions. • Develop their pronunciation, but may have problems with some sounds and multi-syllabic words. • Be able to express a point of view and debate when they disagree. • Start a conversation and continue it for many turns. • Use talk to organise themselves and their play. 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.
	Observational Checkpoint: **Around the age of 4...** Is the child using sentences of four to six words? Can the child use sentences joined up with words like 'because', 'or', 'and'? Is the child using the future and past tense? Can the child answer simple why questions?		
	Reception: • Talk about stories to build familiarity and understanding.	**Reception:** • Retell the story, once they have developed a deep familiarity with the text, some as	**Reception ELG:** • Participate in small group, class and one-to-one discussions, offering their own

	• Retell aspects of a story using repeated phrases and actions. • Use new vocabulary throughout the day. • Begin to articulate ideas and thoughts out loud. • Connect one idea or action to another using simple connectives. • Describe some events using familiar language. • Use talk to organise thinking and activities. • Use talk to explain how things work. • Develop social phrases. • Begin to engage with and talk about information shared in Non-fiction books.	exact repetition and some in their own words. • Use new vocabulary in different contexts. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts into well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to organise thinking and activities, and to help work out problems. • Use talk to explain how things work and why they might happen. • Talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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.
Personal, Social and Emotional Development:	Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		
Self-Regulation	**Observational Checkpoint:** **Around the age of 3...** Can the child settle to some activities for a while? Watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Watch out for children who seem worried, sad or angry much of the time.		
	Skills: **3 and 4 year olds:** • Use activities and resources with help. • Talk about their own feelings using words like 'happy', 'sad', 'angry' or 'worried'.	**Skills:** **3 and 4 year olds:** • Begin to select and use activities and resources, with help when needed.	**Skills:** **3 and 4 year olds:** • Select and use activities and resources, with help when needed. This helps them

	• Talk about how others might be feeling using the words above.	• With support, begin to share words to describe their own feelings with others, particularly during conflicts in play. • Begin to notice others' feelings and respond appropriately.	to achieve a goal they have chosen, or one which is suggested to them. • Talk with others to solve conflicts. • Understand gradually how others might be feeling.
	Observational Checkpoint: **Around the age of 4...** Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Watch out for children who seem to flit from one thing to the next.		
	Reception: • Express their feelings and acknowledge the feelings of others when supported to. • Engage with strategies shown to help identify and moderate feelings.	**Reception:** • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Show resilience and perseverance in the face of challenge.	**Reception ELG:** • Show 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 focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	**Observational Checkpoint:** **Around the age of 3...** Can the child settle to some activities for a while? Look out for children who appear to be overweight or to have poor dental health. Adapt activities to suit their needs, so all children feel confident to move and take part in physical play.		
	Skills: **3 and 4 year olds:** • Observe new social situations. • Begin to understand some rules and follow them with support. • Engage with some independent self-care routines, with support. • Talk about what a healthy choice is.	**Skills:** **3 and 4 year olds:** • Begin to show interest in new social situations. • Increasingly follow rules, understanding why they are important. • Begin to show some independence in self-care routines.	**Skills:** **3 and 4 year olds:** • Show more confidence in new social situations. • Remember rules without needing an adult to remind them. • Be increasingly independent in meeting their own needs.

		• Understand and talk about healthy choices.	• Make healthy choices about food, drink, activity and toothbrushing.
	Observational Checkpoint: **Around the age of 4...** Watch out for children who seem to stay for over-long periods doing the same thing and become distressed if they are encouraged to do something different. Most, but not all, children are dry during the day by the age of 4. Support children who are struggling with toilet training.		
	Reception: • Begin to take responsibility and see themselves as part of our class community. • With support, begin to show some resilience and perseverance. • Mostly manage their own needs. • Engage with talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	**Reception:** • See themselves as a valuable individual. • Manage their own needs – personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	**Reception 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 food choices.
Building Relationships	**Observational Checkpoint:** **Around the age of 3...** Does the child enjoy the company of other children and want to play with them? Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?		
	Skills: **3 and 4 year olds:** • Begin to become comfortable with unfamiliar people, in the safe context of their setting. • Play with one or more other children. • Begin to use words to express frustration towards others, with support.	**Skills:** **3 and 4 year olds:** • Become more outgoing with unfamiliar people, in the safe context of their setting. • Play cooperatively with one or more other children. • With support, learn appropriate ways to be assertive.	**Skills:** **3 and 4 year olds:** • Develop their sense of responsibility and membership of a community. • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive.
	Observational Checkpoint: **Around the age of 4...** Does the child play alongside others, or do they always want to play alone? Can the child generally negotiate solutions to conflicts in their play?		
	Reception: • With support, build constructive and respectful relationships.	**Reception:** • Build constructive and respectful relationships.	**Reception ELG** • Work and play cooperatively and take turns with others.

	• Begin to consider others' points of view and perspectives.	• Think about the perspectives of others.	• Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
Physical Development:	Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
Gross Motor Skills	**Observational Checkpoint:** **Around the age of 3...** Can the child climb confidently, catch a large ball and pedal a tricycle? Look out for children who find it difficult to sit comfortably on chairs – they may need help to develop their core muscles.		
	Skills: **3 and 4 year olds:** • Continue to develop their movement, balancing, riding and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • With support, take part in some group games. • Match their developing physical skills to tasks and activities in the setting e.g. decide whether to crawl, walk or run across a plank, depending on its width.	**Skills:** **3 and 4 year olds:** • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities, or in teams. • Choose the right resources to carry out their own plan e.g. choosing a spade to enlarge a small hole they dug with a trowel.	**Skills:** **3 and 4 year olds:** • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Start taking part in some group activities which they make up for themselves, or in teams. • Collaborate with others to manage large items e.g. moving a long plank safely.
	Observational Checkpoint: **Around the age of 4...** Can they move confidently in a range of ways? Do they use large muscle movements with ease?		
	Reception: • Revise the fundamental movement skills they have already acquired: rolling,	**Reception:** • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking,	**Reception ELG:** • Negotiate space and obstacles safely, with consideration for themselves and others,

	crawling, walking, jumping, running, hopping, skipping, climbing. • Progress towards a more fluent style of moving. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines. • Support development of core muscle strength, teaching what good posture looks like. • Combine different movements with increased fluency. • Understand how to safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	jumping, running, hopping, skipping, climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines. • Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	• Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	**Observational Checkpoint:** **Around the age of 3...** Can they pick up and manipulate small objects? Do they show an interest in making marks, grasping tools to support this?		
	Skills: **3 and 4 year olds:** • Show a preference for a dominant hand. • Explore how to use one-handed tools and equipment. • Comply and engage with dressing and undressing routines.	**Skills:** **3 and 4 year olds:** • Begin to use a comfortable grip when holding pens and pencils. • Use one-handed tools and equipment with growing control. • Start to show some independence with getting dressed and undressed.	**Skills:** **3 and 4 year olds:** • Use a comfortable grip with good control when holding pens and pencils. • Use one-handed tools and equipment e.g. making snips in paper with scissors. • Be increasingly independent as they get dressed and undressed e.g. putting coats on and doing up zips.
	Observational Checkpoint: **Around the age of 4...** Have they developed a dominant hand? Can they use a comfortable grip to hold pens and pencils? Can they use 1 handed tools and equipment?		

<table>
<tr><td></td><td colspan="3">Are they increasingly independent getting dressed /undressed?</td></tr>
<tr><td></td><td>Reception:
Explore using a range of tools e.g.: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
Engage children in a range of drawing and writing activities, to build fluency of movement.</td><td>Reception:
Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g.: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
Develop the foundations of a handwriting style which is fast, accurate and efficient.</td><td>Reception ELG
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, paintbrushes and cutlery.
Begin to show accuracy and care when drawing.</td></tr>
<tr><td>Literacy:</td><td colspan="3">Educational Programme:
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</td></tr>
<tr><td rowspan="2">Comprehension</td><td colspan="3">Observational Checkpoint:
Around the age of 3...
Do they show an interest in rhymes and songs?
Do they enjoy listening to stories / do they have a favourite story?</td></tr>
<tr><td>Skills:
3 and 4 year olds:
Begin to know how to handle books and to turn the pages one at a time
Notice where the text is on a page
Notice a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.
Turn the pages one at a time
Begin to engage in extended conversations about stories</td><td>Skills:
3 and 4 year olds:
Begin to engage in extended conversations about stories, learning new vocabulary.
Begin to understand and notice different parts of the book, e.g author, page number</td><td>Skils:
3 and 4 year olds:
Understand the five key concepts about print:
• print has meaning
• print can have different purposes
• we read English text from left to right and from top to bottom
• the names of the different parts of a book
• page sequencing
Engage in extended conversations about stories, learning new vocabulary.</td></tr>
<tr><td colspan="3">Observational Checkpoint:
Around the age of 4...</td></tr>
</table>

	Can they listen to, join in with repeated refrains, and retell parts of familiar stories? Do they understand basic concepts about print? Do they show some phonological awareness (rhyme, initial sounds, syllables) Can they write their own name?		
	Reception: • Begin to demonstrate understanding of what has been read to them by retelling parts of a story and narratives using their own words • Begin to anticipate (where appropriate) some key events in stories. • show an interest in recently introduced vocabulary during discussions	**Reception:** • Begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Begin to anticipate (where appropriate) key events in stories. • Begin to use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems and during role play.	**Reception ELG** • 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	**Observational Checkpoint:** **Around the age of 3...** Do they notice and recognise some familiar print?		
	Skills: **3 and 4 year olds:** • Join in with rhymes and songs • Begin to continue a rhyming string with support	**Skills:** **3 and 4 year olds:** • Begin to develop some phonological awareness • Continue a rhyming string • Begin to show an awareness of the initial sounds in words	**Skills:** **3 and 4 year olds:** Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother
	Observational Checkpoint: **Around the age of 4...** Do they give meaning to their marks?		
	Reception: • Begin to read individual letters by saying the sounds for them. • Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	**Reception:** • Read some letter groups that each represent one sound and say sounds for them • Read a few common exception words matched to the school's phonic programme.	**Reception ELG** • 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 simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	**Observational Checkpoint:** **Around the age of 3...** Do they give meaning to their marks?		
	Skills: **3 and 4 year olds:** • Give meanings to marks they make • Show an interest in attempting to write their own name	**Skills:** **3 and 4 year olds:** • Begin to use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list • Begin to write some or all of their name.	**Skills:** **3 and 4 year olds:** • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
	Observational Checkpoint: **Around the age of 4...** Can they write their own name? Do they draw freely? Do they use print / letter awareness for purposeful mark making e.g. scribbles for writing a list etc.		
	Reception: • Begin to form some lower-case and capital letters correctly. • Begin to spell words by identifying the sounds and then writing the sound with letter/s. • Begin to re-read writing to check that it makes sense.	**Reception:** • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	**Reception 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.
Maths:	Educational Programme:		

<table>
<tr><td></td><td colspan="3">Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</td></tr>
<tr><td rowspan="3">Number</td><td colspan="3">Observational Checkpoint:
Around the age of 3...
Will they take part in finger rhymes with numbers?</td></tr>
<tr><td>Skills:
3 and 4 year olds:
Develop some recognition of up to 2 objects, without having to count them individually (‘subitising’).
Begin to show ‘finger numbers’ up to 3
Begin to experiment with their own symbols and marks
Begin to solve real world mathematical problems with numbers up to 3</td><td>Skills:
3 and 4 year olds:
Develop some recognition of up to 3 objects, without having to count them individually (‘subitising’).
Begin to understand that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
Show ‘finger numbers’ up to 3 and begin to show finger numbers to 5
Begin to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3.
Begin to experiment with their own symbols and marks as well as numerals.
Solve real world mathematical problems with numbers up to 3
Compare quantities using language: ‘more than’, ‘fewer than’.</td><td>Skills:
3 and 4 year olds:
Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
Show ‘finger numbers’ up to 5.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Experiment with their own symbols and marks as well as numerals.
Solve real world mathematical problems with numbers up to 5
Compare quantities using language: ‘more than’, ‘fewer than’.</td></tr>
<tr><td colspan="3">Observational Checkpoint:
Around the age of 4...
Can they touch count accurately to 5?
Can they subitise up to 3?</td></tr>
</table>

	Can they show fingers up to 5?		
	Reception: • Subitise up to 4 with fast recognition. • Link the number symbol with its cardinal number value up to 5. • Explore the composition of numbers to 5. • Explore some number bonds for number bonds 0-5.	**Reception:** • Begin to subitise amounts up to 5 and begin to discuss how they know. • Link the number symbol with its cardinal number value up to 10. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5.	**Reception 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 double facts.
Numerical Patterns	**Observational Checkpoint:** **Around the age of 3...** Can they count in everyday contexts, sometimes skipping numbers?		
	Skills: **3 and 4 year olds:** • Being to recite numbers past 3. • Say one number for each item in order: 1,2,3,	**Skills:** **3 and 4 year olds:** • Begin to recite numbers past 5. • Begin to say one number for each item in order: 1,2,3,4,5.	**Skills:** **3 and 4 year olds:** • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5.
	Observational Checkpoint: **Around the age of 4...** Can they recite numbers past 5? Can they compare quantities, more than / fewer than?		
	Reception: • Count small amounts of objects, actions and sounds with growing accuracy. • Count beyond 5, up to 10. • Compare numbers up to 5. • Begin to be aware of the 'one more than/one less than' relationship between consecutive numbers up to 5.	**Reception:** • Count objects, actions and sounds. • Count beyond 10. • Compare numbers up to 10. • Understand the 'one more than/one less than' relationship between consecutive numbers.	**Reception 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.
SSM	**Observational Checkpoint:** **Around the age of 3...**		

	Compare sizes using gesture and language e.g. big, little		
	Skills: **3 and 4 year olds:** • Explore 2D and 3D shapes • Begin to understand position through words alone – for example, "The bag is under the table," – with support. • Begin to describe a familiar route • Begin to make comparisons between objects relating to size, length, weight and capacity. • Begin to select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Begin to combine shapes to make new ones – an arch, a bigger triangle, etc. • Show an interest in the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend ABAB patterns – stick, leaf, stick, leaf.	**Skills:** **3 and 4 year olds:** • Begin to talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' • Begin to understand position through words alone – for example, "The bag is under the table," – with no pointing. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Begin to make comparisons between objects relating to size, length, weight and capacity. • Begin to select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Begin to talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and begin to create ABAB patterns – stick, leaf, stick, leaf. • Begin to notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	**Skills:** **3 and 4 year olds:** • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
	Observational Checkpoint: **Around the age of 4...** Can they use informal mathematical language to describe shapes e.g. flat, round, straight etc.		

	Do they select and use shapes appropriately when building? Do they understand and use some positional language?		
	Reception: • Begin to select, rotate and manipulate shapes to develop spatial reasoning skills. • Continue and copy repeating patterns.	**Reception:** • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Begin to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can • Begin to create repeating patterns. • Begin to compare length, weight and capacity	**Reception ELG (No ELG)** • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can • Continue, copy and create repeating patterns. • Compare length, weight and capacity
Understanding the World:	Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.		
Past and Present	**Observational Checkpoint:** **Around the age of 3...** Are they beginning to use some language to describe past or present?		
	Skills: **3 and 4 year olds:** • Become more willing to share personal experiences.	**Skills:** **3 and 4 year olds:** • Talk freely about personal and family experiences.	**Skills:** **3 and 4 year olds:** • Begin to make sense of their own life-story and family's history.
	Observational Checkpoint: **Around the age of 4...** Can they talk about their own or family history?		
	Reception: • Begin to comment on images of familiar situations in the past. • Begin to compare and contrast characters from stories, including figures from the past.	**Reception:** • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.	**Reception 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 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	**Observational Checkpoint:** **Around the age of 3...** Will they talk about themselves and family?		
	Skills: **3 and 4 year olds:** • Listen to stories where different occupations are mentioned. • Listen to stories that explore how people are all unique. • Explore different countries through stories and discussion.	**Skills:** **3 and 4 year olds:** • Begin to talk about, or role play, experiences involving different occupations (e.g. doctor, shop) • Begin to develop positive attitudes about the differences between people. • Begin to be aware that there are different countries on the world.	**Skills:** **3 and 4 year olds:** • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	Observational Checkpoint: **Around the age of 4...** Do they notice and talk about differences between people or things they see in images?		
	Reception: • Begin talk about members of their immediate family and community. • Begin to name and describe people who are familiar to them. • Attempt to draw information from a simple map with support • Begin to understand that some places are special to members of their community. • Begin to recognise that people have different beliefs and celebrate special times in different ways. • Begin to recognise some similarities and differences between life in this country and life in other countries.	**Reception:** • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.	**Reception 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, 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, non-fiction texts and (when appropriate) maps.
The Natural World	**Observational Checkpoint:** **Around the age of 3...**		

	Do they explore materials and natural objects freely?		
	Skills: **3 and 4 year olds:** • Begin to use all their senses in hands-on exploration of natural materials. • Begin to talk about what they see. • Begin to Explore how things work. • Begin to plant seeds and care for growing plants. • Explore the key features of the life cycle of a plant and an animal, with support • Begin to understand the need to respect and care for the natural environment and all living things, with support • Begin to explore different forces. • Begin to talk about the differences between materials and changes they notice with support	**Skills:** **3 and 4 year olds:** • Use all their senses in hands-on exploration of natural materials. • Begin to explore collections of materials with similar and/or different properties. • Talk about what they see, using wider vocabulary • Explore how things work. • Plant seeds and care for growing plants. • Begin to understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Begin to explore and talk about different forces they can feel. • Begin to talk about the differences between materials and changes they notice	**Skills:** **3 and 4 year olds:** • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.
	Observational Checkpoint: **Around the age of 4...** Do they explore how things work? Do they explore and show care towards living things? Do they talk about forces they can see or feel, or changes they notice?		
	Reception: • Begin to draw information from a simple map. • Begin to explore the natural world around them. • Describe what they see, hear and feel whilst outside with support	**Reception:** • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live.	**Reception 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, drawing on their experiences and what has been read in class.

	• Begin to recognise some environments that are different from the one in which they live. • Begin to understand the effect of changing seasons on the natural world around them.	• Understand the effect of changing seasons on the natural world around them.	• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design:	Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.		
Creating with Materials	**Observational Checkpoint:** **Around the age of 3...** Do they make marks intentionally, with a range of materials?		
	Skills: **3 and 4 year olds:** • Explore different materials freely, and begin to develop their ideas about how to use them and what to make, with adult support • Begin to develop their own ideas and then decide which materials to use to express them. • Attempt to join different materials with adult support and explore different textures. • Begin to create closed shapes with continuous lines and begin to use these shapes to represent objects. • Attempt drawing, representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises, with support • Begin to show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. With support	**Skills:** **3 and 4 year olds:** • Explore different materials freely, and begin to develop their ideas about how to use them and what to make. • Begin to develop their own ideas and then decide which materials to use to express them. • Begin to join different materials more independently and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Show increasing complexity when drawing such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Begin to show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	**Skills:** **3 and 4 year olds:** • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.

	• Begin to explore colour and colour mixing with support	• Begin to explore colour and colour mixing more independently	
	Observational Checkpoint: **Around the age of 4...** Can they develop their own ideas freely with various materials?		
	Reception: • Begin to explore, use and refine a variety of artistic effects to express their ideas and feelings. • Begin to return to and build on their previous learning, • Begin to create collaboratively, sharing ideas, resources and skills with support	**Reception:** • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills	**Reception 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.
Being Imaginative and Expressive	**Observational Checkpoint:** **Around the age of 3...** Will they join in with songs, rhymes and dances? Are they beginning to role play?		
	Skills: **3 and 4 year olds:** • Take part in simple pretend play • With support, begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc. • Begin to make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Begin to listen to sounds • Respond to what they have heard, expressing their thoughts and feelings with support • Attempt to remember and sing entire songs. • Attempt to sing the pitch of a tone sung by another person ('pitch match').	**Skills:** **3 and 4 year olds:** • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Begin to listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match').	**Skills:** **3 and 4 year olds:** • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match').

	• Attempt to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know with support • Begin to play instruments to express their feelings and ideas.	• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Begin to play instruments with increasing control to express their feelings and ideas.	• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
	Observational Checkpoint: **Around the age of 4...** Are they beginning to develop stories in their role play / small world play? Can they represent a face when drawing, with some detail? Can they sing an entire song with appropriate pitch and tone?		
	Reception: • Listen attentively, move to and talk about music, expressing their feelings and responses with support • Begin to watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group and begin to sing on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play with support • Begin to explore and engage in music making and dance, performing solo or in groups.	**Reception:** • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in groups.	**Reception ELG** • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.